

# Application: Brooklyn Emerging Leaders Academy

Jen Pasek - jen@pasekconsulting.com  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

**Completed** Nov 1 2021

### [Instructions](#)

#### **Required of ALL Charter Schools**

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).**

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

### **a. SCHOOL NAME**

(Select name from the drop down menu)

BROOKLYN EMERGING LEADERS ACADEMY CHARTER SCHOOL 331600861112

**a1. Popular School Name**

BELA

**b. CHARTER AUTHORIZER (As of June 30th, 2021)**

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

CSD #16 - BROOKLYN

**d. DATE OF INITIAL CHARTER**

10/2016

**e. DATE FIRST OPENED FOR INSTRUCTION**

8/2017

**h. SCHOOL WEB ADDRESS (URL)**

<https://www.belahs.org/>

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)**

246

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)**

237

**k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)**

Check all that apply

Grades Served

9, 10, 11, 12

**l. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

## FACILITIES INFORMATION

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2021-2022?

No, just one site.

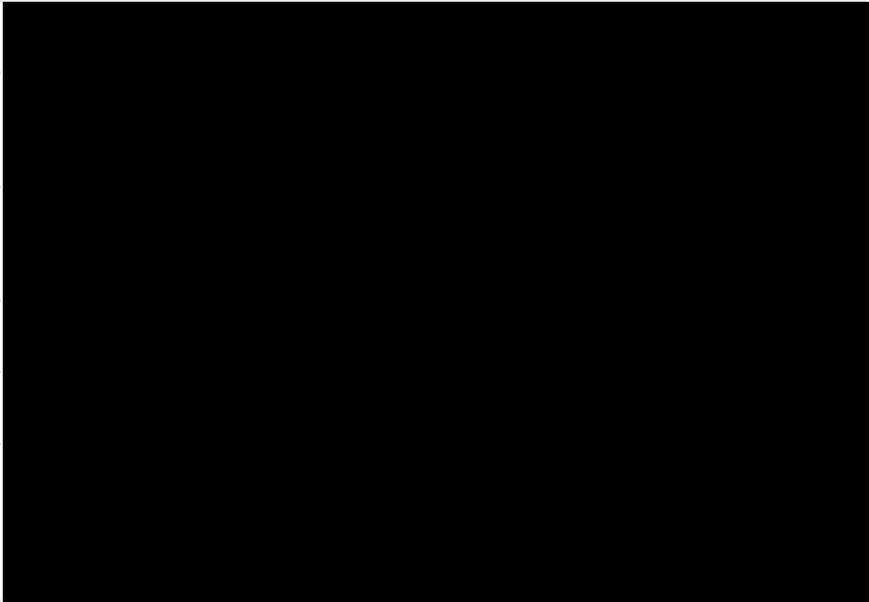
**School Site 1 (Primary)**

**m1. SCHOOL SITES**

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	125 Stuyvesant Avenue, Brooklyn, NY 11221	347-473-8830	NYC CSD 16	9-12	No

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Nicia Fullwood			
Operational Leader	Nakia Cook			
Compliance Contact	Nakia Cook			
Complaint Contact	Nicia Fullwood			
DASA Coordinator	Camile Gayle			
Phone Contact for After Hours Emergencies	Nicia Fullwood			

**m1b. Is site 1 in public (co-located) space or in private space?**

Co-located Space

**m1c. Please list the terms of your current co-location.**

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	NA	No		No		Yes

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

**Site 1 Certificate of Occupancy (COO)**

**Site 1 Fire Inspection Report**

**CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR**

**n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).**

Yes

**n2. Summary of Charter Revisions**

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Other	Non-material change for IB pathway		10/21/2020
2	Change in schedule/calendar	Non-material change to dismissal time	June 21, 2021	Pending
3	Change in complaint policy	Non-material updates to complaint policy	June 21, 2021	Pending
4	Other	Non-material updates to accountability plan	May 24, 2021	Pending
5				

**More revisions to add?**

No

**o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?**

Yes

## ATTESTATIONS

**p. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Jen Pasek
Position	Consultant
Phone/Extension	518-542-9810
Email	<a href="mailto:jen@pasekconsulting.com">jen@pasekconsulting.com</a>

**p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.**

**Responses Selected:**

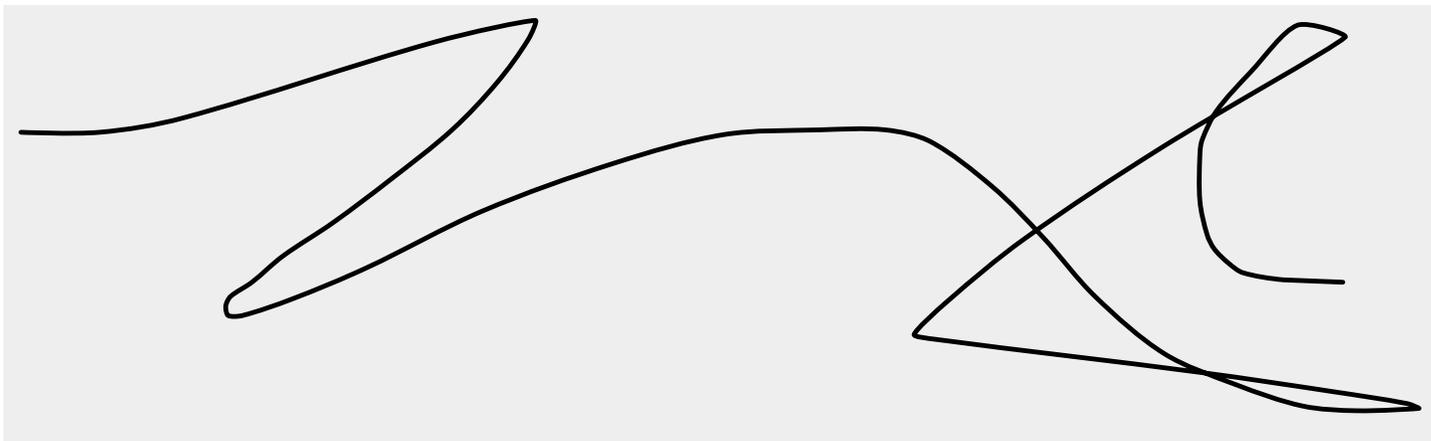
Yes

**q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

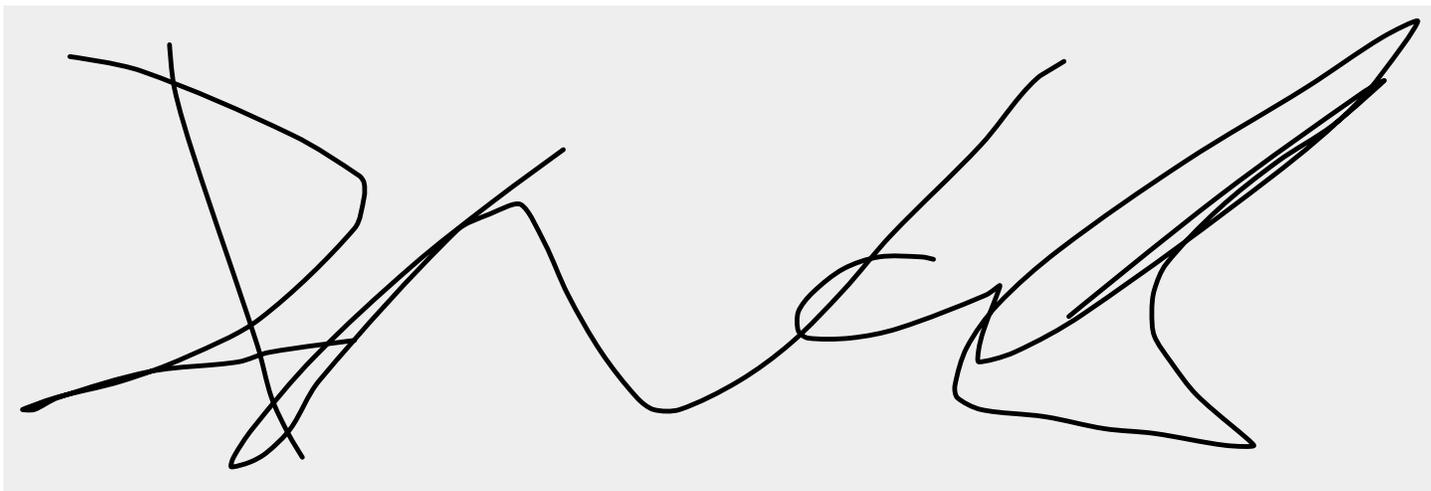
**Responses Selected:**

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, starting with a long horizontal stroke on the left, followed by several loops and curves that extend across the width of the box.

**Signature, President of the Board of Trustees**

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, featuring several sharp peaks and loops, particularly on the right side.

**Date**

Nov 1 2021

**Thank you.**



## **Entry 3 Accountability Plan Progress Reports**

**Completed** Nov 1 2021

# Instructions

## **SUNY-Authorized Charter Schools ONLY**

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **2020-21 BELA APPR FINAL**

**Filename:** 2020 21 BELA APPR FINAL.docx **Size:** 565.5 kB

## **Entry 4 - Audited Financial Statements**

Incomplete

### **Required of ALL Charter Schools**

**ALL SUNY-authorized charter schools** must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

**ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools** must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## **Entry 4a - Audited Financial Report Template (SUNY)**

Incomplete

### **Instructions - SUNY-Authorized Charter Schools ONLY**

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## **Entry 4c - Additional Financial Documents**

Incomplete Hidden from applicant

**Instructions - Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

<sup>[1]</sup> Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4d - Financial Services Contact Information

**Incomplete** Hidden from applicant

**Instructions:** Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

## Form for "Financial Services Contact Information"

### 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

### 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

**3. If applicable, please provide contact information for the school's outsourced financial services firm.**

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 - Fiscal Year 2021-2022 Budget

Completed Nov 1 2021

**Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**Instructions - SUNY authorized charter schools** should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## **BELA - FY22 Proposed Budget - 06**

Filename: BELA FY22 Proposed Budget 06.14.2021.xlsx Size: 563.6 kB

## **Entry 6 - Board of Trustees Disclosure of Financial Interest Form**

Completed Nov 1 2021

### **Required of ALL Charter Schools by August 2**

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

## **BELA BOT Forms final**

Filename: BELA BOT Forms final.pdf Size: 2.4 MB

## **Entry 7 BOT Membership Table**

Completed Nov 1 2021

## **Instructions**

# Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

## Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

### 1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Diane Nathaniel		Chair	Academic	Yes	2	06/01/2021	06/01/2023	12
2	Andre McKenzie		Trustee/Member	External Affairs	Yes	2	06/01/2020	06/01/2022	11
3	Michael Lackwood		Treasurer	Finance	Yes	2	06/01/2021	06/01/2023	11
4	Alma		Trustee/	Governance	Yes	2	06/01/2021	06/01/2023	10

	Mends		Member	nce			020	022	
5	Ilymaani Aytes		Trustee/Member	External Affairs	Yes	2	06/01/2020	06/01/2022	10
6	Mellanie Garner		Trustee/Member	Governance	Yes	2	06/01/2020	06/01/2022	11
7	Brenda Canty		Vice Chair	External Affairs	Yes	2	06/01/2021	06/01/2023	9
8	Jonathan Dill		Trustee/Member	Academic	Yes	2	06/01/2021	06/01/2023	9
9	Deborah Hall		Trustee/Member	Governance	Yes	2	06/01/2021	06/01/2023	11

**1a. Are there more than 9 members of the Board of Trustees?**

Yes

**1b. Current Board Member Information**

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	Stacy Haislip		Trustee/Member	Finance	Yes	2	06/01/2020	06/01/2022	9
11	Christina Socias		Trustee/Member	Academic	Yes	2	06/01/2021	06/01/2023	8
12									
13									
14									
15									

**1c. Are there more than 15 members of the Board of Trustees?**

No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	11
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

## 3. Number of Board meetings held during 2020-2021

12

## 4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

## Entry 8 Board Meeting Minutes

**Incomplete** Hidden from applicant

### **Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY**

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

## Entry 9 Enrollment & Retention

Completed Nov 1 2021

### [Instructions for submitting Enrollment and Retention Efforts](#)

**ALL charter schools must complete this section.** Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

## Entry 9 Enrollment and Retention of Special Populations

### [Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

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## Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	<ul style="list-style-type: none"> <li>-Marketing materials distributed in housing developments and District 16 schools</li> <li>-1:1 meeting with middle school guidance counselors about BELA's program</li> <li>-Meetings with Brooklyn ACS supervisors re: BELA program</li> <li>- District 16 Community meetings meetings re: BELA program</li> <li>-Virtual Buddy Days</li> </ul>	<p>In 2020-2021, our percentage of ED students was 83% and our district was 84%. Going forward, we will continue our recruitment strategies listed on the left.</p>
English Language Learners	<ul style="list-style-type: none"> <li>-Marketing materials available in Spanish</li> <li>-Spanish speaking staff member supports recruitment efforts</li> <li>-Application is available in multiple languages</li> <li>-Meetings with Brooklyn ACS supervisors re: BELA program</li> </ul>	<p>In 2020-2021, our percentage of ELLs was 3% and our district was 6.8%. Going forward, we will continue our recruitment strategies listed on the left. We continue to ensure that all recruitment materials are translated.</p>
Students with Disabilities	<ul style="list-style-type: none"> <li>-Marketing materials indicate special education services offered</li> <li>-1:1 meeting with middle school guidance counselors about special education program</li> <li>-Meetings with Brooklyn ACS supervisors re: BELA program</li> <li>- District 16 Community meetings meetings re: BELA program</li> </ul>	<p>In 2020-2021, our percentage of SWD was 17% and our district was 30%. Going forward, we are strategically targeting middle schools with higher enrollment of SWD to ensure that we are making progress toward the enrollment of SWD in the district.</p>

## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022

<p>Economically Disadvantaged</p>	<ul style="list-style-type: none"> <li>-Small class sizes</li> <li>-Support classes</li> <li>-Family meetings every 6 weeks</li> <li>-Research based social and emotional curriculum</li> <li>-During remote learning in 2020-21, we offered</li> <li>-For our first graduating class of seniors, we hosted a “college shower” to provide students with the supplies they need for college</li> <li>-BELA offers an hour-long “office hour” period twice a week. During remote learning, teachers sent calendar invites for students with mandated office hours, and each mandated student had a standing appointment with a given teacher during their office hour period.</li> <li>-Starting with the shift to remote learning in March 2020, we recognized the importance of maintaining individual relationships with our students. In response we introduced brief daily one-on-one check-ins with each student’s leadership academy teacher. In addition, we introduced a 15-minute weekly one-on-one academic/wellness check-in for every student.</li> </ul>	<p>Our retention rate for ED students was 89% between 2019-20 and 2020-21. Going forward, we will continue our retention strategies, as they have resulted in strong retention rates for ED students. In 2021-22 we are introducing "unit zero" and Saturday Academy, as well as increased time for small group and individual support.</p>
<p>English Language Learners</p>	<ul style="list-style-type: none"> <li>-Small class sizes</li> <li>-Support classes</li> <li>-Family meetings every 6 weeks</li> <li>-Research based social and emotional curriculum</li> <li>-During remote learning, SWD received support through synchronous ICT classes as well as small group work facilitated through Zoom breakout rooms</li> </ul>	<p>Our retention rate for ELLs was 86% between 2019-20 and 2020-21. Going forward, we will aim to increase retention of ELLs by ensuring that our ELLs are receiving the supports they need to access our curriculum. In 2021-22 we are introducing "unit zero" and Saturday academy, as well as increased time for small</p>

		group and individual support.
Students with Disabilities	<ul style="list-style-type: none"> <li>-One section of integrated co-teaching</li> <li>-Small class sizes</li> <li>-Family meetings every 6 weeks</li> <li>-Research based social and emotional curriculum</li> <li>-Robust student support team</li> <li>-Student led IEP meetings</li> <li>-During remote learning in 2020-21, SWD received support through synchronous ICT classes as well as small group work facilitated through Zoom breakout rooms.</li> </ul>	<p>Our retention rate for SWD was 91% between 2019-20 and 2020-21.</p> <p>Going forward, we are continuing to ensure that our student support department is robust, with certified special education teachers and led by the dean of student services. Going forward we will be introducing "unit zero" and Saturday academy, as well as increased time for small group and individual support.</p>

## Entry 10 - Teacher and Administrator Attrition

Completed Nov 1 2021

### Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

## **A. TEACH System - Employee Clearance**

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

<sup>[1]</sup> Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

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## **B. Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

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### **Attestation**

#### **Responses Selected:**

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## **Entry 11 Percent of Uncertified Teachers**

**Incomplete** Hidden from applicant

### **Instructions**

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

## **Entry 11 Uncertified Teachers**

**School Name:**

# Instructions for Reporting Percent of Uncertified Teachers

## Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

### **CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

**CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
<b>Total Category B: not to exceed 5</b>	<b>0</b>

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

**CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS**

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

## Entry 12 Organization Chart

**Incomplete** Hidden from applicant

### [Instructions](#)

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

## Entry 13 School Calendar

**Completed** Nov 1 2021

### [Instructions for submitting School Calendar](#)

#### **Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2<sup>nd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **[BELA SY22 Calendar](#)**

**Filename:** BELA SY22 Calendar.pdf **Size:** 80.1 kB

# Entry 14 Links to Critical Documents on School Website

Completed Nov 1 2021

## Instructions

### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

## Form for Entry 14 Links to Critical Documents on School Website

School Name: **Brooklyn Emerging Leaders Academy**

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**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy**

**By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:**

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	<a href="https://www.belahs.org/governance-portal">https://www.belahs.org/governance-portal</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://www.belahs.org/governance-portal">https://www.belahs.org/governance-portal</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://www.belahs.org/governance-portal">https://www.belahs.org/governance-portal</a>
3. Link to NYS School Report Card	<a href="https://www.belahs.org/governance-portal">https://www.belahs.org/governance-portal</a>
4. Lottery Notice announcing date of lottery	<a href="https://www.belahs.org/admissions-1">https://www.belahs.org/admissions-1</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	<a href="https://www.belahs.org/resources-1">https://www.belahs.org/resources-1</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="https://www.belahs.org/resources-1">https://www.belahs.org/resources-1</a>
7. Authorizer-Approved FOIL Policy	<a href="https://www.belahs.org/resources-1">https://www.belahs.org/resources-1</a>
8. Subject matter list of FOIL records	<a href="https://www.belahs.org/resources-1">https://www.belahs.org/resources-1</a>

Thank you.



## **Entry 15 Staff Roster**

**Incomplete** Hidden from applicant

### **INSTRUCTIONS**

#### **Required of Regents-Authorized Charter Schools ONLY**

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



**BELA**  
Brooklyn Emerging Leaders Academy

**Brooklyn Emerging Leaders  
Academy Charter School**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Nicia Fullwood

125 Stuyvesant Avenue, Brooklyn, NY 11221

(347) 473-8830

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Nicia Fullwood, Head of School, Nora Clancy (consultant), and Jen Pasek (consultant) prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Name	Office	Committees
Diane Nathaniel	Chair	Academic
Brenda Canty	Vice Chair	External Affairs
Michael Lackwood	Treasurer	Finance
Alma Mends	Trustee	Governance
Ilymaani Aytes	Trustee	External Affairs
Mellanie Garner	Trustee	Governance
Andre McKenzie	Trustee	External Affairs
Jonathan Dill	Trustee	Academic
Deborah J. Hall	Trustee	Governance
Stacy Haislip	Trustee	Finance
Christina Socias	Trustee	Academic

**Nicia Fullwood has served as the Head of School since 2017.**

## SCHOOL OVERVIEW

Brooklyn Emerging Leaders Academy Charter High School (BELA) is authorized to serve students in 9th-12th grade in New York City Community School District (CSD) 16. BELA is a single-gender school, open to students who identify as women. BELA is located in a New York City Department of Education (NYC DOE) building at 125 Stuyvesant Ave in the Bedford-Stuyvesant neighborhood of Brooklyn, New York. The State University of New York (SUNY) Trustees approved the original charter for BELA on June 13, 2016 and we welcomed our first class of 63 9th grade students in September 2017. In 2021, we celebrated the graduation of 50 seniors (a 96% four-year graduation rate), 41 of which attended BELA for all four years of high school.

BELA's mission is to empower each young woman to be the best version of herself. Through a rigorous college preparatory curriculum, service learning initiatives, and a commitment to cultivating a spirit of resilience within each young woman, BELA students will attend and graduate from college.

BELA is founded on the four core values of Sisterhood, Scholarship, Strength, and Service.

**Sisterhood:** BELA is where young women discover their talents and passions and grow into agents of change.

**Scholarship:** BELA provides a rigorous college preparatory curriculum designed to prepare students to persist and succeed in the colleges and careers of their choosing.

**Strength:** BELA develops students' social and emotional health by focusing on the principles of relationships, mind and body, creativity, purpose, and growth mindset.

**Service:** BELA encourages leadership and volunteerism and addresses the service learning aspect of the mission by developing students' advocacy, public speaking, and debate skills.

We achieved our chartered plan of becoming an International Baccalaureate (IB) school, receiving official designation as an IB Diploma Programme (DP) school by the IB in May 2019. All BELA students are expected to complete five Regents exams that are required for a Regents Diploma by the end of Grade 10. In Grade 11 and 12, students follow one of our academic pathways. While all students who graduate from BELA take at least one IB course (Theory of Knowledge is required for all students), students in the IB DP pathway complete at least six IB courses. For students who are not pursuing the DP, we offer the Science, Technology, Engineering, Arts, and Mathematics (STEAM) pathway.

In March 2020, after just over two years of operation, we were faced with the challenge of school closure due to the COVID-19 pandemic. On March 17, 2020, BELA transitioned our program to a fully remote paradigm and continued to offer remote learning through the close of the 2019-20 school year. The 2020-21 school year began remotely and continued through March 2021. On September 14, 2020, after COVID-19 infection rates decreased and vaccinations began, BELA shifted to a hybrid program.

BELA has established a system of data analysis, teacher observation, and student feedback that contributes to an ongoing growth mindset. Our data cycle begins at the start of each school year with a “deep dive” into student data that is used to inform strategies for the upcoming school year.

BELA’s organizational structure includes four social workers who report to the dean of student life, who is also a licensed clinical social worker. Each social worker is assigned to a cohort of students and stays with that cohort until they graduate. In addition, we also have the support of social work interns. BELA’s strong mental health structure was critical when our students faced the trauma of the COVID-19 pandemic and the heightened awareness around racially-motivated violence in the 2019-20 and 2020-21 school years. We saw an increase in students experiencing crises, including five students who were hospitalized as well as two students who lost a parent due to the COVID-19 pandemic. We provided additional, individualized support for students with mental health interventions in the 2019-20 and 2020-21 school years. We are intentional about differentiated support for each student to ensure that they are able to participate in school while facing mental and/or physical health challenges.

In 2020-21, we conducted a self-assessment using the School Health Assessment and Performance Evaluation System (SHAPE) rubric. SHAPE helps schools map their school mental health services and supports and assess system quality using national performance standards. We are using the tools from SHAPE to codify and expand our mental health program. Following recommendations from SHAPE, in the 2020-21 school year we established a School Mental Health Team (MHT). The MHT includes our head of school, dean of student life, social workers, a SHAPE social worker, and parent, teacher, and student representatives. The MHT meets once a month to review the results of the SHAPE survey and identify strategies to improve in certain domains.

Led by our dean of student life, the student life department is integral in maintaining an environment that centers students’ mental health and recognizes that students come to us with trauma that must be addressed to facilitate access to our academic program. At the heart of our approach is a focus on building relationships with students, their families, and the community at large and cultivating a community where all members feel safe.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	58				58
2018-19	57	62			119
2019-20	69	46	54		169

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2020-21	69	71	48	50	239
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### HIGH SCHOOL COHORTS

#### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2020-21	2017-18	2017	52	1	51

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

2020-21 marks the first year Brooklyn Emerging Leaders Academy Charter School has a fourth year cohort.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	51	1	52

## PROMOTION POLICY

	NYS	BELA
<b>Required Credits</b>		
English	8	10
Social Studies	8	8
Math	6	8
Science	6	8
Language Other Than English	2	8
Art	2	2
Health	1	2
PE	4	4
Electives	7	10
Total	44	60
<b>Other Academic Requirements</b>		
International Baccalaureate	0	6
Service Learning	0 hours	100 hours
<b>Regents Examinations</b>		
English	1	1
Social Studies	1	1
Math	1	1
Science	1	1
Pathway Assessment	1 additional in Math, Sci, or SS	1 additional in Math, Sci, or SS

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate with a NYS Regents Diploma.

#### Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

#### METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

#### RESULTS AND EVALUATION

BELA achieved this measure having all students in their first and second year in the high school cohort earning the minimum number of credits and being promoted to the next grade. In the past four years, nearly 100% of our first- and second-year cohorts consistently earned enough credits to be promoted to the next grade. This is a strong predictor that those students will be on track to graduate within four years.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	67	100%
2020	64	100%

#### ADDITIONAL EVIDENCE

BELA students tackle many credits in grades 9 and 10 to allow for space in their schedule for other requirements in the upper grades so most have at least enough credits to be promoted.

#### Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

## METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.**

## RESULTS AND EVALUATION

BELA achieved this measure with 97 percent of students in their second year of high school receiving credit for passing at least three different NYS Regents exams.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	63	49%
2018	2019-20	50	86%
2019	2020-21	67	97%

## ADDITIONAL EVIDENCE

The percentage of students earning credit for at least three Regents has improved year to year.

### Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

## METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

The school's graduation requirements appear in this document above the graduation goal.

<sup>1</sup> The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

RESULTS AND EVALUATION

This graduation metric was achieved in our first year having graduates. 96 percent of our scholars graduated from BELA after four years in high school.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2017	2020-21	52	96%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2016	2020-21	Not Applicable	--

ADDITIONAL EVIDENCE

We exceeded our graduation target for our first cohort of graduates, the 2017 Cohort. 96% of our 2017 Cohort graduated in four years. This Cohort comprised:

- o 76% ED students;
- o 2% ELLs;
- o 18% SWD;
- o 6% designated as homeless or in foster care;
- o 75% are first-generation college-bound students;
- o 82% self-identified as Black; and
- o 14% self-identified as Hispanic.

**Goal 1: Comparative Measure**

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

BELA achieved this measure with its first four year graduation rate at 96% compared to the local district 16’s most recent rate of 60% in 2019-20. BELA surpassed the district by 36 percentage points.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20			433	60%
2017	2020-21	52	96%		

#### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

#### METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.**

#### RESULTS AND EVALUATION

No students utilized the 4+1 Pathway graduation pathway in 2020-21.

#### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Our four-year graduation rate for the 2017 Cohort was 96%, which exceeded our target of 75% by 21 percentage points. The percent of students passing three Regents exams by their second year increased between the 2017 and 2018 Cohorts from 49% to 86%. 100% of the 2019 cohort have credit for passing at least three Regents exams, but that includes exemptions. Additionally, in the past four years, nearly 100% of our first- and second-year cohorts consistently earned enough credits to be promoted to the next grade. This is a strong predictor that those students will be on track to graduate within four years.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### ACTION PLAN

#### **Returning to In-Person Learning in 2021-22**

##### *Returning to In-Person Learning: Unit Zero*

Although BELA historically enrolls students with a range of incoming levels of proficiency, in the 2021-22 school year we are anticipating an even greater range of entering proficiency levels due to students' divergent experiences during hybrid and/or remote learning in 2019-20 and 2020-21. We are particularly focused on our incoming 9th grade and rising 10th grade students. These two cohorts have never experienced a "normal" year at BELA. To mitigate learning loss and support entry or reentry to an in-person program, our 2021-22 school year will begin with "Unit Zero," which will start before our standard curricular programs. We will administer diagnostic assessments from the Performance Series at the beginning of Unit Zero.

While we recognize that many 9th grade students will arrive at BELA with Regents credit, all students will have schedules with a standard course load regardless of Regents status. If a student demonstrates proficiency in Algebra I or Biology after taking Unit Zero summative assessments, they may be placed in a higher-level course.

##### *Recovering Learning Loss: Saturday Academy*

In 2021-22 we will be introducing Saturday Academy twice a month. Saturday Academy will be taught by BELA staff and will give students the opportunity to recover learning lost from the COVID-19 period. Saturday Academy will be required for students with the highest needs while students who are performing

at or above grade level will have the option to participate in acceleration activities during Saturday Academy.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

Students will be prepared for college and career success.

Part of our work to prepare BELA students for college and career readiness includes our annual Women’s Symposium, which is an event that provides students with a wide range of examples of successful professional women in various fields. During our Symposium, women from various industries speak to BELA students on a series of panel discussions. In our first two Symposiums, we also invited students from area schools including Madiba Prep Middle School in CSD 16 and Beginning with Children II Charter School.

In March 2021 we hosted our third annual Symposium, which we successfully held virtually after cancelling the 2019-20 Symposium due to the pandemic. The theme of the Symposium was “Owning Our Legacy.” During this event, BELA scholars had the opportunity to attend panel discussions from over 100 women in a variety of careers, from fashion to medicine, and hear these women reflect on their careers, the legacies they’ve inherited, and the legacy they are creating.

Students learned about potential career pathways and had the experience of communicating directly with someone in a field of their interest. The Symposium gives valuable formative experiences as well as the motivation to pursue above and beyond what is required.

### Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

## METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and

the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

In addition to (and in the absence of) Regents scores, we measure college readiness through SAT data, IB diploma rates, and City University of New York (CUNY) placement outcomes. Our IB DP is a two-year program that students follow to earn an IB diploma, which is recognized by universities and colleges across the world.

- *CUNY Placement:* The CUNY College’s intake placement test is used to determine if students entering the CUNY program need remediation or are ready for standard college-level courses. In our first administration of this assessment, all 50 of our graduates took the exam; 90% scored “college ready” in reading and writing and 76% scored “college ready” in math.
- *SAT:* While the 2020 SAT was cancelled, 42 11th grade students took the SAT in 2021. In 2021, despite the extraordinary challenges faced by students during the COVID-19 pandemic, 48% (20 of 42) of our 11th grade students who took the SAT scored at or above the benchmark for college readiness in ELA.

## RESULTS AND EVALUATION

BELA fell just short of this college readiness metric having 73% of students demonstrate college readiness through one of the indicators listed in the below table.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage of Graduates who Achieved Indicator
NYS English Regents 75 AND Common Core Math Regents (Algebra I or Geometry) 70	50	28	56%
Total IB Diplomas Awarded	11	6	55%
CUNY College Ready in Math	50	38	76%
CUNY College Ready in Reading and Writing	50	45	90%
Overall	161	117	<b>73%</b>

## ADDITIONAL EVIDENCE

As noted, BELA hosted its third Symposium in 2020-21. The Executive Superintendent of the NYC DOE’s Queens South, Dr. Mauriciere De Govia, gave an inspiring keynote address. During the Symposium students had the opportunity to create personal “elevator pitches” and share them with panelists during a networking lunch. In addition, upper school students were given the opportunity to co-facilitate panels with a BELA staff member. Students learned about potential career pathways and had the experience of communicating directly with someone in a field of their interest. The Symposium gives valuable formative experiences as well as the motivation to pursue above and beyond what is required.

## Goal 2: Absolute Measure

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

### Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

### Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

## METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

## RESULTS AND EVALUATION

### *IB and College Readiness Outcomes*

In addition to (and in the absence of) Regents scores, we measure college readiness through SAT data, IB diploma rates, and City University of New York (CUNY) placement outcomes. Our IB DP is a two-year program that students follow to earn an IB diploma, which is recognized by universities and colleges across the world.

- *CUNY Placement:* The CUNY College’s intake placement test is used to determine if students entering the CUNY program need remediation or are ready for standard college-level courses. In our first administration of this assessment, all 50 of our graduates took the exam; 90% scored “college ready” in reading and writing and 76% scored “college ready” in math.
- *SAT:* While the 2020 SAT was cancelled, 42 11th grade students took the SAT in 2021. In 2021, despite the extraordinary challenges faced by students during the COVID-19 pandemic, 48% (20 of 42) of our 11th grade students who took the SAT scored at or above the benchmark for college readiness in ELA. We attribute this to our strong 9th and 10th grade foundation in ELA as well as our IB courses in 11th grade, which include a substantial focus on reading and writing. In math, six of our 11th grade students met the SAT’s college readiness benchmark. As we progress through our next charter term, our goal is addressing the gap between ELA and math to ensure that our students are prepared for college-level work in math as well as ELA. In addition, we will continue to prepare students for the SAT with the aim of matching and exceeding the state average for combined total SAT score by 2027.
- *IB DP:* In the 2020-21 school year, our first cohort of IB DP students completed the program. Fifteen students (30% of the 2017 graduation cohort) were part of this first IB DP cohort. For 2020-21, our goal was to have 10% of our first cohort receive an IB diploma. As the tables below show,

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

we exceeded that goal, with 22% of our first cohort receiving an IB diploma. Currently, 21 (39%) students in our 2018 Cohort are participating in the IB DP and we expect that 25 (37%) of our 2019 Cohort will begin the IB DP in 2021-22 as 11th graders. Of the six students who achieved an IB diploma, four (66%) were classified as ED, in addition eight ED students and two SWD attempted at least one IB exam in 2020-21.

### ADDITIONAL EVIDENCE

As part of our “IB for All” design, all 50 graduates took at least one IB course. 15 students participated in our IB DP; of this group, 11 students completed the requirements to apply for an IB diploma, and six received an IB diploma. As a result of students’ participation in IB exams, over half of our graduates earned some form of college credit. Students saved thousands of dollars, including one who received a full year of college credit at Sarah Lawrence College and one who received 23 credits at City College (19% of a bachelor’s degree).

### SUMMARY OF THE COLLEGE PREPARATION GOAL

2020-21 marks the year of our first group of graduates. Students in our 2017 Cohort were accepted to over 75 colleges and universities, including Bard College, Barnard College, Cornell University, Haverford College, Middlebury College, Mount Holyoke College, Sarah Lawrence College, Spelman College, Vassar College, the University of Minnesota, and Wellesley College. In addition, students were accepted to 23 different SUNY colleges. Specific data regarding matriculation will be collected in the coming year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Pending

### ACTION PLAN

Going forward, there are several programs that will continue to develop and support students’ as they prepare to succeed at the college level.

#### *College Application Bootcamp*

Starting in July 2021, we introduced a college application “bootcamp” for rising seniors. Led by the director of college success and the senior class social worker, the bootcamp is a one-week program that covers all of the main components of college applications and provides time for students to work on their applications with the guidance of BELA staff.

### *SAT Prep*

BELA offers SAT prep through the Harlem Educational Activities Fund (HEAF), which provides after school programming and SAT preparation for BELA students. We emphasize the importance of SAT scores in the college application process and will encourage students to participate in our SAT preparation program. Our goal is to exceed the State average for SAT scores by 2027.

### *Advanced Regents Pathway*

Historically, we have not focused on the attainment of an Advanced Regents diploma at BELA. However, in response to student and staff feedback we are introducing the option of pursuing an Advanced Regents diploma starting in 2021-22. The BELA Honors pathway will become an additional method to demonstrate college readiness for students who do not choose to pursue the IB diploma. In 2021-22 the three pathway options will be:

1. BELA Regents – 44 credits
2. BELA Honors – 53 credits
3. BELA IB – 60 credits

All students will be eligible to participate in the BELA Honors pathway given that BELA requires students to achieve a Regents diploma by the end of 10th grade. Our focus going forward will be to educate students and their families about the three pathways and how to determine the best fit for each student.

### *Ethnic Studies Writing Center*

BELA will continue to develop our Ethnic Studies program. As part of this work, we are launching a student-led writing center in 2021-22. The writing center will be a dedicated space where students can receive one-on-one writing guidance regardless of their level. The center will offer support for struggling writers as well as enrichment opportunities for accelerated students. Our Ethnic Studies department leader will oversee the center and train upper school students to tutor lower school students in the writing center. We anticipate that the writing center will allow BELA students to hone the strong writing skills that they will need for success in college, as well as giving advanced students the opportunity to develop their leadership and mentoring skills.

### *Beyond BELA*

All students are expected to participate in at least one week of summer enrichment activities in our “Beyond BELA” program. Participation in Beyond BELA supports the growth of well-rounded students and can be used to demonstrate intellectual curiosity or a passion for a particular topic when applying for college. Beyond BELA programs are typically either study abroad or pre-college programs, but may include other programs such as an arts, service, or sports intensive. We encourage students to travel outside of New York City for their program experience; families who need financial assistance with these trips are supported with our Beyond Bela fund. To date, we have supported seven students on summer trips abroad. For example, we funded a student to go to Thailand in 2019 to work with animals as part of a Council On International Educational Exchange program. We have also had students participate in summer programs from schools such as Adelphi, Temple, Cornell, and Princeton.

### *BELA Alumnae program*

Part of BELA’s mission is for our students to graduate from college. That means that our work does not end when students complete 12th grade. As our first cohort of seniors graduated in June 2021, we are now focused on developing systems for tracking graduates and supporting our alumnae in college. This includes hiring an alumnae coordinator who started in July 2021. As part of a scholarship program at St.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

John's University, two BELA alumnae will be participating in a work-study program at BELA during which they will work with the alumnae coordinator to help the school stay connected with graduates. We will also be conducting two surveys to invite feedback from alumnae on their academic readiness for college. Our goal is to measure how ready BELA graduates are for college academics and whether and how they have accessed support available on campus. The alumnae coordinator will organize regional BELA alumnae events. In addition, we have the goal of creating an alumnae network so that BELA graduates may participate in supporting future generations of BELA graduates.

## GOAL 3: ENGLISH LANGUAGE ARTS

### GOAL 3: ENGLISH LANGUAGE ARTS

Students will demonstrate proficiency in English Language Arts.

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

#### METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.**

#### RESULTS AND EVALUATION

The measure was not achieved as 50 percent of students earned a score in the Level 4 range on the NYS English Language Arts Regents exam.

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### by Fourth Year Accountability Cohort<sup>2</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	51	5	23	50%

### ADDITIONAL EVIDENCE

Students at BELA take all of their Regents exams in the first two years in high school, but they continue to receive instruction in Language Arts and can participate in the aforementioned Writing Center to improve skills and practice writing in a variety of ways. The IB program emphasizes these skills as well. Very few of our students in the other cohorts sat for the ELA Regents due to COVID.

### Percent Achieving at Least Level 4 on Regents English Common Core Exam by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	63	68%			51 (5E)	50%
2018	50	--%			54	0/2 = 0
2019					67	2/2=100%
2020					64	--

### Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation

<sup>2</sup> Based on the highest score for each student on the English Regents exam

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

### RESULTS AND EVALUATION

BELA achieved this ELA accountability measure, having 98 percent earn a score of at least a level 3 or above. Very few students in the second and third year cohorts sat for the ELA Regents.

**Percent Scoring at Least Level 3 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort of those Who Tested**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	51	5	45	98%

**Percent Achieving at Least Level 3 by Cohort and Year of those Who Tested**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	68%	57	96%	51	45/46 = 98%
2018	50	--	50	--	54	1/2 = 50%
2019			62	--	67	2/2 = 100%
2020					64	--

#### Goal 3: Absolute Measure

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The calculation of this measure is not required for 2020-21.

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

### Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

### Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

## RESULTS AND EVALUATION

BELA did not track entering students who did not score at proficiency on the 8<sup>th</sup> grade NYS English Language Arts exam, but will collect that info going forward.

### Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

BELA’s first four year cohort did well passing their Regents primarily in the first two years of high school, so they have scores even though most Regents exams were not administered in 2020 and 2021. 98 percent of the 2017 Accountability Cohort earned at least a Level 3 on the NYS ELA Regents.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or	Did Not Meet

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Unable to Assess
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Unable to Assess

### ACTION PLAN

The following plans for our return to in-person instruction and recovering from 18 months of COVID-19 shifts in teaching and learning:

#### *Professional Development for the Return to In-Person Learning*

After students began attending our hybrid program in 2020-21, we discovered that both students and teachers needed a “refresh” on our school expectations. We identified that teachers needed more practice with classroom management and that students and teachers would benefit from a review of school norms and consequences.

In 2021-22 we will be investing in professional development (PD) to support our goals for the year, aligned to supporting our students' return to in-person learning. We will be providing teachers with PD on:

1. *Building classroom culture and classroom management:* After the 2019-20 and 2020-21 school years were disrupted by COVID-19, teachers will be focused on students' experience re-entering the classroom. Teachers will be provided with more professional development time to review

schoolwide expectations for routines and procedures. This will support a positive transition back to in-person learning for both teachers and students.

2. *Healing after trauma:* We expect that students will return to school with trauma from the COVID-19 pandemic. Therefore, we are providing teachers with training to implement trauma-informed practices, including deregulation skills, relationship building, and how to approach unexpected situations. The maintenance of predictable routines is one example of trauma-informed practices that will be highlighted.
3. *Cultivating an Intervention Mindset:* Going forward, we are planning to devote more of BELA's daily "office hours" period to remediation. As part of this shift, we are emphasizing an "intervention" mindset with teachers during our summer professional development sessions to shape their work through the 2021-22 school year.

### *Department Practices*

In the 2021-22 school year, we will be continuing to strengthen our departments' practices and procedures. Departments will be specifically focusing on:

- Norming student work rubrics;
- Setting departmental goals for the 2021-22 school year, including a set of progressing goals for grades 9 and 10 to prepare students for the International Baccalaureate (IB) diploma; and
- Ensuring consistency in high-quality instructional strategies within each department teacher's classroom.

### *Instruction*

We are continuing to develop teachers' use of project-based learning (PBL). In our experience with remote and hybrid instruction, we identified that student engagement increased when teachers used project-based instruction. Going forward, we intend to place project-based instruction at the forefront of our approach to teaching and learning at BELA. We are working with Inquiry Schools to provide guidance and support in this initiative. Beginning in November of the 2020-21 school year, Inquiry Schools conducted a "creation and evaluation process" with all of our Regents courses to create PBL assessments for the end of the 2020-21 school year. As we continue working with Inquiry Schools in 2021-22, we will focus on refining the foundations established in 2020-21.

### *IB Curriculum*

By 2024, our goal is to have at least two IB Diploma Program (DP) cohorts each year. Concurrent to an increase in students participating in the IB DP, our goal is to expand our IB course offerings so that students have choices within each IB-required subject area.

We are focused on infusing IB preparation into 9th and 10th grade coursework to ensure that all students have the foundation they need to excel in our IB pathway.

### *National Equity Lab*

Starting in the 2021-22 school year, we will be offering our students a Criminal Justice elective taught through Howard University. This course will be made possible by the National Equity Lab, a not-for-profit that delivers online college credit-bearing courses in teacher-led high school classrooms across the country.

## GOAL 4: MATHEMATICS

### HIGH SCHOOL MATHEMATICS

#### Goal 4: Mathematics

Students will demonstrate proficiency in Mathematics.

#### Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

#### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.**

#### RESULTS AND EVALUATION

BELA did not meet this metric. 20 percent of students in the 2017 Accountability Cohort scored in the Level 4 range on a math Regents exam after four years in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	51	11	8	20%

ADDITIONAL EVIDENCE

Students in the upcoming cohorts are demonstrating similar scores in Level 4.

Percent Achieving at Least Level 4 on a Regents Mathematics Common Core Exam by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	63	37%	Regents Cancelled		51	8/40 = 20%
2018	50	--			54	7/39 = 18%
2019					67	3/13= 23%
2020					64	--

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

BELA achieved this math accountability measure with 100 percent scoring at least a level 3 on a NYS math Regents after four years in high school.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score $(c)/(a-b)$
2017	2020-21	51	11	40	100%

### ADDITIONAL EVIDENCE

Greater than 92 percent of all students who have taken a math Regents exam passed with at least a level 3.

### Percent Achieving at Least Level 3 on a Regents Mathematics Common Core Exam by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	70%	Regents Cancelled		51	40/40=100%
2018	50	58%			54	37/39=95%
2019					67	12/13 = 92%
2020					64	--

#### Goal 4: Absolute Measure

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

### Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

### RESULTS AND EVALUATION

BELA does not have access to the graduating students’ 8<sup>th</sup> grade NYS math exam results.

### Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Although 100 percent of the four year cohort passed a math Regents exam after four years in high school, only 50 percent of the scores were at level 4. Going forward, we will track students who tested below proficiency on the 8<sup>th</sup> grade math exam.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will	N/A

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Unable to Assess
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Unable to Assess

### ACTION PLAN

After our experience with our first three cohorts, we identified that math outcomes did not increase as much as desired. In response, we added a double block of math starting in 2020-21 for all students. Our students need support to make the leap from procedural math (e.g., rote memorization) to conceptual math (e.g., dissecting a word problem). In 2020-21, reading and writing in math classes focused on “translating from English to algebra” through unpacking math problems and writing responses. In double math blocks, students complete an exit ticket after the first block. In the second block, students are grouped according to how they performed on the exit ticket, with some accelerating to an advanced application of the math standard and some continuing to work on the standard.

Please refer to the overall academic plans outlined in the ELA action plan.

Following are the plans our culture and social emotional learning:

#### *Diversity, Equity, and Inclusion*

As part of our school-wide diversity, equity, and inclusion efforts, BELA is focused on what it means to be inclusive as a single-gender school. In 2020-21, we partnered with the Hetrick-Martin Institute to audit our school culture and policies with the goal of increasing inclusivity. BELA teachers and leaders also participated in training offered by the institute in February and March 2021. As part of this work, we identified the following areas of focus for the 2021-22 school year:

- Reviewing our Family Life & Sexual Education to ensure inclusivity of transgender and genderexpansive students as well as LGBTQ + students;
- Adding gender-based violence, homophobia, transphobia, biphobia to BELAsEmpowerMENT language violations, including misgendering or using the wrong personal gender pronouns (PGPs) or using a name that doesn't affirm a student's personhood; and
- Collaborating with student leaders to co-create a set of student-facing “guiding principles.” that describe how members of the BELA community attempt to achieve our mission.

### *Leadership Academy*

We are committed to supporting students as they return to school after experiencing the trauma of the COVID-19 pandemic. Part of this work will happen through our Leadership Academy (LA) structure. We anticipate that students will need support with best practices for learning in the classroom, what it means to be a student, and how to begin participating in meaningful social activities again. We will offer LA four times weekly in the 2021-22 school year, for 40 minutes in the morning and five minutes in the afternoon.

## GOAL 5: SCIENCE

### Goal 5: Science

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

### HIGH SCHOOL SCIENCE

### Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry in 2018-19. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

### RESULTS AND EVALUATION

BELA achieved this science metric with 97 percent of the 2017 cohort students passing a NYS science Regents with at least a 65 after four years in high school.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	51	21	33	97%

### ADDITIONAL EVIDENCE

The 2018 and 2019 cohorts have a science regents pass rate of 98% and 100% respectively.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	61	48%	Regents Cancelled		51	34/35 = 97%
2018	50	68%			54	39/40 = 98%
2019					67	13/13 = 100%
2020					64	--

#### Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

## GOAL 6: SOCIAL STUDIES

#### Goal 6: Social Studies

Students will demonstrate proficiency in Social Studies.

#### Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

### RESULTS

BELA achieved this U.S. History metric with 98 percent of the 2017 cohort students passing the social studies regents with at least a 65 after four years in high school.

**U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	51	11	39	98%

### ADDITIONAL EVIDENCE

Due to Regents cancellations, all other cohorts have not taken the U.S. History Regents.

**U.S. History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	NA		Regents Cancelled		51	39/40=98%
2018					54	Exempt
2019					67	Exempt
2020					64	Exempt

#### Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

#### Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

### RESULTS

Of the two students in the 2017 accountability cohort who took the Global History exam, both passed with a 65 or better.

**Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	51	49	2	100%

### ADDITIONAL EVIDENCE

In addition, the only three students in the 2018 cohort who took the Global History Regents passed it.

**Global History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	--	--	Regents Cancelled		51	2/2 = 100%
2018	--	--			54	3/3 = 100%
2019					67	--
2020					64	--

### Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21



## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

### RESULTS AND EVALUATION

BELA achieved this measure and continues to be in Good Standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

## OPTIONAL GOALS

### **Goal 8: Service and Leadership**

Students will embody BELA's core values.

### **Goal 8: Absolute Measure**

By the end of Year 12, 90% of students will complete 100 hours of community service.

## RESULTS AND EVALUATION

100% of students completed at least 100 hours of community service each by the end of their 12th-grade year. Students were able to participate in virtual community service, such as letter writing campaigns to local politicians and holiday card writing for local hospitals and senior centers.

### **Goal 8: Absolute Measure**

By the end of year 12, 90% of graduating students will score satisfactorily on their senior capstone project as measured by BELA's core value rubric.

## RESULTS AND EVALUATION

All seniors are required to complete a capstone project; in 2020-21, 100% of seniors scored satisfactorily on their capstone project. Examples of senior capstone projects in 2021 included the design, and execution of a week of events to amplify Latinx voices at BELA and the design and execution of a semester-long course on cosmetology for lower-school students that culminated in a showcase of student-created beauty products.

### **Goal 8: Absolute Measure**

In Year 9 and Year 10, 90% of students will score satisfactorily on their service project as measured by BELA's core value rubric.

## RESULTS AND EVALUATION

We measure service projects that students complete in their 9th and 10th grade years; in every year, 100% of students scored satisfactorily on their 9th or 10th grade service project.



**BELA**  
Brooklyn Emerging Leaders Academy

**Brooklyn Emerging Leaders  
Academy Charter School**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Nicia Fullwood

125 Stuyvesant Avenue, Brooklyn, NY 11221

(347) 473-8830

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Nicia Fullwood, Head of School, Nora Clancy (consultant), and Jen Pasek (consultant) prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Name	Office	Committees
Diane Nathaniel	Chair	Academic
Brenda Canty	Vice Chair	External Affairs
Michael Lackwood	Treasurer	Finance
Alma Mends	Trustee	Governance
Ilymaani Aytes	Trustee	External Affairs
Mellanie Garner	Trustee	Governance
Andre McKenzie	Trustee	External Affairs
Jonathan Dill	Trustee	Academic
Deborah J. Hall	Trustee	Governance
Stacy Haislip	Trustee	Finance
Christina Socias	Trustee	Academic

**Nicia Fullwood has served as the Head of School since 2017.**

## SCHOOL OVERVIEW

Brooklyn Emerging Leaders Academy Charter High School (BELA) is authorized to serve students in 9th-12th grade in New York City Community School District (CSD) 16. BELA is a single-gender school, open to students who identify as women. BELA is located in a New York City Department of Education (NYC DOE) building at 125 Stuyvesant Ave in the Bedford-Stuyvesant neighborhood of Brooklyn, New York. The State University of New York (SUNY) Trustees approved the original charter for BELA on June 13, 2016 and we welcomed our first class of 63 9th grade students in September 2017. In 2021, we celebrated the graduation of 50 seniors (a 96% four-year graduation rate), 41 of which attended BELA for all four years of high school.

BELA's mission is to empower each young woman to be the best version of herself. Through a rigorous college preparatory curriculum, service learning initiatives, and a commitment to cultivating a spirit of resilience within each young woman, BELA students will attend and graduate from college.

BELA is founded on the four core values of Sisterhood, Scholarship, Strength, and Service.

**Sisterhood:** BELA is where young women discover their talents and passions and grow into agents of change.

**Scholarship:** BELA provides a rigorous college preparatory curriculum designed to prepare students to persist and succeed in the colleges and careers of their choosing.

**Strength:** BELA develops students' social and emotional health by focusing on the principles of relationships, mind and body, creativity, purpose, and growth mindset.

**Service:** BELA encourages leadership and volunteerism and addresses the service learning aspect of the mission by developing students' advocacy, public speaking, and debate skills.

We achieved our chartered plan of becoming an International Baccalaureate (IB) school, receiving official designation as an IB Diploma Programme (DP) school by the IB in May 2019. All BELA students are expected to complete five Regents exams that are required for a Regents Diploma by the end of Grade 10. In Grade 11 and 12, students follow one of our academic pathways. While all students who graduate from BELA take at least one IB course (Theory of Knowledge is required for all students), students in the IB DP pathway complete at least six IB courses. For students who are not pursuing the DP, we offer the Science, Technology, Engineering, Arts, and Mathematics (STEAM) pathway.

In March 2020, after just over two years of operation, we were faced with the challenge of school closure due to the COVID-19 pandemic. On March 17, 2020, BELA transitioned our program to a fully remote paradigm and continued to offer remote learning through the close of the 2019-20 school year. The 2020-21 school year began remotely and continued through March 2021. On September 14, 2020, after COVID-19 infection rates decreased and vaccinations began, BELA shifted to a hybrid program.

BELA has established a system of data analysis, teacher observation, and student feedback that contributes to an ongoing growth mindset. Our data cycle begins at the start of each school year with a “deep dive” into student data that is used to inform strategies for the upcoming school year.

BELA’s organizational structure includes four social workers who report to the dean of student life, who is also a licensed clinical social worker. Each social worker is assigned to a cohort of students and stays with that cohort until they graduate. In addition, we also have the support of social work interns. BELA’s strong mental health structure was critical when our students faced the trauma of the COVID-19 pandemic and the heightened awareness around racially-motivated violence in the 2019-20 and 2020-21 school years. We saw an increase in students experiencing crises, including five students who were hospitalized as well as two students who lost a parent due to the COVID-19 pandemic. We provided additional, individualized support for students with mental health interventions in the 2019-20 and 2020-21 school years. We are intentional about differentiated support for each student to ensure that they are able to participate in school while facing mental and/or physical health challenges.

In 2020-21, we conducted a self-assessment using the School Health Assessment and Performance Evaluation System (SHAPE) rubric. SHAPE helps schools map their school mental health services and supports and assess system quality using national performance standards. We are using the tools from SHAPE to codify and expand our mental health program. Following recommendations from SHAPE, in the 2020-21 school year we established a School Mental Health Team (MHT). The MHT includes our head of school, dean of student life, social workers, a SHAPE social worker, and parent, teacher, and student representatives. The MHT meets once a month to review the results of the SHAPE survey and identify strategies to improve in certain domains.

Led by our dean of student life, the student life department is integral in maintaining an environment that centers students’ mental health and recognizes that students come to us with trauma that must be addressed to facilitate access to our academic program. At the heart of our approach is a focus on building relationships with students, their families, and the community at large and cultivating a community where all members feel safe.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	58				58
2018-19	57	62			119
2019-20	69	46	54		169

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2020-21	69	71	48	50	239
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### HIGH SCHOOL COHORTS

#### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2020-21	2017-18	2017	52	1	51

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

2020-21 marks the first year Brooklyn Emerging Leaders Academy Charter School has a fourth year cohort.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	51	1	52

## PROMOTION POLICY

	NYS	BELA
<b>Required Credits</b>		
English	8	10
Social Studies	8	8
Math	6	8
Science	6	8
Language Other Than English	2	8
Art	2	2
Health	1	2
PE	4	4
Electives	7	10
Total	44	60
<b>Other Academic Requirements</b>		
International Baccalaureate	0	6
Service Learning	0 hours	100 hours
<b>Regents Examinations</b>		
English	1	1
Social Studies	1	1
Math	1	1
Science	1	1
Pathway Assessment	1 additional in Math, Sci, or SS	1 additional in Math, Sci, or SS

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate with a NYS Regents Diploma.

#### Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

#### METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

#### RESULTS AND EVALUATION

BELA achieved this measure having all students in their first and second year in the high school cohort earning the minimum number of credits and being promoted to the next grade. In the past four years, nearly 100% of our first- and second-year cohorts consistently earned enough credits to be promoted to the next grade. This is a strong predictor that those students will be on track to graduate within four years.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	67	100%
2020	64	100%

#### ADDITIONAL EVIDENCE

BELA students tackle many credits in grades 9 and 10 to allow for space in their schedule for other requirements in the upper grades so most have at least enough credits to be promoted.

#### Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

## METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.**

## RESULTS AND EVALUATION

BELA achieved this measure with 97 percent of students in their second year of high school receiving credit for passing at least three different NYS Regents exams.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	63	49%
2018	2019-20	50	86%
2019	2020-21	67	97%

## ADDITIONAL EVIDENCE

The percentage of students earning credit for at least three Regents has improved year to year.

### Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

## METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

The school's graduation requirements appear in this document above the graduation goal.

<sup>1</sup> The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

RESULTS AND EVALUATION

This graduation metric was achieved in our first year having graduates. 96 percent of our scholars graduated from BELA after four years in high school.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2017	2020-21	52	96%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2016	2020-21	Not Applicable	--

ADDITIONAL EVIDENCE

We exceeded our graduation target for our first cohort of graduates, the 2017 Cohort. 96% of our 2017 Cohort graduated in four years. This Cohort comprised:

- o 76% ED students;
- o 2% ELLs;
- o 18% SWD;
- o 6% designated as homeless or in foster care;
- o 75% are first-generation college-bound students;
- o 82% self-identified as Black; and
- o 14% self-identified as Hispanic.

**Goal 1: Comparative Measure**

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

BELA achieved this measure with its first four year graduation rate at 96% compared to the local district 16’s most recent rate of 60% in 2019-20. BELA surpassed the district by 36 percentage points.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20			433	60%
2017	2020-21	52	96%		

#### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

#### METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.**

#### RESULTS AND EVALUATION

No students utilized the 4+1 Pathway graduation pathway in 2020-21.

#### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Our four-year graduation rate for the 2017 Cohort was 96%, which exceeded our target of 75% by 21 percentage points. The percent of students passing three Regents exams by their second year increased between the 2017 and 2018 Cohorts from 49% to 86%. 100% of the 2019 cohort have credit for passing at least three Regents exams, but that includes exemptions. Additionally, in the past four years, nearly 100% of our first- and second-year cohorts consistently earned enough credits to be promoted to the next grade. This is a strong predictor that those students will be on track to graduate within four years.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### ACTION PLAN

#### **Returning to In-Person Learning in 2021-22**

##### *Returning to In-Person Learning: Unit Zero*

Although BELA historically enrolls students with a range of incoming levels of proficiency, in the 2021-22 school year we are anticipating an even greater range of entering proficiency levels due to students' divergent experiences during hybrid and/or remote learning in 2019-20 and 2020-21. We are particularly focused on our incoming 9th grade and rising 10th grade students. These two cohorts have never experienced a "normal" year at BELA. To mitigate learning loss and support entry or reentry to an in-person program, our 2021-22 school year will begin with "Unit Zero," which will start before our standard curricular programs. We will administer diagnostic assessments from the Performance Series at the beginning of Unit Zero.

While we recognize that many 9th grade students will arrive at BELA with Regents credit, all students will have schedules with a standard course load regardless of Regents status. If a student demonstrates proficiency in Algebra I or Biology after taking Unit Zero summative assessments, they may be placed in a higher-level course.

##### *Recovering Learning Loss: Saturday Academy*

In 2021-22 we will be introducing Saturday Academy twice a month. Saturday Academy will be taught by BELA staff and will give students the opportunity to recover learning lost from the COVID-19 period. Saturday Academy will be required for students with the highest needs while students who are performing

at or above grade level will have the option to participate in acceleration activities during Saturday Academy.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

Students will be prepared for college and career success.

Part of our work to prepare BELA students for college and career readiness includes our annual Women’s Symposium, which is an event that provides students with a wide range of examples of successful professional women in various fields. During our Symposium, women from various industries speak to BELA students on a series of panel discussions. In our first two Symposiums, we also invited students from area schools including Madiba Prep Middle School in CSD 16 and Beginning with Children II Charter School.

In March 2021 we hosted our third annual Symposium, which we successfully held virtually after cancelling the 2019-20 Symposium due to the pandemic. The theme of the Symposium was “Owning Our Legacy.” During this event, BELA scholars had the opportunity to attend panel discussions from over 100 women in a variety of careers, from fashion to medicine, and hear these women reflect on their careers, the legacies they’ve inherited, and the legacy they are creating.

Students learned about potential career pathways and had the experience of communicating directly with someone in a field of their interest. The Symposium gives valuable formative experiences as well as the motivation to pursue above and beyond what is required.

### Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

## METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and

the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

In addition to (and in the absence of) Regents scores, we measure college readiness through SAT data, IB diploma rates, and City University of New York (CUNY) placement outcomes. Our IB DP is a two-year program that students follow to earn an IB diploma, which is recognized by universities and colleges across the world.

- *CUNY Placement:* The CUNY College’s intake placement test is used to determine if students entering the CUNY program need remediation or are ready for standard college-level courses. In our first administration of this assessment, all 50 of our graduates took the exam; 90% scored “college ready” in reading and writing and 76% scored “college ready” in math.
- *SAT:* While the 2020 SAT was cancelled, 42 11th grade students took the SAT in 2021. In 2021, despite the extraordinary challenges faced by students during the COVID-19 pandemic, 48% (20 of 42) of our 11th grade students who took the SAT scored at or above the benchmark for college readiness in ELA.

## RESULTS AND EVALUATION

BELA fell just short of this college readiness metric having 73% of students demonstrate college readiness through one of the indicators listed in the below table.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage of Graduates who Achieved Indicator
NYS English Regents 75 AND Common Core Math Regents (Algebra I or Geometry) 70	50	28	56%
Total IB Diplomas Awarded	11	6	55%
CUNY College Ready in Math	50	38	76%
CUNY College Ready in Reading and Writing	50	45	90%
Overall	161	117	<b>73%</b>

## ADDITIONAL EVIDENCE

As noted, BELA hosted its third Symposium in 2020-21. The Executive Superintendent of the NYC DOE’s Queens South, Dr. Mauriciere De Govia, gave an inspiring keynote address. During the Symposium students had the opportunity to create personal “elevator pitches” and share them with panelists during a networking lunch. In addition, upper school students were given the opportunity to co-facilitate panels with a BELA staff member. Students learned about potential career pathways and had the experience of communicating directly with someone in a field of their interest. The Symposium gives valuable formative experiences as well as the motivation to pursue above and beyond what is required.

## Goal 2: Absolute Measure

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Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

### Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

### Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

## METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

## RESULTS AND EVALUATION

### *IB and College Readiness Outcomes*

In addition to (and in the absence of) Regents scores, we measure college readiness through SAT data, IB diploma rates, and City University of New York (CUNY) placement outcomes. Our IB DP is a two-year program that students follow to earn an IB diploma, which is recognized by universities and colleges across the world.

- *CUNY Placement:* The CUNY College’s intake placement test is used to determine if students entering the CUNY program need remediation or are ready for standard college-level courses. In our first administration of this assessment, all 50 of our graduates took the exam; 90% scored “college ready” in reading and writing and 76% scored “college ready” in math.
- *SAT:* While the 2020 SAT was cancelled, 42 11th grade students took the SAT in 2021. In 2021, despite the extraordinary challenges faced by students during the COVID-19 pandemic, 48% (20 of 42) of our 11th grade students who took the SAT scored at or above the benchmark for college readiness in ELA. We attribute this to our strong 9th and 10th grade foundation in ELA as well as our IB courses in 11th grade, which include a substantial focus on reading and writing. In math, six of our 11th grade students met the SAT’s college readiness benchmark. As we progress through our next charter term, our goal is addressing the gap between ELA and math to ensure that our students are prepared for college-level work in math as well as ELA. In addition, we will continue to prepare students for the SAT with the aim of matching and exceeding the state average for combined total SAT score by 2027.
- *IB DP:* In the 2020-21 school year, our first cohort of IB DP students completed the program. Fifteen students (30% of the 2017 graduation cohort) were part of this first IB DP cohort. For 2020-21, our goal was to have 10% of our first cohort receive an IB diploma. As the tables below show,

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

we exceeded that goal, with 22% of our first cohort receiving an IB diploma. Currently, 21 (39%) students in our 2018 Cohort are participating in the IB DP and we expect that 25 (37%) of our 2019 Cohort will begin the IB DP in 2021-22 as 11th graders. Of the six students who achieved an IB diploma, four (66%) were classified as ED, in addition eight ED students and two SWD attempted at least one IB exam in 2020-21.

### ADDITIONAL EVIDENCE

As part of our “IB for All” design, all 50 graduates took at least one IB course. 15 students participated in our IB DP; of this group, 11 students completed the requirements to apply for an IB diploma, and six received an IB diploma. As a result of students’ participation in IB exams, over half of our graduates earned some form of college credit. Students saved thousands of dollars, including one who received a full year of college credit at Sarah Lawrence College and one who received 23 credits at City College (19% of a bachelor’s degree).

### SUMMARY OF THE COLLEGE PREPARATION GOAL

2020-21 marks the year of our first group of graduates. Students in our 2017 Cohort were accepted to over 75 colleges and universities, including Bard College, Barnard College, Cornell University, Haverford College, Middlebury College, Mount Holyoke College, Sarah Lawrence College, Spelman College, Vassar College, the University of Minnesota, and Wellesley College. In addition, students were accepted to 23 different SUNY colleges. Specific data regarding matriculation will be collected in the coming year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Pending

### ACTION PLAN

Going forward, there are several programs that will continue to develop and support students’ as they prepare to succeed at the college level.

#### *College Application Bootcamp*

Starting in July 2021, we introduced a college application “bootcamp” for rising seniors. Led by the director of college success and the senior class social worker, the bootcamp is a one-week program that covers all of the main components of college applications and provides time for students to work on their applications with the guidance of BELA staff.

### *SAT Prep*

BELA offers SAT prep through the Harlem Educational Activities Fund (HEAF), which provides after school programming and SAT preparation for BELA students. We emphasize the importance of SAT scores in the college application process and will encourage students to participate in our SAT preparation program. Our goal is to exceed the State average for SAT scores by 2027.

### *Advanced Regents Pathway*

Historically, we have not focused on the attainment of an Advanced Regents diploma at BELA. However, in response to student and staff feedback we are introducing the option of pursuing an Advanced Regents diploma starting in 2021-22. The BELA Honors pathway will become an additional method to demonstrate college readiness for students who do not choose to pursue the IB diploma. In 2021-22 the three pathway options will be:

1. BELA Regents – 44 credits
2. BELA Honors – 53 credits
3. BELA IB – 60 credits

All students will be eligible to participate in the BELA Honors pathway given that BELA requires students to achieve a Regents diploma by the end of 10th grade. Our focus going forward will be to educate students and their families about the three pathways and how to determine the best fit for each student.

### *Ethnic Studies Writing Center*

BELA will continue to develop our Ethnic Studies program. As part of this work, we are launching a student-led writing center in 2021-22. The writing center will be a dedicated space where students can receive one-on-one writing guidance regardless of their level. The center will offer support for struggling writers as well as enrichment opportunities for accelerated students. Our Ethnic Studies department leader will oversee the center and train upper school students to tutor lower school students in the writing center. We anticipate that the writing center will allow BELA students to hone the strong writing skills that they will need for success in college, as well as giving advanced students the opportunity to develop their leadership and mentoring skills.

### *Beyond BELA*

All students are expected to participate in at least one week of summer enrichment activities in our “Beyond BELA” program. Participation in Beyond BELA supports the growth of well-rounded students and can be used to demonstrate intellectual curiosity or a passion for a particular topic when applying for college. Beyond BELA programs are typically either study abroad or pre-college programs, but may include other programs such as an arts, service, or sports intensive. We encourage students to travel outside of New York City for their program experience; families who need financial assistance with these trips are supported with our Beyond Bela fund. To date, we have supported seven students on summer trips abroad. For example, we funded a student to go to Thailand in 2019 to work with animals as part of a Council On International Educational Exchange program. We have also had students participate in summer programs from schools such as Adelphi, Temple, Cornell, and Princeton.

### *BELA Alumnae program*

Part of BELA’s mission is for our students to graduate from college. That means that our work does not end when students complete 12th grade. As our first cohort of seniors graduated in June 2021, we are now focused on developing systems for tracking graduates and supporting our alumnae in college. This includes hiring an alumnae coordinator who started in July 2021. As part of a scholarship program at St.

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John's University, two BELA alumnae will be participating in a work-study program at BELA during which they will work with the alumnae coordinator to help the school stay connected with graduates. We will also be conducting two surveys to invite feedback from alumnae on their academic readiness for college. Our goal is to measure how ready BELA graduates are for college academics and whether and how they have accessed support available on campus. The alumnae coordinator will organize regional BELA alumnae events. In addition, we have the goal of creating an alumnae network so that BELA graduates may participate in supporting future generations of BELA graduates.

## GOAL 3: ENGLISH LANGUAGE ARTS

### GOAL 3: ENGLISH LANGUAGE ARTS

Students will demonstrate proficiency in English Language Arts.

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

#### METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.**

#### RESULTS AND EVALUATION

The measure was not achieved as 50 percent of students earned a score in the Level 4 range on the NYS English Language Arts Regents exam.

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### by Fourth Year Accountability Cohort<sup>2</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	51	5	23	50%

### ADDITIONAL EVIDENCE

Students at BELA take all of their Regents exams in the first two years in high school, but they continue to receive instruction in Language Arts and can participate in the aforementioned Writing Center to improve skills and practice writing in a variety of ways. The IB program emphasizes these skills as well. Very few of our students in the other cohorts sat for the ELA Regents due to COVID.

### Percent Achieving at Least Level 4 on Regents English Common Core Exam by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	63	68%			51 (5E)	50%
2018	50	--%			54	0/2 = 0
2019					67	2/2=100%
2020					64	--

### Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation

<sup>2</sup> Based on the highest score for each student on the English Regents exam

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

### RESULTS AND EVALUATION

BELA achieved this ELA accountability measure, having 98 percent earn a score of at least a level 3 or above. Very few students in the second and third year cohorts sat for the ELA Regents.

**Percent Scoring at Least Level 3 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort of those Who Tested**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	51	5	45	98%

**Percent Achieving at Least Level 3 by Cohort and Year of those Who Tested**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	68%	57	96%	51	45/46 = 98%
2018	50	--	50	--	54	1/2 = 50%
2019			62	--	67	2/2 = 100%
2020					64	--

#### Goal 3: Absolute Measure

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The calculation of this measure is not required for 2020-21.

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

### Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

### Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

## RESULTS AND EVALUATION

BELA did not track entering students who did not score at proficiency on the 8<sup>th</sup> grade NYS English Language Arts exam, but will collect that info going forward.

### Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

BELA’s first four year cohort did well passing their Regents primarily in the first two years of high school, so they have scores even though most Regents exams were not administered in 2020 and 2021. 98 percent of the 2017 Accountability Cohort earned at least a Level 3 on the NYS ELA Regents.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or	Did Not Meet

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	above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Unable to Assess
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Unable to Assess

### ACTION PLAN

The following plans for our return to in-person instruction and recovering from 18 months of COVID-19 shifts in teaching and learning:

#### *Professional Development for the Return to In-Person Learning*

After students began attending our hybrid program in 2020-21, we discovered that both students and teachers needed a “refresh” on our school expectations. We identified that teachers needed more practice with classroom management and that students and teachers would benefit from a review of school norms and consequences.

In 2021-22 we will be investing in professional development (PD) to support our goals for the year, aligned to supporting our students' return to in-person learning. We will be providing teachers with PD on:

1. *Building classroom culture and classroom management:* After the 2019-20 and 2020-21 school years were disrupted by COVID-19, teachers will be focused on students' experience re-entering the classroom. Teachers will be provided with more professional development time to review

schoolwide expectations for routines and procedures. This will support a positive transition back to in-person learning for both teachers and students.

2. *Healing after trauma:* We expect that students will return to school with trauma from the COVID-19 pandemic. Therefore, we are providing teachers with training to implement trauma-informed practices, including deregulation skills, relationship building, and how to approach unexpected situations. The maintenance of predictable routines is one example of trauma-informed practices that will be highlighted.
3. *Cultivating an Intervention Mindset:* Going forward, we are planning to devote more of BELA's daily "office hours" period to remediation. As part of this shift, we are emphasizing an "intervention" mindset with teachers during our summer professional development sessions to shape their work through the 2021-22 school year.

### *Department Practices*

In the 2021-22 school year, we will be continuing to strengthen our departments' practices and procedures. Departments will be specifically focusing on:

- Norming student work rubrics;
- Setting departmental goals for the 2021-22 school year, including a set of progressing goals for grades 9 and 10 to prepare students for the International Baccalaureate (IB) diploma; and
- Ensuring consistency in high-quality instructional strategies within each department teacher's classroom.

### *Instruction*

We are continuing to develop teachers' use of project-based learning (PBL). In our experience with remote and hybrid instruction, we identified that student engagement increased when teachers used project-based instruction. Going forward, we intend to place project-based instruction at the forefront of our approach to teaching and learning at BELA. We are working with Inquiry Schools to provide guidance and support in this initiative. Beginning in November of the 2020-21 school year, Inquiry Schools conducted a "creation and evaluation process" with all of our Regents courses to create PBL assessments for the end of the 2020-21 school year. As we continue working with Inquiry Schools in 2021-22, we will focus on refining the foundations established in 2020-21.

### *IB Curriculum*

By 2024, our goal is to have at least two IB Diploma Program (DP) cohorts each year. Concurrent to an increase in students participating in the IB DP, our goal is to expand our IB course offerings so that students have choices within each IB-required subject area.

We are focused on infusing IB preparation into 9th and 10th grade coursework to ensure that all students have the foundation they need to excel in our IB pathway.

### *National Equity Lab*

Starting in the 2021-22 school year, we will be offering our students a Criminal Justice elective taught through Howard University. This course will be made possible by the National Equity Lab, a not-for-profit that delivers online college credit-bearing courses in teacher-led high school classrooms across the country.

## GOAL 4: MATHEMATICS

### HIGH SCHOOL MATHEMATICS

**Goal 4: Mathematics**

Students will demonstrate proficiency in Mathematics.

**Goal 4: Absolute Measure**

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

#### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.**

#### RESULTS AND EVALUATION

BELA did not meet this metric. 20 percent of students in the 2017 Accountability Cohort scored in the Level 4 range on a math Regents exam after four years in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	51	11	8	20%

ADDITIONAL EVIDENCE

Students in the upcoming cohorts are demonstrating similar scores in Level 4.

Percent Achieving at Least Level 4 on a Regents Mathematics Common Core Exam by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	63	37%	Regents Cancelled		51	8/40 = 20%
2018	50	--			54	7/39 = 18%
2019					67	3/13= 23%
2020					64	--

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

BELA achieved this math accountability measure with 100 percent scoring at least a level 3 on a NYS math Regents after four years in high school.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score $(c)/(a-b)$
2017	2020-21	51	11	40	100%

### ADDITIONAL EVIDENCE

Greater than 92 percent of all students who have taken a math Regents exam passed with at least a level 3.

### Percent Achieving at Least Level 3 on a Regents Mathematics Common Core Exam by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	70%	Regents Cancelled		51	40/40=100%
2018	50	58%			54	37/39=95%
2019					67	12/13 = 92%
2020					64	--

#### Goal 4: Absolute Measure

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

### Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

### RESULTS AND EVALUATION

BELA does not have access to the graduating students’ 8<sup>th</sup> grade NYS math exam results.

### Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Although 100 percent of the four year cohort passed a math Regents exam after four years in high school, only 50 percent of the scores were at level 4. Going forward, we will track students who tested below proficiency on the 8<sup>th</sup> grade math exam.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will	N/A

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Unable to Assess
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Unable to Assess

### ACTION PLAN

After our experience with our first three cohorts, we identified that math outcomes did not increase as much as desired. In response, we added a double block of math starting in 2020-21 for all students. Our students need support to make the leap from procedural math (e.g., rote memorization) to conceptual math (e.g., dissecting a word problem). In 2020-21, reading and writing in math classes focused on “translating from English to algebra” through unpacking math problems and writing responses. In double math blocks, students complete an exit ticket after the first block. In the second block, students are grouped according to how they performed on the exit ticket, with some accelerating to an advanced application of the math standard and some continuing to work on the standard.

Please refer to the overall academic plans outlined in the ELA action plan.

Following are the plans our culture and social emotional learning:

#### *Diversity, Equity, and Inclusion*

As part of our school-wide diversity, equity, and inclusion efforts, BELA is focused on what it means to be inclusive as a single-gender school. In 2020-21, we partnered with the Hetrick-Martin Institute to audit our school culture and policies with the goal of increasing inclusivity. BELA teachers and leaders also participated in training offered by the institute in February and March 2021. As part of this work, we identified the following areas of focus for the 2021-22 school year:

- Reviewing our Family Life & Sexual Education to ensure inclusivity of transgender and genderexpansive students as well as LGBTQ + students;
- Adding gender-based violence, homophobia, transphobia, biphobia to BELAsEmpowerMENT language violations, including misgendering or using the wrong personal gender pronouns (PGPs) or using a name that doesn't affirm a student's personhood; and
- Collaborating with student leaders to co-create a set of student-facing “guiding principles.” that describe how members of the BELA community attempt to achieve our mission.

### *Leadership Academy*

We are committed to supporting students as they return to school after experiencing the trauma of the COVID-19 pandemic. Part of this work will happen through our Leadership Academy (LA) structure. We anticipate that students will need support with best practices for learning in the classroom, what it means to be a student, and how to begin participating in meaningful social activities again. We will offer LA four times weekly in the 2021-22 school year, for 40 minutes in the morning and five minutes in the afternoon.

## GOAL 5: SCIENCE

### Goal 5: Science

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

### HIGH SCHOOL SCIENCE

### Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry in 2018-19. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

### RESULTS AND EVALUATION

BELA achieved this science metric with 97 percent of the 2017 cohort students passing a NYS science Regents with at least a 65 after four years in high school.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	51	21	33	97%

### ADDITIONAL EVIDENCE

The 2018 and 2019 cohorts have a science regents pass rate of 98% and 100% respectively.

#### Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	61	48%	Regents Cancelled		51	34/35 = 97%
2018	50	68%			54	39/40 = 98%
2019					67	13/13 = 100%
2020					64	--

#### Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

## GOAL 6: SOCIAL STUDIES

#### Goal 6: Social Studies

Students will demonstrate proficiency in Social Studies.

#### Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

### RESULTS

BELA achieved this U.S. History metric with 98 percent of the 2017 cohort students passing the social studies regents with at least a 65 after four years in high school.

**U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	51	11	39	98%

### ADDITIONAL EVIDENCE

Due to Regents cancellations, all other cohorts have not taken the U.S. History Regents.

**U.S. History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	NA		Regents Cancelled		51	39/40=98%
2018					54	Exempt
2019					67	Exempt
2020					64	Exempt

#### Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

#### Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

### RESULTS

Of the two students in the 2017 accountability cohort who took the Global History exam, both passed with a 65 or better.

**Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	51	49	2	100%

### ADDITIONAL EVIDENCE

In addition, the only three students in the 2018 cohort who took the Global History Regents passed it.

**Global History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	--	--	Regents Cancelled		51	2/2 = 100%
2018	--	--			54	3/3 = 100%
2019					67	--
2020					64	--

### Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21



## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

### RESULTS AND EVALUATION

BELA achieved this measure and continues to be in Good Standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

## OPTIONAL GOALS

### **Goal 8: Service and Leadership**

Students will embody BELA's core values.

### **Goal 8: Absolute Measure**

By the end of Year 12, 90% of students will complete 100 hours of community service.

## RESULTS AND EVALUATION

100% of students completed at least 100 hours of community service each by the end of their 12th-grade year. Students were able to participate in virtual community service, such as letter writing campaigns to local politicians and holiday card writing for local hospitals and senior centers.

### **Goal 8: Absolute Measure**

By the end of year 12, 90% of graduating students will score satisfactorily on their senior capstone project as measured by BELA's core value rubric.

## RESULTS AND EVALUATION

All seniors are required to complete a capstone project; in 2020-21, 100% of seniors scored satisfactorily on their capstone project. Examples of senior capstone projects in 2021 included the design, and execution of a week of events to amplify Latinx voices at BELA and the design and execution of a semester-long course on cosmetology for lower-school students that culminated in a showcase of student-created beauty products.

### **Goal 8: Absolute Measure**

In Year 9 and Year 10, 90% of students will score satisfactorily on their service project as measured by BELA's core value rubric.

## RESULTS AND EVALUATION

We measure service projects that students complete in their 9th and 10th grade years; in every year, 100% of students scored satisfactorily on their 9th or 10th grade service project.



**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

Charter School Name:	Brooklyn Emerging Leaders Academy Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Derian De La Torre
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Schall & Ashenfarb
School Audit Contact Name:	Stephen Smith
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

Online Portal: <https://my.epicenternow.org/>

**Required 8 Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

**And, if applicable:**

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
8) Corrective Action Plan	N/A



**BROOKLYN EMERGING LEADERS ACADEMY CHARTER SCHOOL**

**Statement of Activities  
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 3,824,343	\$ -	\$ 3,824,343	\$ 2,918,014
Students with disabilities	355,785	-	355,785	309,165
Grants and Contracts				
State and local	252,312	-	252,312	294,348
Federal - Title and IDEA	-	-	-	-
Federal - Other	394,522	-	394,522	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>4,826,962</b>	<b>-</b>	<b>4,826,962</b>	<b>3,521,527</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 3,249,115	\$ -	\$ 3,249,115	\$ 2,226,125
Special Education	244,752	-	244,752	374,895
Other Programs	-	-	-	-
Total Program Services	3,493,867	-	3,493,867	2,601,020
Management and general	711,436	-	711,436	552,417
Fundraising	19,930	-	19,930	17,606
<b>TOTAL OPERATING EXPENSES</b>	<b>4,225,233</b>	<b>-</b>	<b>4,225,233</b>	<b>3,171,043</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>601,729</b>	<b>-</b>	<b>601,729</b>	<b>350,484</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 196,954	\$ -	\$ 196,954	\$ 178,833
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	7,856	-	7,856	23,462
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>204,810</b>	<b>-</b>	<b>204,810</b>	<b>202,295</b>
<b>CHANGE IN NET ASSETS</b>	<b>806,539</b>	<b>-</b>	<b>806,539</b>	<b>552,779</b>
NET ASSETS BEGINNING OF YEAR	716,911	100,000	816,911	264,132
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 1,523,450</b>	<b>\$ 100,000</b>	<b>\$ 1,623,450</b>	<b>\$ 816,911</b>

**BROOKLYN EMERGING LEADERS ACADEMY CHARTER SCHOOL**

**Statement of Cash Flows**

**as of June 30, 2021**

	<u>2020-21</u>	<u>2019-20</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 806,539	\$ 552,779
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	(40,737)	43,554
Depreciation	71,946	95,244
Grants Receivable	(44,429)	(18,612)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(6,024)	(3,000)
Accounts Payable	98,326	(122,650)
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Paycheck Protection Program Loan	(394,522)	394,522
Other	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 491,099</b>	<b>\$ 941,837</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(11,072)	(44,175)
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (11,072)</b>	<b>\$ (44,175)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ 480,027</b>	<b>\$ 897,662</b>
Cash at beginning of year	1,117,535	219,873
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 1,597,562</b>	<b>\$ 1,117,535</b>

**BROOKLYN EMERGING LEADERS ACADEMY CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**as of June 30, 2021**

	No. of Positions	2020-21							2019-20	
		Program Services				Supporting Services			Total	Total
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	8.00	597,627	31,404	-	629,030	15,939	216,589	232,528	861,558	601,916
Instructional Personnel	26.00	1,700,937	89,379	-	1,790,317	-	-	-	1,790,317	1,250,780
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	34.00	2,298,564	120,783	-	2,419,347	15,939	216,589	232,528	2,651,875	1,852,696
Fringe Benefits & Payroll Taxes		428,974	22,470	-	451,444	3,176	40,007	43,183	494,627	359,762
Retirement		31,280	1,644	-	32,924	-	3,149	3,149	36,073	26,237
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting Services		61,882	29,575	-	91,457	-	263,076	263,076	354,533	301,598
Building and Land Rent / Lease / Facility Finance Interest		15,301	3,134	-	18,435	-	-	-	18,435	5,763
Repairs & Maintenance		-	-	-	-	-	-	-	-	-
Insurance		56,038	2,936	-	58,974	386	5,255	5,641	64,615	41,606
Utilities		-	-	-	-	-	-	-	-	-
Supplies / Materials		100,900	20,667	-	121,567	-	-	-	121,567	120,501
Equipment / Furnishings		4,335	888	-	5,223	-	98,022	98,022	103,245	78,322
Staff Development		60,917	12,477	-	73,394	-	43	43	73,437	27,607
Marketing / Recruitment		33,971	6,958	-	40,929	-	-	-	40,929	28,274
Technology		-	-	-	-	-	-	-	-	-
Food Service		19,391	3,972	-	23,363	-	-	-	23,363	119,112
Student Services		-	-	-	-	-	-	-	-	-
Office Expense		66,740	4,603	-	71,343	410	10,922	11,332	82,675	92,220
Depreciation		59,715	12,231	-	71,946	-	-	-	71,946	95,244
OTHER		11,433	2,342	-	13,775	-	74,138	74,138	87,913	22,101
<b>Total Expenses</b>		<b>\$ 3,249,441</b>	<b>\$ 244,680</b>	<b>\$ -</b>	<b>\$ 3,494,121</b>	<b>\$ 19,911</b>	<b>\$ 711,201</b>	<b>\$ 731,112</b>	<b>\$ 4,225,233</b>	<b>\$ 3,171,043</b>

**Brooklyn Emerging Leaders Academy Charter School  
2020-21**

Year 4	Year 5
2020-21	2021-22
Mar Forecast	Forecast

**% of Category**

Year 4	Year 5
2020-21	2021-22
Mar Forecast	Forecast

**ENROLLMENT**

<b>Total Enrolled</b>	<b>237</b>	<b>260</b>
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**SUMMARY**

**Revenue**

Per Pupil Funding & State Grants	4,193,483	4,784,795
Federal Grants	166,054	418,350
Contributions & Grants	153,674	250,000
Fundraising	-	-
Interest	2	-
Miscellaneous Revenues	567,610	-
<b>Total Revenue</b>	<b>5,080,824</b>	<b>5,453,145</b>

83%	88%
3%	8%
3%	5%
0%	0%
0%	0%
11%	0%
<b>100%</b>	<b>100%</b>

**Expenses**

Personnel	2,700,922	3,046,309
Benefits & Insurances	608,875	682,948
Curriculum & Classroom	185,312	162,291
Administrative Expenses & Insurances	279,683	549,935
Professional Development & Services	473,671	591,544
Marketing & Recruitment	31,041	35,498
Facilities	32,051	23,000
Miscellaneous Expenses	194,947	113,056
<b>Total Expenses</b>	<b>4,463,567</b>	<b>5,204,581</b>

61%	59%
14%	13%
4%	3%
6%	11%
11%	11%
1%	1%
1%	0%
4%	2%
<b>101%</b>	<b>100%</b>

**Operating Income**

<b>574,322</b>	<b>248,564</b>
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**REVENUE**

**Per Pupil Funding & State Grants**

4100 State Grants	-	-
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0%	0%
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4101	Per Pupil Aid-General Ed	3,817,265	4,379,700
4102	Per Pupil Aid-Special Ed	-	-
4102.1	Per Pupil Aid-Special Ed - 20 to 60	357,312	384,430
4102.2	Per Pupil Aid-Special Ed - Greater than 60	-	-
4103	NYSTL	13,791	15,145
4104	NYSSL	3,547	3,895
4105	NYSLIB	1,480	1,625
4106	DYCD	-	-
4107	Senate One Time Appropriations	88	-
4108	Facility Rental Assistance	-	-
4109	Per Pupil Prior Year Unaccrued	-	-
4110	State Nutrition Program	-	-
4110.1	State Nutrition Program - Breakfast	-	-
4110.2	State Nutrition Program - Lunch	-	-
4111	State Supper Program	-	-

91%	92%
0%	0%
9%	8%
0%	0%
0%	0%
0%	0%
0%	0%
0%	0%
0%	0%
0%	0%
0%	0%
0%	0%
0%	0%
0%	0%
0%	0%

<b>SUBTOTAL - Per Pupil Funding &amp; State Grants</b>	<b>4,193,483</b>	<b>4,784,795</b>
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<b>100%</b>	<b>100%</b>
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<b>Federal Grants</b>			
4200	Federal Grants	-	-
4201	Title I	92,325	94,998
4202	Title II	13,962	12,780
4203	PCSP	-	-
4204	IDEA	33,005	35,372
4205	E-rate	4,423	-
4206	NSLP	5,492	265,200
4206.1	NSLP - Breakfast	2,642	-
4206.2	NSLP - Lunch	4,206	-
4207	Title III	-	-
4208	Title IV	10,000	10,000

0%	0%
56%	23%
8%	3%
0%	0%
20%	8%
3%	0%
3%	63%
2%	0%
3%	0%
0%	0%
6%	2%

<b>SUBTOTAL - Federal Grants</b>	<b>166,054</b>	<b>418,350</b>
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<b>100%</b>	<b>100%</b>
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<b>Contributions &amp; Grants</b>			
4300	Contributions	-	-
4301	Individual Contributions	103,674	225,000
4302	Corporation Contributions	-	-
4303	Foundations Contributions	50,000	-
4304	In-Kind Revenue	-	-
4305	Board Contributions	-	25,000

0%	0%
67%	90%
0%	0%
33%	0%
0%	0%
0%	10%

<b>SUBTOTAL - Contributions &amp; Grants</b>	<b>153,674</b>	<b>250,000</b>
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<b>100%</b>	<b>100%</b>
-------------	-------------

<b>Fundraising</b>					
4400	Fundraising	-	-		0% 0%
<b>SUBTOTAL - Fundraising</b>		-	-		0% 0%
<b>Interest</b>					
4500	Interest Revenue	2	-		100% 0%
<b>SUBTOTAL - Interest</b>		2	-		100% 0%
<b>Miscellaneous Revenues</b>					
4600	Misc Revenue	567,610	-		100% 0%
4601	After School	-	-		0% 0%
4602	Field Trips	-	-		0% 0%
4603	Lunch Sales	-	-		0% 0%
4604	Uniform Sales	-	-		0% 0%
4605	Merchandise Sales	-	-		0% 0%
4606	Snack Sales	-	-		0% 0%
4607	CMO Fees	-	-		0% 0%
4608	Intervention Funds	-	-		0% 0%
4900	Uncategorized Revenue	-	-		0% 0%
<b>SUBTOTAL - Miscellaneous Revenues</b>		567,610	-		100% 0%
<b>TOTAL REVENUE</b>		<b>5,080,824</b>	<b>5,453,145</b>		
<b>EXPENSES</b>					
<b>Personnel</b>					
<b>SUBTOTAL - Personnel</b>		<b>2,700,922</b>	<b>3,046,309</b>		
<b>Benefits &amp; Insurances</b>					
<b>SUBTOTAL - Benefits &amp; Insurances</b>		<b>608,875</b>	<b>682,948</b>		
<b>Curriculum &amp; Classroom</b>					
6100	Curriculum and Classroom	-	-		0% 0%
6101	Classroom Supplies & Materials	72,556	54,760		39% 34%
6102	Textbooks	10,000	-		5% 0%
6103	Library Books	-	-		0% 0%
6104	Assessments	-	22,000		0% 14%
6105	Field Trip Expenses	17,747	12,000		10% 7%

6106	Afterschool/ Saturday Academy	27,318	29,100	15%	18%
6107	Extracurricular Supplies & Materials	5,000	-	3%	0%
6108	NYSTL Expenses	13,791	15,448	7%	10%
6109	NYSSL Expenses	3,547	3,973	2%	2%
6110	NYSLIB Expenses	1,480	1,658	1%	1%
6111	Special Education Supplies and Materials	-	-	0%	0%
6112	Student Food	-	-	0%	0%
6113	Summer Academy	1,721	2,250	1%	1%
6114	Uniforms/Misc Expenses	29,785	18,450	16%	11%
6115	Snacks	2,368	2,652	1%	2%

**SUBTOTAL - Curriculum & Classroom**

**185,312      162,291**

**100%      100%**

**Administrative Expenses & Insurances**

7000	Administrative Expenses	-	-	0%	0%
7001	Materials and Supplies	9,400	2,000	3%	0%
7002	Phone & Internet Expenses	25,680	28,056	9%	5%
7003	Dues,Subscriptions & Memberships	38,000	12,675	14%	2%
7004	Postage & Delivery	1,321	816	0%	0%
7005	Equipment Lease	100,257	100,236	36%	18%
7006	Equipment-Non Capitalized	2,000	16,000	1%	3%
7007	Computers-Non Capitalized	5,000	-	2%	0%
7008	Furniture & Fixtures-Non Capitalized	-	22,000	0%	4%
7009	Software-Non Capitalized	8,000	19,621	3%	4%
7010	Food Services	12,340	265,200	4%	48%
7011	Furniture & Equipment Lease	-	-	0%	0%
7012	Staff Appreciation	8,000	8,160	3%	1%
7013	Parent Workshops	1,020	1,040	0%	0%
7014	Special Events	4,050	4,131	1%	1%
7100	Insurances	64,615	70,000	23%	13%

**SUBTOTAL - Administrative Expenses & Insurances**

**279,683      549,935**

**100%      100%**

**Professional Development & Services**

7200	Professional Services	-	-	0%	0%
7201	Auditing Services	15,708	18,000	3%	3%
7202	Payroll Fees	45,224	49,364	10%	8%
7203	Special Educational Services	16,900	16,900	4%	3%
7204	Admin & Temp Staffing Services	-	-	0%	0%
7205	Financial Management Services	141,685	158,342	30%	27%
7206	Recruiting Consultants	-	-	0%	0%
7207	Technology Service	49,254	45,400	10%	8%
7208	Security Services	-	-	0%	0%

7209	Legal Service	15,000	25,000
7210	Management Fees	-	-
7211	Custodial Services	-	-
7212	Substitutes	-	3,060
7213	Regional Office	-	-
7214	Other Educational Services	70,000	130,000
7300	Professional Development	-	-
7301	Leadership Consultants & PD	33,000	33,660
7302	General Education PD	45,900	106,818
7303	Board Exps & Strategic Planning	41,000	5,000
7304	Tuition Reimbursement	-	-

	3%	4%
	0%	0%
	0%	0%
	0%	1%
	0%	0%
	15%	22%
	0%	0%
	7%	6%
	10%	18%
	9%	1%
	0%	0%

**SUBTOTAL - Professional Development & Services**

**473,671    591,544**

100%    100%

**Marketing & Recruitment**

7400	Marketing & Recruitment	-	-
7401	Student Recruitment	10,124	9,680
7402	Staff Recruitment	1,080	818
7403	Marketing Expenses	19,837	25,000
7404	Advertisements & Job Fairs	-	-
7500	Contribution Expense	-	-

	0%	0%
	33%	27%
	3%	2%
	64%	70%
	0%	0%
	0%	0%

**SUBTOTAL - Marketing & Recruitment**

**31,041    35,498**

100%    100%

**Facilities**

8100	Facilities	-	-
8101	Rent	-	-
8102	Utilities - All	-	-
8103	Repairs & Maintenance	164	1,000
8104	Cleaning Supplies	-	-
8105	Facilities Improv-Non Capital	30,000	20,000
8106	Signage	1,887	2,000
8107	Property Tax	-	-

	0%	0%
	0%	0%
	0%	0%
	1%	4%
	0%	0%
	94%	87%
	6%	9%
	0%	0%

**SUBTOTAL - Facilities**

**32,051    23,000**

100%    100%

**Miscellaneous Expenses**

8800	COVID-19 Contingency	106,273	-
8801	Meals & Hospitality	1,040	1,061
8802	Travel Expenses	3,808	3,884
8803	Board Meeting Expenses	1,800	1,800
8804	Bank/Misc Fees	1,020	1,040
8805	Uncategorized Expenses	-	-

	55%	0%
	1%	1%
	2%	3%
	1%	2%
	1%	1%
	0%	0%

8805.1	Temporary JE	-	-	0%	0%
8806	Prior Year Expenses Unaccrued	11,275	-	6%	0%
8807	Interest Expense : Short Term	-	-	0%	0%
8808	Interest Expense : Long Term	-	-	0%	0%
8900	Depreciation Expense	-	105,271	0%	93%
<b>SUBTOTAL - Miscellaneous Expenses</b>		<b>194,947</b>	<b>113,056</b>	<b>64%</b>	<b>100%</b>
<b>TOTAL EXPENSES</b>		<b>4,506,502</b>	<b>5,204,581</b>		
<b>Fixed Assets</b>					
13300	Buildings and Improvements	-	-	0%	0%
13500	Furniture and Fixtures	11,072	-	12%	0%
13600	Computer Equipment	80,000	72,150	88%	100%
13700	Machinery and Equipment	-	-	0%	0%
<b>SUBTOTAL - Fixed Assets</b>		<b>91,072</b>	<b>72,150</b>	<b>100%</b>	<b>100%</b>

**% of Revenue**

Year 4	Year 5
2020-21	2021-22
Mar Forecast	Forecast

**% of Per Pupil**

Year 4	Year 5
2020-21	2021-22
Mar Forecast	Forecast

**\$ Change**

Year 4	Year 5
2020-21	2021-22
Mar Forecast	Forecast

**% Change**

Year 4	Year 5
2020-21	2021-22
Mar Forecast	Forecast

**\$ Per Enrollment**

Year 4
2020-21
Mar Forecast

54	23	30%	10%	1
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880,044	591,312	27%	14%	17,708
(37,246)	252,296	-18%	152%	701
98,330	96,326	178%	63%	649
(123,490)	0	-100%	0%	0
(24)	(2)	-92%	-100%	0
544,174	(567,610)	2322%	-100%	2,397
1,361,789	372,322	37%	7%	21,456

53%	56%
12%	13%
4%	3%
6%	10%
9%	11%
1%	1%
1%	0%
4%	2%
<b>89%</b>	<b>95%</b>

64%	64%
15%	14%
4%	3%
7%	11%
11%	12%
1%	1%
1%	0%
5%	2%
<b>107%</b>	<b>109%</b>

848,226	345,387	46%	13%	11,406
222,877	74,073	58%	12%	2,571
64,811	(23,021)	54%	-12%	783
(51,575)	270,252	-16%	97%	1,181
144,466	117,873	44%	25%	2,000
2,767	4,457	10%	14%	131
26,288	(9,051)	456%	-28%	135
82,385	(81,891)	73%	-42%	823
1,340,245	698,079	41%	17%	19,030

0	0	0%	0%	0
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899,251	562,435	31%	15%	16,120
0	0	0%	0%	0
48,148	27,118	16%	8%	1,509
0	0	0%	0%	0
5,089	1,354	58%	10%	58
(5,131)	348	-59%	10%	15
527	145	55%	10%	6
0	0	0%	0%	0
(35,198)	(88)	-100%	-100%	0
0	0	0%	0%	0
4,788	0	-100%	0%	0
0	0	0%	0%	0
(795)	0	-100%	0%	0
(1,309)	0	-100%	0%	0
(35,325)	0	-100%	0%	0

880,044	591,312	27%	14%	17,708
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0	0	0%	0%	0.00
21,737	2,673	31%	3%	389.87
4,435	(1,182)	47%	-8%	58.96
0	0	0%	0%	0.00
9,205	2,367	39%	7%	139.38
(7,187)	(4,423)	-62%	-100%	18.68
5,492	259,708	0%	4729%	23.19
(11,840)	(2,642)	-82%	-100%	11.16
(59,087)	(4,206)	-93%	-100%	17.76
0	0	0%	0%	0.00
0	0	0%	0%	42.23

(37,245)	252,295	-18%	152%	701
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0	0	0%	0%	0
76,158	121,326	277%	117%	438
(15,327)	0	-100%	0%	0
37,500	(50,000)	300%	-100%	211
0	0	0%	0%	0
0	25,000	0%	0%	0

98,330	96,326	178%	63%	649
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(123,490)	0	-100%	0%	0
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(123,490)	0	-100%	0%	0
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(24)	(2)	-92%	-100%	0
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(24)	(2)	-92%	-100%	0
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544,974	(567,610)	2408%	-100%	2,397
0	0	0%	0%	0
(200)	0	-100%	0%	0
0	0	0%	0%	0
0	0	0%	0%	0
(600)	0	-100%	0%	0
0	0	0%	0%	0
0	0	0%	0%	0
0	0	0%	0%	0
0	0	0%	0%	0

544,174	(567,610)	2322%	-100%	2,397
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848,226	345,387	46%	13%	11,406
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222,877	74,073	58%	12%	2,571
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0	0	0%	0%	0
9,848	(17,796)	16%	-25%	306
9,848	(10,000)	6483%	-100%	42
0	0	0%	0%	0
0	22,000	0%	0%	0
4,364	(5,747)	33%	-32%	75

20,587	1,782	306%	7%	115
317	(5,000)	7%	-100%	21
5,089	1,657	58%	12%	58
(5,131)	426	-59%	12%	15
527	178	55%	12%	6
(614)	0	-100%	0%	0
(997)	0	-100%	0%	0
(2,935)	529	-63%	31%	7
26,645	(11,335)	849%	-38%	126
(2,736)	284	-54%	12%	10

64,812	(23,022)	54%	-12%	783
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0	0	0%	0%	0
3,619	(7,400)	63%	-79%	40
4,094	2,376	19%	9%	108
5,285	(25,325)	16%	-67%	160
826	(505)	167%	-38%	6
35,995	(21)	56%	0%	423
(11,482)	14,000	-85%	700%	8
4,423	(5,000)	767%	-100%	21
(14,931)	22,000	-100%	0%	0
3,128	11,621	64%	145%	34
(106,772)	252,860	-90%	2049%	52
0	0	0%	0%	0
(362)	160	-4%	2%	34
867	20	568%	2%	4
725	81	22%	2%	17
23,009	5,385	55%	8%	273

(51,575)	270,252	-16%	97%	1,181
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0	0	0%	0%	0
(1,792)	2,292	-10%	15%	66
11,804	4,140	35%	9%	191
16,900	0	0%	0%	71
130	0	-100%	0%	0
28,463	16,657	25%	12%	598
0	0	0%	0%	0
(2,600)	(3,854)	-5%	-8%	208
0	0	0%	0%	0

(477)	10,000	-3%	67%	63
0	0	0%	0%	0
0	0	0%	0%	0
(255)	3,060	-100%	0%	0
0	0	0%	0%	0
0	60,000	0%	86%	296
0	0	0%	0%	0
25,341	660	331%	2%	139
28,263	60,918	160%	133%	194
38,689	(36,000)	1674%	-88%	173
0	0	0%	0%	0

144,466	117,873	44%	25%	2,000
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0	0	0%	0%	0
7,352	(444)	265%	-4%	43
(2,974)	(262)	-73%	-24%	5
(1,611)	5,163	-8%	26%	84
0	0	0%	0%	0
0	0	0%	0%	0

2,767	4,457	10%	14%	131
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0	0	0%	0%	0
0	0	0%	0%	0
0	0	0%	0%	0
(511)	836	-76%	510%	1
(578)	0	-100%	0%	0
29,162	(10,000)	3481%	-33%	127
(1,785)	113	-49%	6%	8
0	0	0%	0%	0

26,288	(9,051)	456%	-28%	135
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105,759	(106,273)	20556%	-100%	449
1,040	21	0%	2%	4
79	76	2%	2%	16
829	0	85%	0%	8
(770)	20	-43%	2%	4
0	0	0%	0%	0

0	0	0%	0%	0
964	(11,275)	9%	-100%	48
0	0	0%	0%	0
0	0	0%	0%	0
(95,246)	105,271	-100%	0%	0

12,654	(12,160)	73%	-42%	529
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0	0	0%	0%	0
(33,102)	(11,072)	-75%	-100%	47
80,000	(7,850)	0%	-10%	338
(44,668)	0	-100%	0%	0

2,229	(18,922)	-44%	-21%	385
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<b>Year 5</b>
<b>2021-22</b>
Forecast

1
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18,403
1,609
962
0
0
0
20,974

11,717
2,627
624
2,115
2,275
137
88
435
20,018

0
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16,845
0
1,479
0
58
15
6
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18,403

0.00
365.38
49.15
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136.05
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38.46

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49  
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62  
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269

2,115

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609  
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175  
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500  
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129  
411  
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96  
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137

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88

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405

435
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0
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278
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278
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**Brooklyn Emerging Leaders Academy Charter School  
2020-21**

		Year 4	Year 5	Budget
2018-19	2019-20	2020-21	2021-22	2021-22
Actuals	Actuals	Dec Forecast	Forecast	Limit

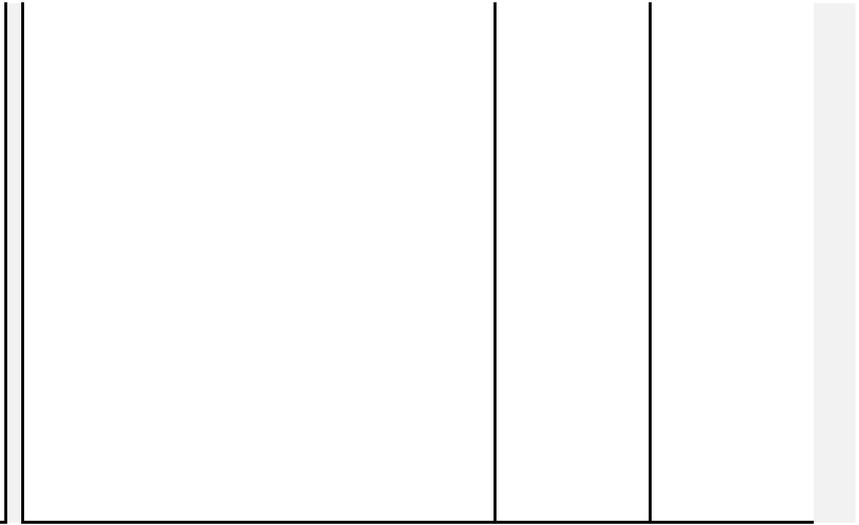
**Curriculum & Classroom**

6100	Curriculum and Classroom	-	-	-	-	-
6101	Classroom Supplies & Materials	52,415	62,708	72,556	54,760	82,212
6102	Textbooks	2,505	152	10,000	-	10,200
6103	Library Books	-	-	-	-	-
6104	Assessments	195	-	-	22,000	-
6105	Field Trip Expenses	9,331	13,383	17,747	12,000	34,260
6106	Afterschool/ Saturday Academy	8,367	6,731	27,318	29,100	30,600
6107	Extracurricular Supplies & Materials	4,415	4,683	5,000	-	5,100
6108	NYSTL Expenses	8,574	8,702	13,791	15,448	15,448
6109	NYSSL Expenses	1,375	8,678	3,547	3,973	3,973
6110	NYSLIB Expenses	-	953	1,480	1,658	1,658
6111	Special Education Supplies and Materials	340	614	-	-	-
6112	Student Food	11,332	997	-	-	-
6113	Summer Academy	692	4,656	1,721	2,250	-
6114	Uniforms/Misc Expenses/Graduation	14,922	3,140	29,785	18,450	28,713
6115	Snacks	4,162	5,104	2,368	2,652	2,652
<b>SUBTOTAL - Curriculum &amp; Classroom</b>		<b>118,625</b>	<b>120,501</b>	<b>185,312</b>	<b>162,291</b>	<b>214,816</b>

Account	Expense	FY22
6101	Dean Budgets	30,000
6101	Department Budget	12,000
6106	GoGrow - Fall	2,000
6106	GoGrow - Spring	2,000
6113	Summer Institute	2,250
6114	Gym Uniform	2,250
6114	Students In Temporary Housing (SITH) Uniforms	1,200
6101	SITH Supplies and materials	6,800
6114	Graduation Expenses	15,000



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**Notes/Assumptions**

**Notes/Assumptions**

Dean budget estimates, \$5k/dean for 5 deans, Upper School, Lower School, Student Life, Operations, Advancement, Student Support  
2k (IB, Math, Science, WL, ES, History)  
GoGrow - 8 electives, each elective has a budget of 250  
GoGrow - 8 electives, each elective has a budget of 250  
Summer t shirts, and books for 75 incoming 9th grade students, \$30/student  
Wellness uniforms for 75 incoming 9th grade students, \$30/student  
Students In Temporary Housing (SITH) Uniforms  
SITH Supplies and materials  
Estimate for graduation, including venue

Option 3: BELA Registers Candidates, Courses, and TOK Students

Apex Licenses @ \$60/license

Based on Proposal - 10 students, 4 times a week with 2 year contract

No longer doing

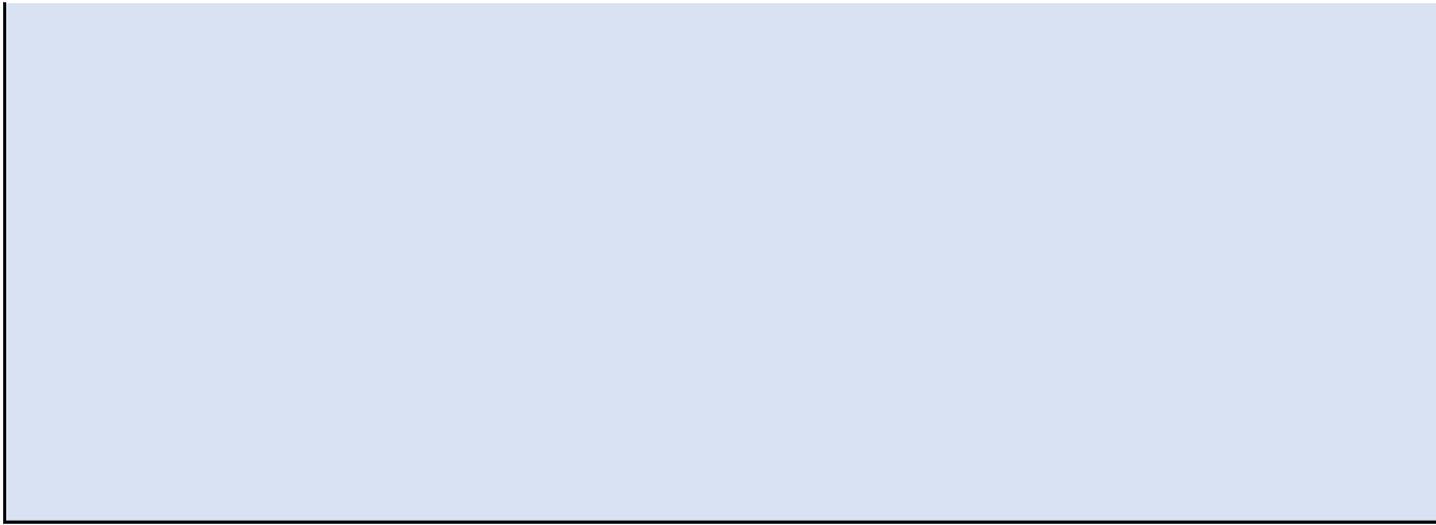
Waiting on estimate

Season fees for 3 sports, \$2k each

Initial purchase of uniforms for first year

\$200/sport for replacement equipment

College Trips



**Brooklyn Emerging Leaders Academy Charter School  
2020-21**

		Year 4	Year 5	Budget
2018-19	2019-20	2020-21	2021-22	2021-22
Actuals	Actuals	Dec Forecast	Forecast	Limit

**Administrative Expenses & Insurances**

7000	Administrative Expenses	-	-	-	-	-
7001	Materials and Supplies	7,190	5,781	9,400	2,000	9,588
7002	Phone & Internet Expenses	14,814	21,586	25,680	28,056	26,194
7003	Dues,Subscriptions & Memberships	6,899	32,715	38,000	12,675	38,760
7004	Postage & Delivery	450	495	1,321	816	1,480
7005	Equipment Lease	16,997	64,263	100,257	100,236	102,262
7006	Equipment-Non Capitalized	1,250	13,482	2,000	16,000	2,040
7007	Computers-Non Capitalized	-	577	5,000	-	5,100
7008	Furniture & Fixtures-Non Capitalized	314	14,931	-	22,000	-
7009	Software-Non Capitalized	1,204	4,872	8,000	19,621	8,160
7010	Food Services	130,488	119,112	12,340	265,200	-
7011	Furniture & Equipment Lease	-	-	-	-	-
7012	Staff Appreciation	3,401	8,362	8,000	8,160	8,160
7013	Parent Workshops	-	153	1,020	1,040	1,040
7014	Special Events	1,719	3,325	4,050	4,131	4,131
7100	Insurances	27,423	41,606	64,615	70,000	63,937
		-	-	-	-	-
<b>SUBTOTAL - Administrative Expenses &amp; Insurances</b>		<b>212,149</b>	<b>331,258</b>	<b>279,683</b>	<b>549,935</b>	<b>270,852</b>

Account	Expense	FY22
7002	Jive/Log Me In	1,728
7002	CTS Back Up Internet - Optimum	420
7002	Crown Castle	19,188
7003	IB Membership	11,000
7003	NCGS Membership	675
7009	Alma	2,700
7003	ParentSquare	1,000
7009	Zoom	3,500
7009	Prey	3,634



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**Notes/Assumptions**

**Notes/Assumptions**

\$144 per month for phone system  
\$35/month for optimum  
\$1599 per month for internet  
\$11k/year  
\$675/year  
Student Information system  
Annual subscription fee  
\$90/license for 40 licenses  
Tracking software for laptops

Estimate based on FY21

\$560/month

Annual subscription for tracking (checking out) inventory

\$3708/month

\$4297/month

\$348/month

Hotspots for students \$500/month

Monthly water for building

Latest estimate

Placeholder for firewall

\$2500/ AC for 4 classrooms - Library and 3 classrooms



**Brooklyn Emerging Leaders Academy Charter School  
2020-21**

		Year 4	Year 5	Budget
2018-19	2019-20	2020-21	2021-22	2021-22
Actuals	Actuals	Dec Forecast	Forecast	Limit

**Professional Development & Services**

7200	Professional Services	-	-	-	-	-
7201	Auditing Services	3,000	17,500	15,708	18,000	17,279
7202	Payroll Fees	24,833	33,420	45,224	49,364	49,097
7203	Special Educational Services	-	-	16,900	16,900	8,976
7204	Admin & Temp Staffing Services	130	(130)	-	-	-
7205	Financial Management Services	108,417	113,222	141,685	158,342	151,566
7206	Recruiting Consultants	-	-	-	-	-
7207	Technology Service	34,378	51,854	49,254	45,400	45,400
7208	Security Services	-	-	-	-	-
7209	Legal Service	3,430	15,477	15,000	25,000	15,300
7210	Management Fees	-	-	-	-	-
7211	Custodial Services	-	-	-	-	-
7212	Substitutes	255	255	-	3,060	3,060
7213	Regional Office	-	-	-	-	-
7214	Other Educational Services	40,824	70,000	70,000	130,000	71,400
7300	Professional Development	-	-	-	-	-
7301	Leadership Consultants & PD	10,605	7,659	33,000	33,660	33,660
7302	General Education PD	31,790	17,637	45,900	106,818	46,818
7303	Board Exps & Strategic Planning	103	2,311	41,000	5,000	-
7304	Tuition Reimbursement	-	-	-	-	-
<b>SUBTOTAL - Professional Development &amp; Services</b>		<b>257,765</b>	<b>329,205</b>	<b>473,671</b>	<b>591,544</b>	<b>442,556</b>

Account	Expense	FY22
7202	TriNet	49,364
7205	EdTec	158,342
7201	Schall & Ashenfarb	18,000
7207	CTS Monthly Maintenance	45,400
7214	Partnership with Children (PWC)	70,000



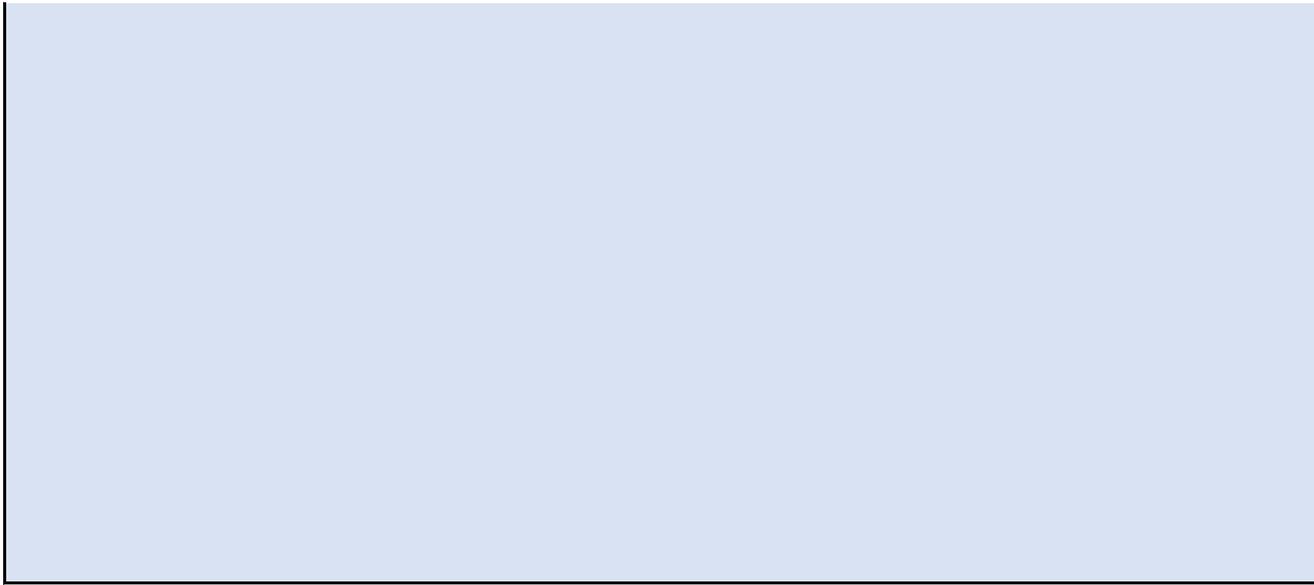




Annual membership  
Any additional work after May 2021

Full school year whole community mindfulness program - 124 Hours - \$30,00  
In School/Afterschool Dance Program

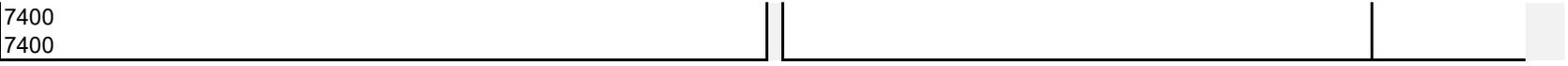
PD for teachers and staff







7400  
7400



**Notes/Assumptions**

**Notes/Assumptions**

\$103 per month for 6 months - job recruitment for staff

Teachers of Color Fair - Fee is \$200

Marketing consultant



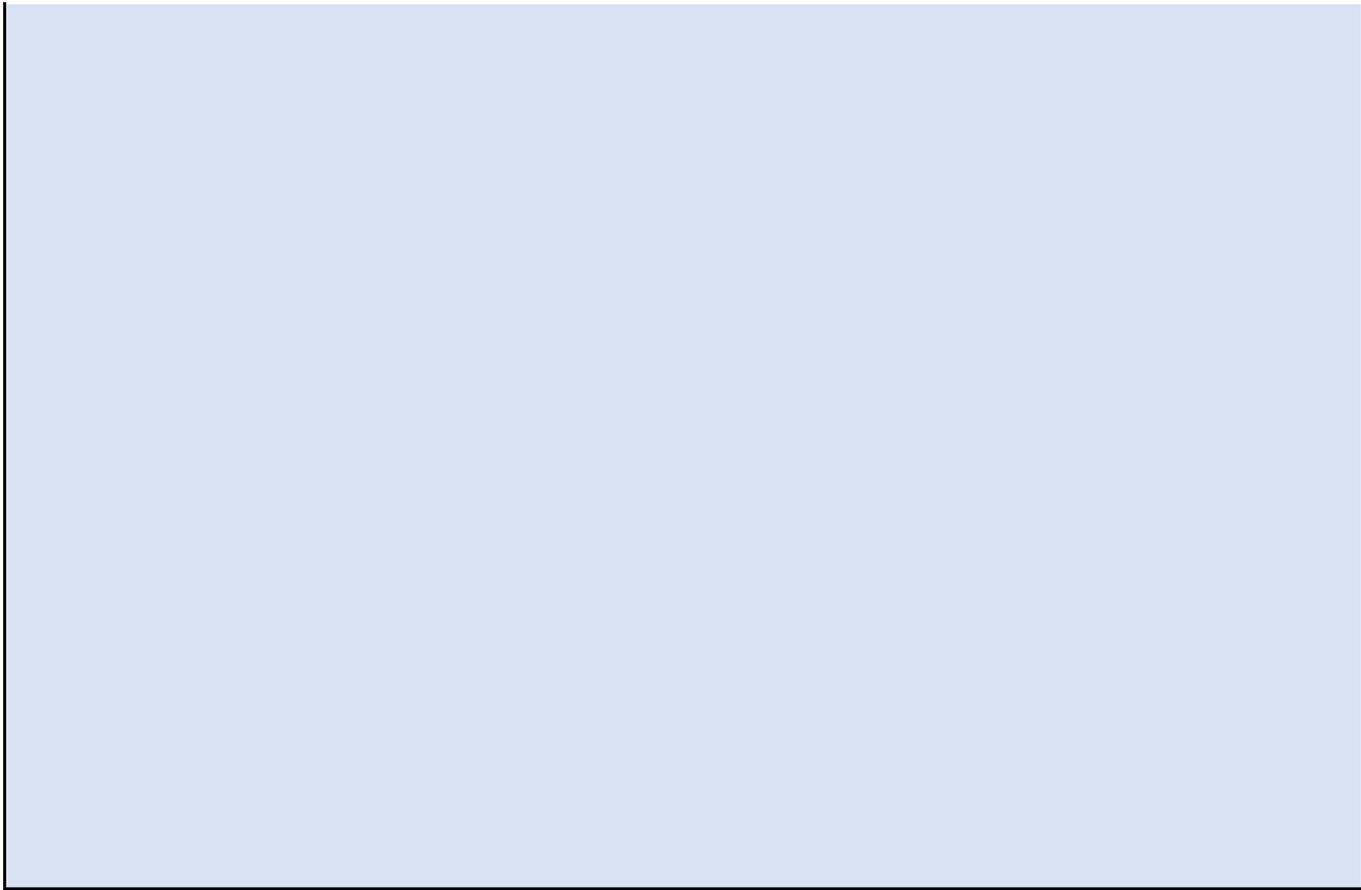






<b>Notes/Assumptions</b>

<b>Notes/Assumptions</b>
Carry over from FY21 spend
Upgrading locks
Electrical infrastructure and AC's







**Notes/Assumptions**

**Notes/Assumptions**

\$150/board meeting - 12 board meetings





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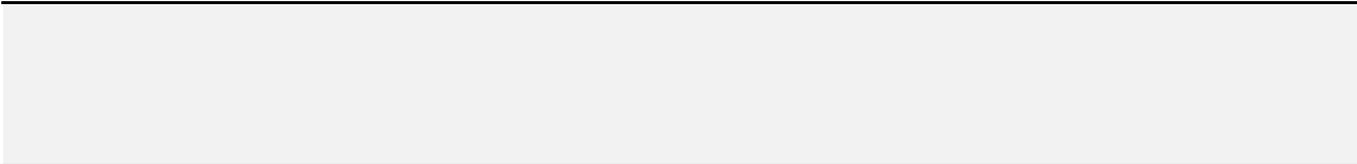
<b>Year 5</b>	<b>Budget</b>
<b>2021-22</b>	<b>2021-22</b>
Forecast	Limit

-	135,012
-	100,060
72,150	50,036
-	25,060

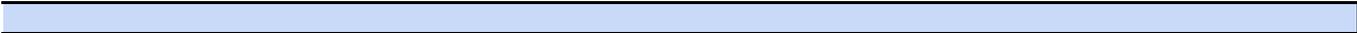
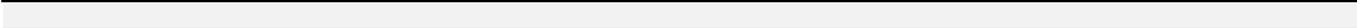
<b>72,150</b>	<b>310,168</b>
---------------	----------------

<b>FY22</b>	
72,150	





**Notes/Assumptions**



**Notes/Assumptions**

75 computers and 75 3yr apple care protection plans





## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Brooklyn Emerging Leadership Academy (BELA)
Name of trustee (print):	Ilymaani Aytes
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	External Affairs
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:



*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Brooklyn Emerging Leaders Charter School
Name of trustee (print):	Brenda Canty
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

*Brenda J Canty*  
Brenda J Canty (Jul 26, 2021 14:09 EDT)

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	BELA
Name of trustee (print):	Jonathan Dill
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Academic
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

*Jonathan Dill*  
Jonathan Dill (Jun 21, 2021 19:59 EDT)

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Brooklyn Emerging Leaders Charter School
Name of trustee (print):	Mellanie Garner
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

Melissa M. [unclear] (Jul 26, 2021 12:33 EDT)

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Brooklyn Emerging Leaders Academy
Name of trustee (print):	Stacy Haislip
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Finance Committee Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

*Stacy Haislip*  
Stacy Haislip (Jun 23, 2021 11:24 EDT)

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Brooklyn Emerging Leaders Academy (BELA) Charter School
Name of trustee (print):	Deborah Hall
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Governance Committee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

*Deborah Hall*

Deborah Hall (Jun 23, 2021 13:00 EDT)

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Brooklyn Emerging Leadership Academy
Name of trustee (print):	Michael Lackwood
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:



Michael Lackwood (Jun 23, 2021 14:09 EDT)

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Brooklyn Emerging Leaders Academy
Name of trustee (print):	Andre McKenzie, Ed.D.
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	None
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

Andre McKenzie  
Andre McKenzie (Jun 22, 2021 07:49 EDT)

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Brooklyn Emerging Leaders Academy (BELA)
Name of trustee (print):	Alma Mends
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Governance Committee Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

*Alma Mendis*

Alma Mendis (Jun 21, 2021 19:56 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Brooklyn Emerging Leaders Academy Charter School
Name of trustee (print):	Diane Nathaniel
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

  
 Diane Nathanlet (Jul 26, 2021 09:22 EDT)

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Brooklyn Emerging Leaders Academi
Name of trustee (print):	Christina Socias
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Academic Committee member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

  
 Christina Socias (Jun 24, 2021 15:11 EDT)

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

# Brooklyn Emerging Leaders Academy 2021-2022 Calendar

Dates are subject to change based on changes in federal, state, or local mandates.

July 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

March 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Observed Holidays
Sept 6: Labor Day
Nov 23-27: Thanksgiving Break
Dec 20-Jan 3: Winter Recess
Jan 17: MLK Jr. Day
Apr 15-22: Spring Recess
May 30: Memorial Day

Calendar Key	
<span style="background-color: #d3d3d3; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Holiday/BELA Wellness Day	<span style="background-color: #90ee90; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Family Assoc./Univ
<span style="background-color: #00ced1; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Professional Development	<span style="background-color: #800080; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Last Day of School
<span style="background-color: #9370db; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> New Student Summer Instit	<span style="background-color: #000000; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> New Trimester
<span style="background-color: #0000ff; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Family Conferences	<span style="background-color: #ffa500; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Regents Exams

Total instructional days:  
178

Fall Important Dates	Spring Important Dates
<b>August</b>	<b>January</b>
August 9: Leadership Team Returns August 10-27: All Staff Summer Institute August 17-18: New Student Institute August 30: First Day of School	January 1: Winter Recess January 3: Staff Professional Development (no school for students) January 13-14: Trimester II Interim Assessments January 17: Martin Luther King Jr. Day (no school for staff/students & Family Community Service Da January 18-21: January Regents Week (NO School for BELA students) January 19: Grades DUE at 5:00pm January 28: Trimester 2 Family Conferences
<b>September</b>	<b>February</b>
September 6: Labor Day (no school for staff/students)	February 21-22: BELA Wellness Days
<b>October</b>	<b>March</b>
October 7-8: Trimester I Interim Assesments October 11: BELA Wellness Day (no school for staff/students) October 12: Staff Professional Learning Day (no school for students) October 13: Grades DUE at 5:00pm October 15: Trimester 1 Family Conferences (T1 Progress Report Card)	March 10-11: Trimester II Final Assessments March 14-18: BELA Wellness Week (no school for staff and students) March 21: Trimester 3 Begins March 16: Grades DUE at 5:00pm March 26: Women's Symposium
<b>November</b>	<b>April</b>
November 18-19: Trimester I Final Assessments November 22-26: Thanksgiving Break (no school for staff/students) November 29: Staff Professional Learning Day (no school for students) November 30: Trimester 2 Begins	April 11-22: Spring Recess (no school for staff/students) April 25: Staff Professional Learning Day (no school for students) April 28-29: Trimester III Interim Assessments
<b>December</b>	<b>May</b>
December 1: Grades DUE at 5:00pm December 20-31: Winter Recess	May 4: Grades DUE at 5 00pm May 6: Trimester 3 Family Conferences (T3 Progress Report Card) May 30: Memorial Day (no school for staff/students)
	<b>June</b>
	June 13: Last Day of Full Classes/Community Service Day/End of Year Celebration June 16: TBD BELA Wellness Day (Juneteenth) June 20: FINAL Grades DUE at 9:00am June 24: Last Day of School for STUDENTS and STAFF (Final Report Cards/Transcripts distributed)