New York State Education Department

Remote Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework
2020-2021

South Bronx Community Charter High School

Visit Date: December 14-15, 2020
Dates of Report: March 11, 2021

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	South Bronx Community Charter High School
Board Chair	Alvarez Symonette
District of location	NYC CSD 7
Opening Date	Fall 2016
Charter Terms	Initial Term: September 9, 2016 - June 30, 2021
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12 / 425 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9-12 / 425 students
Comprehensive Management Service Provider	None
Facilities	730 Concourse Village West, Bronx, NY 10451 - Private Space
Mission Statement	*The mission of South Bronx Community CHS is to promote students' excellence through an emphasis on academic, interpersonal and professional skills in a supportive and responsive learning environment. South Bronx Community CHS graduate with a positive sense of self, ready to design and realize their future in college, community and career.*
Key Design Elements	• Competence-Based Teaching and Learning • Cultural Responsiveness • Supportive Staffing • Adaptive Operations and Management
Requested Revisions	**Amend the charter school's organizational chart to add an associate director title to support the school's capacity building and services for special populations.**

Noteworthy:
The South Bronx Community Charter High School (SBCCHS) has a unique model that equally values youth development and academic attainment. This approach has led to 90% of its students with internship experiences and with an 84% graduation rate with its first cohort of 12th grade students, outperforming its district of location, New York City Community School District 7 (NYC CSD) 7 at 66%.

The school continues to build social and emotional skill development into student learning experiences, and it has created a robust advising and parent communication systems to ensure students are receiving social and emotional support on a daily basis, even now that the learning is done remotely. Student support and engagement was maintained during the COVID-19 pandemic and moved to remote learning

[1] The information in this section was provided by the NYS Education Department Charter School Office.

via SBCCHS's CORE advisor program, which groups consist of two adults and up to 20 students who stay together throughout their high school experience. Students met with their CORE group for the first 20 minutes of the day in an online live session.

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

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

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal**,** which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

  (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
  (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

COVID-19 PANDEMIC NOTE: As of the publication of this report, New York State is in the midst of responding to the COVID-19 pandemic. NYSED understands that these are not normal times and state

assessments for grades 3-8 as well as high school students were canceled for the 2019-2020 school year (see the applicable memos at http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/law.html). The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year, Benchmark 1 allows for the use of longitudinal data and NYSED has been continuing to monitor and evaluate schools through the lens of the Performance Framework during the current crisis as Board of Regents-authorized charter schools have been implementing robust continuity of learning plans and adhering to NYSED's Remote Monitoring and Oversight Plan. Therefore, NYSED will continue to use the Performance Framework and Board of Regents renewal policies to evaluate, in a summative manner, applicable charter schools for renewal recommendation determinations.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2016 to 2017	**Year 2 2017 to 2018**	**Year 3 2018 to 2019**	**Year 4 2019 to 2020**	**Year 5 2020 to 2021**
Grade Configuration	Grade 9	Grades 9-10	Grades 9-11	Grades 9-12	Grades 9-12
Total Approved Enrollment	110	220	325	425	425

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School[2]

	Year 1 2021 to 2022	**Year 2 2022 to 2023**	**Year 3 2023 to 2024**	**Year 4 2024 to 2025**	**Year 5 2025 to 2026**
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Total Proposed Enrollment	425	425	425	425	425

METHODOLOGY

A two-day remote renewal site visit was conducted at South Bronx Community Charter High School on December 14-15, 2020. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, teachers, students, and parents.

[2] This chart is subject to change pending the final renewal recommendation and approval by the Board of Regents.

The CSO also administered an anonymous survey to parents that focused on the school's response to the COVID-19 pandemic.

The team conducted twelve remote classroom observations in Grades 9-12. The observations were approximately 20 minutes in length and conducted jointly primarily with the executive director, academic director, youth development director, and various grade team leads, depending on the class being observed. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit and can be found in the Renewal SV Protocol.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2020-2021 organizational chart;**
- **A 2020-2021 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **NYCDOE School Quality Reports showing survey results;**
- **Spring 2020 CSO COVID-19 Parent Survey Results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: Academic and Enrollment Data;**
- **NYSED Attachment 2: Fiscal Dashboard Data;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's website;**
- **Prior CSO monitoring reports (check-in, midterm, renewals);**
- **Spring 2020 Continuity of Learning Plan;**
- **School's 2020 renewal application;**
- **School's 2019 Notice of Concern;**
- **School's 2020 Notice of Deficiency and its Corrective Action Plan; and**
- **Any supplementary evidence or data submitted to NYSED by the school.**

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from December 14-15, 2020 at SBCCHS, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2015 Charter School Performance Framework Ratings[3]

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

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

Summary of Findings

- The South Bronx Community Charter School is in year five of operation and serves students in Grades 9 to 12. During its current charter term, the school is rated in the following manner: meeting six benchmarks, approaching three benchmarks and falling far below in one benchmark. A summary of those ratings is provided below.

- **Summary of Areas of Strengths**:
  SBCCHS received a Meets in all but four Performance Framework benchmarks, indicating that the school is generally organizationally, fiscally, and culturally sound. All stakeholders demonstrated a thorough commitment to the success of students and fulfilling the mission of the school. The school community is committed to strengthening student achievement and youth development while working in partnership with families to achieve these objectives. Site visit team members observed a strong, supportive, and positive school culture. SBCCHS competency framework model incorporates social and emotional wellbeing for all students, as delineated in the school's 19 critical competencies.

- **Summary of Areas in Need of Improvement**:
  The benchmarks that SBCCHS approaches are focused on academic performance and compliance concerns. At the time of the site visit, we were informed that school had taken measures to ensure compliance and adherence to NYSED reporting requirements. Based on the 2019 Regents performance, SBCCHS is below New York State (NYS) averages on all five administered exams. However, subgroup populations performance in English Language Arts exceeded NYS. SBCCHS and its board have been inconsistent in meeting all required compliance obligations, inclusive of governance and financial management. SBCCHS was issued a Notice of Concern in January 2019 for not meeting mandated enrollment targets for Economically Disadvantaged (ED) students in comparison to NYC CSD 7, its district of location for the 2018-2019 year. The CSO issued the school a Notice of Deficiency in June 2020 for not meeting the mandated enrollment targets for English language learners (ELLs) in comparison to NYC CSD 7, its district of location for the 2019-2020 year. SBCCHS must also remedy deficiencies in the school's fingerprinting process prior to hiring new staff members. During this visit the school leader indicated that he has taken steps to ensure that all personnel at the school is fingerprinted and has created a process that will permit future hires to be in compliance. NYSED will engage in continuous monitoring and oversight in this area.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Meets

Summative Evidence for Benchmark 1:

See Attachment 1 for data tables and additional academic information.

Note: State assessments were not administered in the 2019-2020 school year. As such, NYSED is not able to include results from that academic year in the analysis of this benchmark.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	*Indicators*
1. *Curriculum*	a. The school has a documented curriculum that is aligned to the NYSLS. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. *Instruction*	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. *Assessment and Program Evaluation*	a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. *Supports for Diverse Learners*	a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students. b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

During the focus group with the school leadership (executive director, academic director, and youth development director), the team provided further details on the SBCCHS model that equally values academic achievement and youth development. The school's foundation is based on four pillars: a competency-based approach to mastery of skills including social and emotional learning; cultural

competency; an adaptive organizational structure; and an integrated approach with youth development and academics in structure and staffing. Students and families are aware of learning targets and can track progress using the school's learning management system, Schoology.

Academic Program for High School:

- SBCCHS has a project-based learning (PBL) approach combined with direct instruction.
- SBCCHS uses a competency-based education (CBE) model. The 19 competencies are the central organizing unit for curriculum design, learning facilitation, and assessment.
- The SBCCHS competency framework is aligned to the New York State Learning Standards, Common Core State Standards, and CASEL social-emotional learning framework.
- Teaching and learning at SBCCHS is organized to support students in mastering a specific set of knowledge and skills—academic, social and emotional—that collectively define college and career readiness.
- Every student is part of an advisory group that is sustained with the same students and staff member throughout their years at SBCCHS. The school reports that it expects that its students will increase Regents' pass rates during the next charter term through the implementation of these academic intervention services.

Academic Program for Students with Disabilities (SWDs) and English Language Learners (ELLs):

- SWDs:
  - The competency-based model gives SBCCHS the ability to personalize support for SWDs and ELLs. Teachers collaboratively plan and organize supports for SWDs and ELLs.
  - SBCCHS uses a Response to Intervention (RTI) approach to support students including assistive technology, access to Learning Coaches, and programmed supports and tutoring.
  - Special Education teachers are organized by grade, which aligned with SBCCHS's PBL model with grade based general education and special education teams meeting weekly to plan and discuss student progress. The school has four full time special education teachers who deliver Integrated Co-Teaching (ICT) and special education teacher support Services (SETSS). SBCCHS also has four full-time mental health counselors and a Crisis paraprofessional to provide services in accordance with students' IEPs.
  - In response to remote learning, SBCCHS is providing counseling and speech services to students using remote learning tools.

- ELLs:
  - The competency-based model gives SBCCHS the ability to personalize support for SWDs and ELLs. Teachers collaboratively plan and organize supports for SWDs and ELLs.
  - At the time of the renewal visit, SBCCHS had 2.5 ELL specialists to push in and pull out of classrooms as needed and employs additional bilingual staff such as learning coaches.
  - Learning coaches and ELL specialists provide support to general education teachers to employ ELL strategies including home language support and sheltered content instruction.
  - Instruction follows a tiered model with targeted supplemental interventions provided to students experiencing difficulty, and intensive interventions for students with marked learning difficulties.

Summative Evidence for Benchmark 2:

1. Element: ***Curriculum***:
    - **Indicator a:** SBCCHS curriculum and competency framework are aligned to the New York State Learning Standards and CASEL social-emotional learning framework for all students as evidenced by the school's charter renewal application (including supporting exhibits) and confirmed during the focus group with the school leadership team. The school leadership team further detailed the 19 competencies that are the central organizing unit for curriculum design, learning facilitation, and assessment. Within the 19 competencies are 66 attainments (i.e., learning targets) that are tracked and assessed. The attainments are mapped to New York State standards. The school leadership also demonstrated how the school's learning management system, Schoology, is used to track student mastery of the competencies and attainments.
    - **Indicator b:** SBCCHS lesson plans and class agendas introduce complex resources and materials, encourage higher order thinking, and build conceptual understanding and knowledge around specific content. Unit and lesson plans are developed by the school using an Understanding by Design Framework with some modifications to account for asynchronous project-based learning. As evidenced during the site visit, the school leadership team provided classroom agenda for all classrooms remotely observed. The agendas detailed essential questions, student attainment goals, content goals, and teaching/learning formats, in addition to time frame blocks.
    - **Indicator c:** The curriculum appears to be aligned horizontally across classrooms at the same grade level and vertically between grades. As described in the renewal application, SBCCHS staff work collaboratively to use attainments to develop a long-term scope and sequence for the year that are aligned across grades and allows for a personalized, differentiated approach for students to demonstrate proficiency.
    - **Indicator d:** SBCCHS's curriculum is differentiated in collaboration with general education, special education and ELL teachers, and youth development staff. Agendas that were provided to the site visit team were differentiated according to student groupings and teachers and youth development specialists. In observed remote classrooms, students were grouped into various breakout sessions to provide opportunities for all students to master grade-level skills and concepts.
    - **Indicator e:** The curriculum is systematically reviewed and revised. The renewal application described regular monitoring of the curriculum and being adaptive to student needs as demonstrated by student work, interim assessments and a tuning protocol that is used to refine project design and ensure high quality curriculum.

2. Element: ***Instruction***:
    - **Indicator a:** The school leadership has developed a common understanding of high-quality instruction, focusing on individualized student competencies and SEL supports. Described by the leadership during the focus group, and evidenced by the renewal application, SBCCHS structures teachers' schedule to allow for CORE advisories, grade team planning, co-teaching planning, and are using data to meet students' needs (e.g., the academic director and lead teachers facilitate improvement cycles with staff in which they analyze student performance data and develop goals, interventions, and benchmarks). In the classrooms observed,

instructional practices were aligned to this understanding. Academic rigor was seen overall during the remote site visit.

- **Indicator b:** Across the observed remote classrooms and small instructional groupings, students were engaged and aware of classroom rules and procedures, even those students that chose not to be 'on screen' during the observations (i.e., in the remote class but not on camera). Teachers interacted with students by using various methods, including calling on them individually, asking students to submit answers into the classroom 'chat box' and using breakout rooms.

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** As indicated in the submitted renewal application and in the school leadership team and staff interviews, SBCCHS uses a combination of state (e.g., Regents), diagnostic (e.g., Think Through Math, Achieve 3000, IXL, and Castle Learning), summative assessments (e.g., attainment rubrics, College and Work Readiness Assessment), and presentations (e.g., PBL end-of-grade capstones). In addition, SEL is gauged via home visits, record review, personal interaction, and twice annual school culture surveys to staff, students, and parents.
   - **Indicator b:** SBCCHS collects qualitative and quantitative data on a regular basis and teachers review the data to improve student outcomes and SEL support. School leadership, staff, students, parents, and board of trustee members have access to data via Schoology, which tracks progress using the school's CBE model of student mastery.
   - **Indicator c:** The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly. Staff and the school leadership team described how the school adjusted programming based on student need, especially during the pivot to remote learning. As delineated in renewal application and continuity of learning plan, changes to instructional practices, curriculum, staffing structure, student groupings, and supports for social emotional growth were made to support students and families. For example, the change to remote instruction began with 10-minute synchronistic classes to acclimate students.

4. Element: ***Supports for Diverse Learners***:
   - **Indicator a:** SBCCHS provides support to meet the academic needs for its students. As indicated in the most recent administered English Language Arts Regents (2019), the school's subgroup populations of ELLs, SWDs, and EDs all outperformed their NYS counterparts. For the Global History exam, also administered in 2019, SWDs and EDs outperformed NYS averages. As delineated in the renewal application and outlined by the special populations team, during online learning SWDs meet with special education teachers 'live' to receive assistance with skill building and more direct, targeted support. The school received feedback from the NYCDoE regarding the interaction with CSE. While CSE has strong professional relationship with the school, the school often requires multiple reminders to send reports in advance of IEP meetings and it can be difficult to get documents in a timely fashion. For ELLs, ELL staff plan with general education teachers and breakout rooms are used with specific language objects.
   - **Indicator b:** SBCCHS has systems to monitor the progress of individual students and facilitate communication between staff (instructional and youth development) regarding the needs of individual students. Based on its CBE model, CORE advisory groups, and Schoology, the school

monitors all students individually and coordinates services and interventions. Staff meet weekly in grade teams for teachers to engage in various aspects of RTI and in which teachers identify and develop plans to collectively support students who are struggling. The inclusion team made up of the special education teachers, ELL providers, and paraprofessional staff meets twice a month to discuss how students are progressing. As described by the school leadership team, special populations team, teachers and youth development specialists, and students, the school monitors each student's progress.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

Element	*Indicators*
1. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. *Family Engagement and Communication*	a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students' strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. *Social-Emotional Supports*	a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

1. Element: ***Behavior Management and Safety:***

- **Indicator a:** SBCCHS has a clear approach to behavioral management as delineated in the school's 2019-2020 Student and Family Handbook. SBCCHS uses a combination of Positive Behaviors Intervention and Support (PBIS) and Restorative Justice (RJ) to set behavioral expectations for students, staff and parents. In addition, staff are also trained in culturally responsive education to provide contextual guidance in working with students and families.
- **Indicator b:** SBCCHS appears safe; staff, students and parents can articulate how the school community maintains a safe environment. Based on the remote classrooms observed, students were overall engaged with little to no distracting behavior. In each group interview with teachers, students, and parents, participants were able to articulate a strong culture of support and outreach, maintained and reinforced during remote learning. Students stated that SBCCHS provides a very supportive community where staff members genuinely care about them.
- **Indicator c:** SBCCHS has written policies and systems in place to ensure that the environment is free from harassment and discrimination. The school's culture of support, including CORE advisory meetings, Rites of passage trips (pre-pandemic), and frequent communication touch points help to establish a welcoming community. In the Spring 2020 CSO COVID-19 Parent Survey, parents reported that the school has systems in place so students can talk things out and mend relationships. Students also expressed that the school is a safe space.
- **Indicator d:** Observed remote classroom environments were engaging and were generally free from disruption. Students participated and had multiple means to interact with their teachers and other students. Adult teams (teachers and youth development specialists) worked collaboratively to support students and to check for understanding.

2. Element: ***Family Engagement and Communication:***
   - **Indicator a:** The school communicates with and engages families with the school community. As described by the school leadership team focus point and detailed in the renewal application, SBCCHS provides multiple touch points and frequent outreach to students and families. CORE advisors make regular parent calls bi-weekly to check on how students are at home and update them on academic status. In the Spring 2020 CSO COVID-19 Parent Survey, parents concurred and indicated that the staff reach out all the time, even during school break, to check in and see if families need any resources.
   - **Indicator b:** SBCCHS is in regular contact with families using multiple tools. In addition to Schoology, the school's learning management system, and direct contact with their students' advisors, families can reach out to school leadership through a variety of ways. Based on the responses of the Spring 2020 CSO COVID-19 Parent Survey, in response to the question "Since the time of your school building closure, how often has your child's teacher been in contact with you, including by email, phone, web chat, text, etc.?" Eighty-six percent of parents that responded to the survey indicated that the school has been in contact with them at least a few times a month or more.
   - **Indicator c:** SBCCHS assesses family and student satisfaction via surveys, feedback sessions, and remote community forums to inform schoolwide decisions. For example, as indicated in the renewal application and expressed by school leadership, SBCCHS distributed an internal parent survey to collect input and share information about critical components of the school's reopening plan. The school also held remote meetings with parents during the summer to provide information about health and safety protocols, re-opening plans and remote learning.

- **Indicator d:** The school has a systematic process for responding to family or community concerns. During the focus group with the leadership, it was reported that the school uses emails, calls, and texts to gather feedback from teachers, parent and community members to be responsive to their concerns. In the Spring 2020 CSO COVID-19 Parent Survey, parents noted that although correspondences and reminders could go out earlier from the school, they knew they could reach out to teachers directly for questions or concerns.
- **Indicator e:** The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students, and school constituents. Parents, teachers, and the board have access to school level data through the Schoology platform. As indicated in board minutes, the executive director and members of the leadership team present student achievement data at its board meetings. Through its website, SBCCHS livestreams events (e.g., College Decision Day) to promote and share academic achievements of students.

3. Element: ***Social-Emotional Supports***:
   - **Indicator a:** The school has systems in place to support the social-emotional needs of students. Social-emotional learning (SEL) skills are imbedded in the SBCCHS's 19 competencies and part of the training staff receives. Advisors and youth development staff members (learning coaches) co-plan and co-facilitate academic courses with a focus on supporting students SEL skill development.
   - **Indicator b:** School leaders collect and use data to track the socio-emotional needs of students. As described in the renewal application and further detailed during the focus group and staff interviews, participants spoke of how advisory sessions work, what is done for student support, and how SEL is imbedded in the curriculum. For example, students participated in a Mental Health Interdisciplinary Project in which student created podcasts, comic strips, magazines, and posters to increase awareness of mental health; the project is available on the school's website.
   - **Indicator c:** School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health. At SBCCHS, SEL is imbedded in academics and youth development via competencies and attainments. Students learns to master social emotional attainments (e.g., students show increased self-regulation, attainment # 51), which are tracked through Schoology. The school reports students' skill growth is evident over their years at SBCCHS.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

South Bronx Community Charter High School appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. South Bronx Community Charter High School's 2019-2020 composite score is 1.92.

Composite Scores
2016-2017 to 2019-2020

Year	*Composite Score*
2016-2017	1.48
2017-2018	2.58
2018-2019	2.31
2019-2020	1.92

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absences of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed South Bronx Community Charter High School's 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses. However, During the review of financial statements for previous years, the auditor identified two deficiencies in internal controls that could be considered a significant deficiency and a material weakness, respectively:

- The school failed to submit final expenditure reports for its 2017-2018 Title grants until one year after they were due to NYSED. In addition, the school did not apply for its 2018-2019 Title grants until one year after applications were due. The auditor recommended that the school file its applications and related reports in a timely manner and review and follow up on receivables regularly. The school responded that it would monitor its grant funding on a regular basis.

  (It is noted by the NYSED CSO that the school's application for 2018-2019 Title grants was never approved by NYSED and that the final expenditure report for its $321,770 2019-20 Title I grant is overdue.)

- The school did not properly enter and reconcile its special education full-time equivalents in the New York City DOE portal, where adjustments to service levels were reported for the entire school year instead of onward after the dates of changes in service levels, which could have resulted in a significant under- or overstatement of special education tuition to be billed to New York City DOE. The school responded that the task would be delegated to specific personnel and monitored by management.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Approaches

Element	*Indicators*
1. Board Oversight and Governance	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Element: ***Board Oversite and Governance****:*

- **Indictor a*:*** SBCCHS recruits and selects board members with skills and expertise that meet the needs of the school. The board's membership consists of eight members, seven voting and one ex officio. Board members have the expertise in relevant areas, such as academics (including college access), finance, law, and community engagement. Though there has been turnover in board membership during this charter term (up to six board members have left), the current board appears to be stable and fully committed to SBCCHS.
- **Indicator b:** The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and vision. As stated in the renewal application, the board participates in annual retreats to review the prior year and to set goals for the following. Working with school leadership, the board reviews of school performance, establishes organizational priorities, and allocates resources.
- **Indicator c:** The SBCCHS board provides active oversight of the school in management, fiscal operations, and progress toward meeting academic and other school goals. The board has been especially engaged in response to the pandemic and move to remote and hybrid learning. The leadership and executive director described more frequent communication (i.e., calls, texts, chat groups) with the chair and executive committee. The finance committee also meets monthly with staff and the back-office service provider for budgetary oversight. The school's leadership

regularly presents a dashboard of academic and fiscal data at board meetings and the board has access to Schoology, school's learning management system.

- **Indicator d:** The board has not consistently been timely with submitting revisions and board changes to the CSO (e.g., new board members paperwork for approval).
- **Indicator e:** The board has used a performance-based evaluation process for evaluating school leadership and itself. The renewal application detailed how the board conducts an annual self-reflection and uses the results to help set the development of strategic goals and action plans. The board also evaluates the executive director though a 360-degree approach that focuses on student mastery of skills and content, organization and financial health and progress toward meeting its accountability goals. However, during the board interview the board chair acknowledged that a new rubric for the evaluation of the executive director was still being developed. As stated in the school's self-evaluation report, the board is still refining its annual written performance-based systems evaluating school leadership, itself, and providers.
- **Indicator f:** While the board is aware of its legal obligations to the school, staff, students, and families, the school has been consistently late in submitting required documents. The renewal application presented by the school also needed some revisions especially regarding the policies submitted. However, the board was very proactive while responding to the COVID-19 emergency. The board has incorporated into its budgeting and planning of how to offer more supports for students because of the pandemic. SBCCHS administers family surveys at least twice annually to gauge satisfaction with the school and to identify areas in which families require additional support.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

Element	*Indicators*
1. School Leadership	a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. Professional Climate	a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. Contractual Relationships ☐*N/A*	a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

1. Element: ***School Leadership:***
   - **Indictor a:** SBCCHS has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals. The leadership team of the executive director, academic director and youth development director is self-reflective, works as a cohesive unit

and actively seeks input from stakeholders. For example, during group interviews with teachers, students and parents, participants expressed ways school leadership has responded to COVID-19. Through surveys and remote meeting with staff, students, and families, adjustments to the instructional program (i.e., moving to remote and hybrid learning) and its implementation were made to accommodate feedback received.

- **Indictor b:** Roles and responsibilities for leaders, staff, and the board are clearly defined. The organization chart provided in the renewal application delineates the reporting structure and the narrative articulates the roles and responsibilities of those on the chart. A core value of the SBCCHS school model is distributed leadership where responsibilities are shared. Staff stated during the group interview that they knew who to go to for specific supports and concerns.
- **Indicator c:** SBCCHS has clear and established communication systems and decision-making processes which ensure effective communication. Staff, students, and parents were able to articulate the various means the school communicates with stakeholders. Decision-making at SBCCHS is done collaboratively. For example, teachers reported in the focus group that professional development trainings are based on staff surveys and direct staff needs. They also expressed that school culture is especially strong and that decisions are transparent and communicated.
- **Indicator d:** The school successfully recruits, hires, and retains key personnel. Most teachers have been at the school for an average of three years with relatively low turn-around, as seen in documents provided by the school. SBCCHS focus on culturally responsive education places a priority on how recruitment is conducted. As reported in the renewal application, the SBCCHS staff is 85% people of color, 75% leaders of color, 45% are residence of the Bronx, and 25% are Bronx natives. The leadership team recruits from their network of educators and youth development specialists across the country. A focus of the executive director has been to bring more men of color into educational careers.

2. Element: ***Professional Climate:***
    - **Indicator a:** SBCCHS is staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. With the equal focus on academics and youth development, SBCCHS can provide holistic support to students and families. Though the SLT stated that only 34% of teaching staff were certified, SBCCHS actively recruits within the Bronx and brings in staff for youth development but who also want to teach. The school has a tuition reimbursement program to help staff gain certification.
    - **Indicator b:** The school has established structures for frequent collaboration among teachers. The school's co-teaching model gives youth development specialists and instructional staff promotes a collaborative model. Interviewed staff (including teachers and youth development specialists) stated that there are opportunities for staff to collaborate across grade and subject levels. The renewal application also describes using peer observations and mentorships as other tools used to support a continuous improvement mindset.
    - **Indicator c:** The school ensures that staff has requisite skills, expertise, and professional development (PD) necessary to meet students' needs. PD is offered frequently and regularly, though it has been more sporadic and reactive since March 2020 due to the pandemic. SBCCHS grade team leaders and teachers described PD being provided both in-house and by outside providers. Staff are also allocated a PD stipend to receive support outside of the school. As part of the improvement cycle approach, staff are surveyed for their feedback

during the PDs. Interviewed staff reported that PD has become more intentional and organized.

- **Indicator d:** SBCCHS monitors and maintains organizational and instructional quality formal teacher evaluation. All staff, teaching and youth development, develop Individual Learning Plans based on their roles and responsibilities and that include specific short- and long-term goals. Staff are evaluated using a competency-based system. Staff described the evaluation process during the group interview as collaborative. Team leads meets with individual staff to set mid-year goals based on the fall semester and teachers present their progress on three metrics of their choice. An observation protocol that can be used remotely is currently being developed.
- **Indicator e:** The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction. SBCCHS measures school climate and culture using quarterly internal student and staff surveys and bi-annual comprehensive surveys. As indicated in SBCCHS's self-assessment report, one of its current challenges is making the transition from a start-up to established institution and norming on implementation of staff support and accountability practices to support more consistent broader leadership.

3. Element: ***Contractual Relationships:***
   - **Indicator a: N/A**
   - **Indicator b: N/A**
   - **Indicator c: N/A**

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

Element	*Indicators*
1. Mission and Key Design Elements	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

1. Element: ***Mission and Key Design Elements:***
   - **Indictor a:** School leadership and staff express a shared vision of the school and its mission and key design elements. Across all groups interviewed – SLT, instructional and youth development staff, operations staff, board members, students, and parents – the school's culture of support was evident. Students and parents provided examples of how the school established and maintains "…*a supportive and responsive learning environment"* by frequent communication and outreach conducted by staff via emails, phone calls, texts, and other means. Both groups stated that this support and outreach occurred prior to the remote learning and has continued throughout the pandemic. In addition, each interviewed group clearly articulated the CORE advisory program and how advisors support students and families beyond academic concerns. For example, advisors of the first cohort of alumni continue to check in on advisees every three months.
   - **Indicator b**: The school has fully implemented the key design elements of its competency-based education model and 19 competencies. In the teacher focus group, and in observed classrooms and CORE advisory groups, common language and norms were used throughout. Interviewed students, including those in their first year at SBCCHS, were able to describe mastery of competencies and who they could turn to for any questions or needs. The teachers also indicated that cultural responsiveness was part of their teaching practices. They confirmed that they can depend on a supportive staffing and benefit from the adaptive operations and management designed implemented by the school. Staff used "We Can…" statements with students and positively encouraged students to participate ways that they found comfortable, using their microphones, by the chat function, using a 'thumbs up', and with their cameras on or off.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

Element	*Indicators*
1. Targets are met	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. Targets are not met	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

See Attachment 1 for data tables and additional information.

1. Element: ***Enrollment, Recruitment, and Retention:***
   - **Indicator a:** SBCCHS is making progress toward meeting their enrollment targets. The school experienced some difficulties in securing alternative space for its facilities after the lease the school previously had with Boricua College was not renewal as planned. This space issue has not permitted the school to reach full enrollment. SBCCHS The maintains sufficient enrollment demand and maintains a waitlist of students. However, in 2020-2021 serving Grades 9–12, SBCCSH enrolled 315 students. This is 26% below the school's projected enrollment of 425 and it fell short of meeting its economically disadvantaged student subgroup population in comparison to NYC CSD12, its district of location for the 2018-2019 year and was issued a Notice of Concern in January 2019. It also received a Notice of Deficiency with regarding its ELL population in June 2020 for being 11% below NYC CSD7, the district of location in 2019-2020. The school was required to submit a Corrective Action Plan (CAP) to outline how it would address the shortfall.

- **Indicator b**: SBCCHS has implemented recruitment strategies and program services to attract and retain SWDs, ELLs, and ED students. As specifically delineated in the CAP, the school has targeted ELL students to improve its percentage of ELL students by 10% for 2021-2022. Strategies include, but are not limited to: outreach to parents and families in the surrounding community, use of online recruitment platforms, emphasize academic and youth development support for these students, and enrollment policy revisions, such as employing a weighted lottery to increase the proportion of enrolled ELLs. The SBCCHS board approved an amendment to the school's admission policies for the 2021 lottery and have implemented a weighted lottery system with preferences given to ELLs. The board has also asked for a revision of assessments and the creation of a new leadership line. These revisions are pending approval from NYSED.
- **Indicator c**: The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed. During the interviews with the SLT and board, both described efforts to target ELLs, as noted in the CAP. The recruitment efforts have been hindered by the impact of COVID-19 pandemic, though SBCCHS anticipates receiving enough applications to warrant a lottery using the weighted approach.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Falls Far Below

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

1. Element: ***Legal Compliance:***

- **Indictor a:** The school has a record of late but substantial compliance with applicable state and federal laws and the provisions of its charter. Over the course of this charter term SBCCHS has been late in submitting required reports, data, and charter revisions to applicable city, state and federal agencies. For example, SBCCHS was issued two request letters from the NYSED Accountability Office for student attendance data in 2018; SBCCHS was late in submitting its 2019 Annual Report; and it failed to submit the 2018-2019 consolidated application for ESSA-Funded programs. In the subsequent year, SBCCHS applied for a waiver to carryover the funds to 2019-20 and the waiver was approved. SBCCHS had also reported in its 2019-2020 Annual Report, opening a temporary site for its 9th grade in NYC CSD 5. However, the request was denied by NYSED and the annual report was revised.
- For some time, school officials have not been complying with fingerprinting and clearance requirements for staff, a serious safety violation. However, the school has now adopted a multi-step, comprehensive process to ensure that all school employees have fingerprint clearance prior to their start date at the school and is in substantial compliance with fingerprinting and clearance requirements. Several of the school's policies require revision to be legally compliant. During the visit, the school leadership and the board confirmed that the school is working hard on rectifying these issues and ensure full compliance will be achieved in the future
- **Indicator b:** The board and school leadership are prioritizing compliance reporting and have allocated additional supports such as the senior operations manager and a back-office service provider team. SBCCHS is also following procedures as outlined in its corrective action plan regarding ELLs recruitment in increase enrollment.

- **Indicator c:** SBCCHS has inconsistently sought Board of Regents and/or Charter School Office approval for significant revisions over the course of its charter. The school has taken significant steps to rectify communication with the CSO regarding approvals for revisions. The executive director and board and have been more proactive in contacting the CSO, such as when the board consulted this office while seeking revision to the school's admission policy to create a weighted lottery.

Attachment 1: 2020-2021 Renewal Site Visit

South Bronx Community Charter High School

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

This school does not outperform schools with similar grades and subgroup demographics in 4-year graduation rate.

Indicator 2: Elementary/Middle School Outcomes

(Not applicable to this charter school.)

Indicator 3: High School Outcomes

3.a.i.and 3.a.ii. Regents Testing Outcomes – Aggregate and Subgroup Annual and Cohort Regents Outcomes: See Tables 1 and 2 below.

Table 1: Annual Regents Outcomes: High School

		All Students				SWD				ELL/MLL				ED			
		Charter Total Tested	South Bronx Community CHS	NYS	Differential to State	Charter Total Tested	South Bronx Community CHS	NYS	Differential to State	Charter Total Tested	South Bronx Community CHS	NYS	Differential to State	Charter Total Tested	South Bronx Community CHS	NYS	Differential to State
Algebra I (Common Core)	2016-2017	12	75%	70%	+5	.	.	.	.	.	.	.	.	9	78%	63%	+15
	2017-2018	97	30%	64%	-34	17	29%	39%	-10	20	25%	46%	-21	77	30%	56%	-26
	2018-2019	122	27%	66%	-39	21	10%	43%	-33	17	24%	50%	-26	94	27%	59%	-32
	2019-2020	244	95%	93%	+2	63	98%	90%	+8	32	97%	90%	+7	213	95%	92%	+3
English Language Arts (Common Core)	2018-2019	139	81%	84%	-3	18	78%	61%	+17	10	80%	56%	+24	110	83%	78%	+5
	2019-2020	242	99%	96%	+3	63	100%	91%	+9	32	97%	89%	+8	212	99%	94%	+5
Global History	2019-2020	56	91%	98%	-7	11	91%	95%	-4	7	86%	95%	-9	48	90%	97%	-7
Global History Transition	2018-2019	82	49%	62%	-13	9	44%	34%	+10	9	11%	36%	-25	65	55%	51%	+4
	2019-2020	29	3%	84%	-81	5	0%	76%	-76	6	0%	75%	-75	25	0%	80%	-80
Living Environment	2016-2017	97	53%	72%	-19	17	18%	45%	-27	15	20%	37%	-17	85	54%	62%	-8
	2017-2018	115	38%	70%	-32	31	19%	44%	-25	23	35%	43%	-8	86	40%	60%	-20
	2018-2019	162	48%	71%	-23	49	35%	45%	-10	23	26%	43%	-17	131	44%	61%	-17
	2019-2020	165	91%	96%	-5	45	84%	93%	-9	28	79%	94%	-15	141	91%	95%	-4
Physical Setting/ Earth Science	2019-2020	19	100%	97%	+3	.	.	.	.	.	.	.	.	16	100%	96%	+4
US History and Government	2017-2018	105	49%	81%	-32	16	31%	56%	-25	17	41%	58%	-17	84	50%	73%	-23
	2018-2019	131	34%	77%	-43	22	9%	51%	-42	13	8%	47%	-39	102	35%	67%	-32
	2019-2020	130	56%	97%	-41	38	50%	93%	-43	20	60%	92%	-32	109	55%	95%	-40

**See NOTES (2), (3), (4), and (7) below.*

Table 2: Regents 4-Year Cohort Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	South Bronx Community CHS	NYS	Differential to NYS	Charter Total Cohort	South Bronx Community CHS	NYS	Differential to NYS	Charter Total Cohort	South Bronx Community CHS	NYS	Differential to NYS	Charter Total Cohort	South Bronx Community CHS	NYS	Differential to NYS
ELA	2016	99	95%	88%	+7	12	92%	66%	+26	11	91%	69%	+22	85	94%	84%	+10
Global History	2016	99	40%	84%	-44	12	33%	60%	-27	11	9%	63%	-54	85	40%	80%	-40
Math	2016	99	86%	88%	-2	12	75%	64%	+11	11	73%	72%	+1	85	85%	85%	0
Science	2016	99	92%	87%	+5	12	75%	64%	+11	11	82%	66%	+16	85	93%	83%	+10
US History	2016	99	74%	84%	-10	12	50%	61%	-11	11	36%	61%	-25	85	75%	79%	-4

** See NOTES (2), (3), (4), and (7) below.*

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates: See Table 3 below.

Table 3: Aggregate and Subgroup Cohort Graduation Rates

		All Students				SWD				ELL				ED			
		Charter Total Cohort	South Bronx Community CHS	NYS	Differential to NYS	Charter Total Cohort	South Bronx Community CHS	NYS	Differential to NYS	Charter Total Cohort	South Bronx Community CHS	NYS	Differential to NYS	Charter Total Cohort	South Bronx Community CHS	NYS	Differential to NYS
2016 Cohort	4 Year	99	83%	85%	-2	12	75%	63%	+12	11	64%	63%	+1	85	82%	80%	+2

**See NOTES (1), (2), (4), and (9) below.*

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup On-Track to Graduate: *See Table 4 below.*

Table 4: Third Year On-Track to Graduate – Target = 75%

South Bronx Community CHS	All Students			SWD			ELL/MLL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2016	103	70	68%	14	6	43%	12	3	25%	81	57	70%
2017	90	84	93%	24	20	83%	10	8	80%	73	67	92%

**See NOTES (2), (3), (4), (7), and (9) below.*

Benchmark 9:

Table 5: Student Demographics

	SWD			ELL			ED		
	South Bronx Community CHS	NYC CSD 7	Differential to District	South Bronx Community CHS	NYC CSD 7	Differential to District	South Bronx Community CHS	NYC CSD 7	Differential to District
2016-2017	16%	29%	**-13**	15%	22%	**-7**	89%	93%	**-4**
2017-2018	21%	28%	**-7**	18%	25%	**-7**	76%	91%	**-15**
2018-2019	24%	26%	**-2**	12%	23%	**-11**	81%	89%	**-8**
2019-2020	23%	26%	**-3**	12%	22%	**-10**	88%	90%	**-2**

**See NOTES (2) and (6) below.*

Table 6: Retention – Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	South Bronx Community CHS	NYC CSD 7	Differential to District	South Bronx Community CHS	NYC CSD 7	Differential to District	South Bronx Community CHS	NYC CSD 7	Differential to District	South Bronx Community CHS	NYC CSD 7	Differential to District
2017-2018	91%	82%	**+9**	82%	75%	**+7**	69%	81%	**-12**	89%	82%	**+7**
2018-2019	91%	78%	**+13**	96%	73%	**+23**	89%	80%	**+9**	90%	78%	**+12**
2019-2020	91%	80%	**+11**	90%	77%	**+13**	94%	79%	**+15**	91%	81%	**+10**

**See NOTES (2) and (6) below.*

**NOTES:*

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

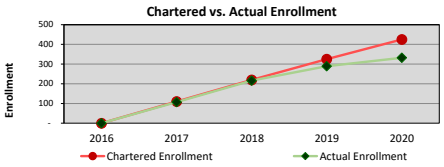
(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

Charter School Fiscal Accountability Summary

SOUTH BRONX COMMUNITY CHARTER HIGH SCHOOL

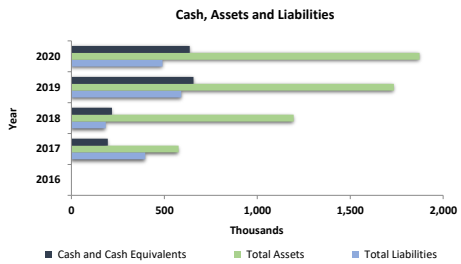
	2015-16	2016-17	2017-18	2018-19	2019-20
Grades Served	-	9	9-10	9-11	9-12
Maximum Chartered Grades Served	-	9-12	9-12	9-12	9-12
Chartered Enrollment	-	110	220	325	425
Maximum Chartered Enrollment	-	425	425	425	425
Actual Enrollment	-	107	216	289	332



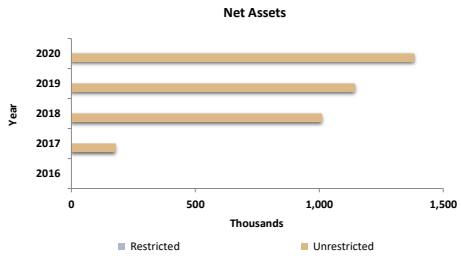
AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

ASSETS					
Current Assets					
Cash and Cash Equivalents	-	195,494	217,939	656,975	636,836
Grants and Contracts Receivable	-	178,260	130,928	355,617	409,177
Prepaid Expenses	-	29,871	40,005	4,550	12,433
Other Current Assets	-	-	111,096	-	-
Total Current Assets	-	403,625	499,968	1,017,142	1,058,446
Non-Current Assets					
Property, Building and Equipment, net	-	96,371	243,530	240,032	245,025
Restricted Cash	-	25,003	52,249	77,476	68,937
Security Deposits	-	51,667	400,000	400,400	405,400
Other Non-Current Assets	-	-	-	-	95,000
Total Non - Current Assets	-	173,041	695,779	717,908	814,362
Total Assets	-	576,666	1,195,747	1,735,050	1,872,808

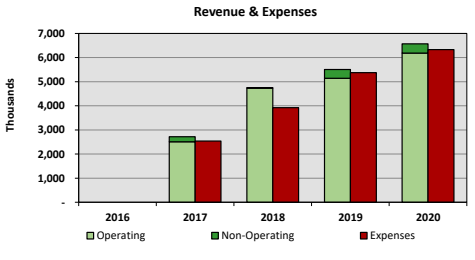


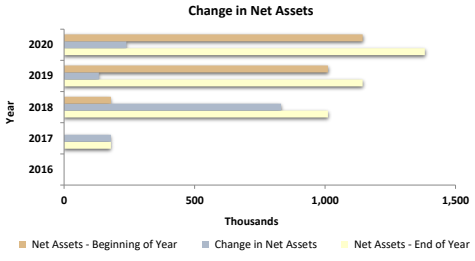
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	83,153	90,177	189,250	105,858
Accrued Payroll and Payroll Taxes	-	52,210	94,663	147,864	372,990
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	261,654	-	253,871	11,305
Total Current Liabilities	-	397,017	184,840	590,985	490,153
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-
Total Long-Term Liabilities	-	-	-	-	-
Total Liabilities	-	397,017	184,840	590,985	490,153
NET ASSETS					
Unrestricted	-	179,649	1,010,907	1,144,065	1,382,655
Restricted	-	-	-	-	-
Total Net Assets	-	179,649	1,010,907	1,144,065	1,382,655
Total Liabilities and Net Assets	-	576,666	1,195,747	1,735,050	1,872,808



STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	-	1,481,434	4,007,671	4,909,862	5,167,181
State and Local Per Pupil Revenue - SPED	-	130,228	-	-	508,590
State and Local Per Pupil Facilities Revenue	-	296,152	-	-	-
Federal Grants	-	547,184	450,414	223,377	446,023
State and City Grants	-	54,160	-	-	-
Other Operating Income	-	-	279,206	8,629	67,202
Total Operating Revenue	-	2,509,158	4,737,291	5,141,868	6,188,996
EXPENSES					
Program Services					
Regular Education	-	1,728,122	2,773,030	3,701,147	4,487,271
Special Education	-	250,327	623,522	1,003,592	1,123,349
Other Expenses	-	-	-	-	-
Total Program Services	-	1,978,449	3,396,552	4,704,739	5,610,620
Supporting Services					
Management and General	-	556,638	524,096	668,841	680,795
Fundraising	-	-	-	-	37,737
Total Support Services	-	556,638	524,096	668,841	718,532
Total Expenses	-	2,535,087	3,920,648	5,373,580	6,329,152
Surplus/Deficit from Operations	-	(25,929)	816,643	(231,712)	(140,156)
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	146	-	-	-
Contributions and Grants	-	86,574	-	64,870	78,746
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	118,858	14,615	300,000	300,000
Total Support and Other Revenue	-	205,578	14,615	364,870	378,746
Change in Net Assets	-	179,649	831,258	133,158	238,590
Net Assets - Beginning of Year	-	-	179,649	1,010,907	1,144,065
Net Assets - End of Year	-	179,649	1,010,907	1,144,065	1,382,655

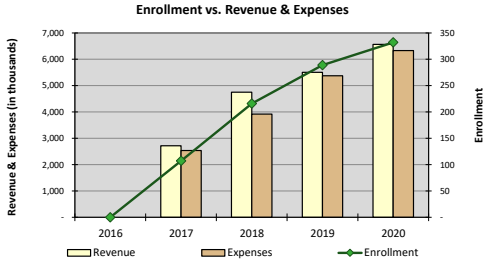
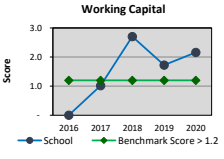
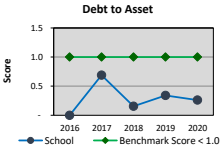
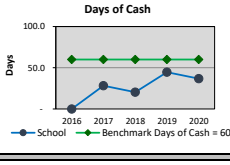
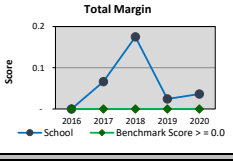




FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	-	23,450	21,932	17,792	18,642
Support and Other Revenue	-	1,921	68	1,263	1,141
Total Revenue	-	25,371	22,000	19,054	19,782
Expenses - Per Pupil					
Program Services	-	18,490	15,725	16,279	16,899
Mangement and General, Fundraising	-	5,202	2,426	2,314	2,164
Total Expenses	-	23,692	18,151	18,594	19,064
% of Program Services	0.0%	78.0%	86.6%	87.6%	88.6%
% of Management and Other	0.0%	22.0%	13.4%	12.4%	11.4%
% of Revenue Exceeding Expenses	0.0%	7.1%	21.2%	2.5%	3.8%



FINANCIAL COMPOSITE SCORE					
Composite Score	-	1.48	2.58	2.31	1.92
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	-	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	-	6,608	315,128	426,157	568,293
Working Capital (Current) Ratio	-	1.0	2.7	1.7	2.2
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	-	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	-	0.7	0.2	0.3	0.3
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	-	28.1	20.3	44.6	36.7
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	-	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
TOTAL MARGIN					
Total Margin Ratio	-	0.1	0.2	0.0	0.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard