Application: Brooklyn Emerging Leaders Academy Charter School - SY19

Nicia Fullwood - nicia@belahs.org
Annual Reports

Summary

ID: 0000000185
Status: Annual Report Submission
Last submitted: Nov 2 2020 07:51 AM (EST)

Entry 1 School Info and Cover Page

Completed Aug 3 2020

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 2019-20 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, 2020)** 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 Charter School

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 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)

www.belahs.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

246

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

182

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served	9, 10, 11

l1. 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 2020-2021?

	(No response)

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	[redacted]	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	[redacted]		nicia@belahs.org
Operational Leader	Nakia Cook			nakia20@belahs.org
Compliance Contact	Nakia Cook			nakia20@belahs.org
Complaint Contact	Nakia Cook			nakia20@belahs.org
DASA Coordinator	Camile Gayle			camile@belahs.org
Phone Contact for After Hours Emergencies	Nakia Cook			nakia20@belahs.org

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	N/A	Yes	2021	No		No

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, 2020.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 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 2					

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader				
Operational Leader				
Compliance Contact				
Complaint Contact				
DASA Coordinator				
Phone Contact for After Hours Emergencies				

m2b. Is site 2 in public (co-located) space or in private space?

(No response)

m2c. 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 2						

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

m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 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, 2020.

Site 2 Certificate of Occupancy (COO)

Site 2 Fire Inspection Report

School Site 3

m3. SCHOOL SITES

Please provide information on site 3 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 3					

m3a. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader				
Operational Leader				
Compliance Contact				
Complaint Contact				
DASA Coordinator				
Phone Contact for After Hours Emergencies				

m3b. Is site 3 in public (co-located) space or in private space?

(No response)

m3c. 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 3						

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

m3d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 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, 2020.

Site 3 Certificate of Occupancy (COO)

Site 3 Fire Inspection Report

School Site 4

m4. SCHOOL SITES

Please provide information on Site 4 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 4					

m4a. Please provide the contact information for Site 4.

	Name	Work Phone	Alternate Phone	Email Address
School Leader				
Operational Leader				
Compliance Contact				
Complaint Contact				
DASA Coordinator				
Phone Contact for After Hours Emergencies				

m4b. Is site 4 in public (co-located) space or in private space?

(No response)

m4c. 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 4						

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

m4d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 4 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, 2020.

Site 4 Certificate of Occupancy (COO)

Site 4 Fire Inspection Report

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

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n1. Were there any revisions to the school’s charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

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

Yes

ATTESTATION

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p. Individual Primarily Responsible for Submitting the Annual Report.

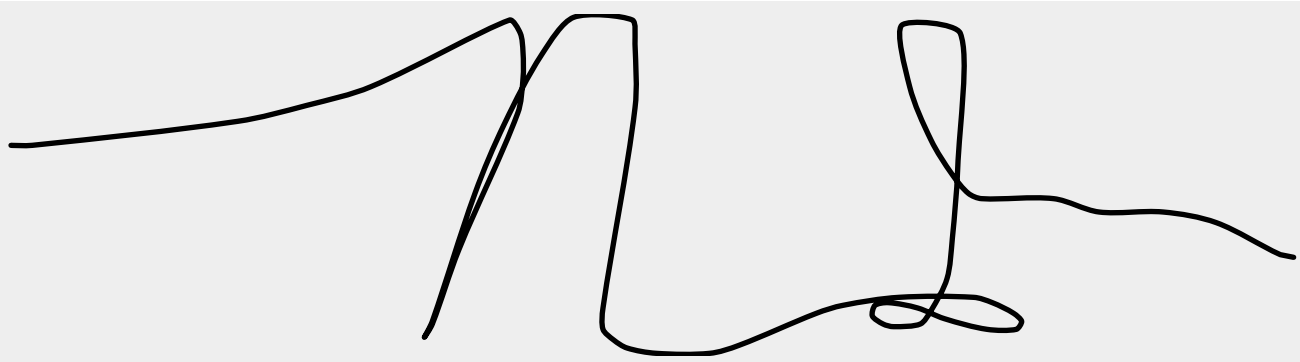
Name	Nicia Fullwood
Position	Head of School
Phone/Extension	[redacted]
Email	nicia@belahs.org

p. 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. Check YES if you 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



Signature, President of the Board of Trustees

Date

Aug 2 2020

Thank you. 

Entry 2 NYS School Report Card

Completed Aug 3 2020

Instructions

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

BROOKLYN EMERGING LEADERS ACADEMY CHARTER SCHOOL 331600861112

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

https://data.nysed.gov/profile.php?instid=800000088150

Entry 3 Progress Toward Goals

Completed Aug 2 2020

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school’s currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Nov 3 2020

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template. After completing, schools must upload the document into the by September 15, 2020.

BELA_2019-20-Accountability-Plan-Progress-Report

Filename: BELA_2019-20-Accountability-Plan-Progr_FszMU8E.pdf **Size:** 575.8 kB

Entry 7 Disclosure of Financial Interest Form

Completed Aug 3 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

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 2019-2020 school year must

complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools:** Disclosure of Financial Interest Form
- **SUNY- Authorized Charter Schools**: 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.

Board

Filename: Board.pdf **Size:** 1.1 MB

Entry 8 BOT Membership Table

Completed Aug 3 2020

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 8 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.

BROOKLYN EMERGING LEADERS ACADEMY CHARTER SCHOOL 331600861112

1. 2019-2020 Board Member Information (Enter info for each BOT member)

	Trustee Name and 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 2019-2020
1	Dr. André McKenzie [redacted]	Chair	External Affairs	Yes	1	06/01/2019	06/01/2020	11
2	Brenda Canty [redacted]	Vice Chair	External Affairs	Yes	1	06/01/2019	06/01/2021	10
3	Michael Lackwood [redacted]	Treasurer	Finance	Yes	1	06/01/2019	06/01/2021	10
4	Diane Nathaniel [redacted]	Secretary	Academic	Yes	1	06/01/2019	06/01/2021	9
5	Alma Mends [redacted]	Trustee/Member	Governance	Yes	1	06/01/2019	06/01/2020	11
6	Stacy Haslip [redacted]	Trustee/Member	Finance	Yes	1	06/01/2019	06/01/2020	11
7	Deborah Hall [redacted]	Trustee/Member	Governance	Yes	1	06/01/2019	06/01/2021	10
	Iymanni Aytes	Trustee/M	External			06/01/20	06/01/20	

8	[redacted]	ember	Affairs	Yes	1	19	20	12
9	Jonathan Dill [redacted]	Trustee/Member	Academic	Yes	1	06/01/2019	06/01/2021	11

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

Yes

1b. Current Board Member Information

	Trustee Name and 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 2019-2020
10	Mellanie Garner [redacted]	Trustee/Member	Governance	Yes	1	06/01/2019	06/01/2020	
11	Christina Socias [redacted]	Trustee/Member	Academic	Yes	1	06/01/2019	06/01/2021	
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, 2020	11
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

3. Number of Board meetings held during 2019-2020

12

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 9 Board Meeting Minutes

Completed Aug 2 2020

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 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 3, 2020.

SUNY Authorized School

Filename: SUNY_Authorized_School_k93ZGtd.pdf **Size:** 262.1 kB

Entry 10 Enrollment & Retention

Completed Aug 3 2020

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), 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 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual 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 2020-2021.

BROOKLYN EMERGING LEADERS ACADEMY CHARTER SCHOOL 331600861112

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
Economically Disadvantaged	-Marketing materials distributed in housing developments and District 16 schools -1:1 meeting with middle school guidance counselors about BELA's program -Meetings with Brooklyn ACS supervisors re: BELA program - District 16 Community meetings meetings re: BELA program -Buddy days	-Marketing materials distributed in housing developments and District 16 schools -1:1 meeting with middle school guidance counselors about BELA's program -Meetings with Brooklyn ACS supervisors re: BELA program - District 16 Community meetings meetings re: BELA program -Virtual Buddy Days
English Language Learners/Multilingual Learners	-Marketing materials available in Spanish -Spanish speaking staff member supports recruitment efforts -Application is available in multiple languages -Meetings with Brooklyn ACS supervisors re: BELA program	-Marketing materials available in Spanish -Spanish speaking staff member supports recruitment efforts -Application is available in multiple languages -Meetings with Brooklyn ACS supervisors re: BELA program
Students with Disabilities	-Marketing materials indicate special education services offered -1:1 meeting with middle school guidance counselors about special education program -Meetings with Brooklyn ACS supervisors re: BELA program - District 16 Community meetings meetings re: BELA program	-Marketing materials indicate special education services offered -1:1 meeting with middle school guidance counselors about special education program -Meetings with Brooklyn ACS supervisors re: BELA program - District 16 Community meetings meetings re: BELA program

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	-Small class sizes -Support classes -Family meetings every 6 weeks -Research based social and emotional curriculum	-Small class sizes -Support classes -Family meetings every 6 weeks -Research based social and emotional curriculum
English Language Learners/Multilingual Learners	-Small class sizes -Support classes -Family meetings every 6 weeks -Research based social and emotional curriculum	-Small class sizes -Support classes -Family meetings every 6 weeks -Research based social and emotional curriculum
Students with Disabilities	-One section of integrated co-teaching -Small class sizes -Family meetings every 6 weeks -Research based social and emotional curriculum -Robust student support team -Student led IEP meetings	-One section of integrated co-teaching -Small class sizes -Family meetings every 6 weeks -Research based social and emotional curriculum -Robust student support team -Student led IEP meetings

Entry 12 Percent of Uncertified Teachers

Completed Aug 3 2020

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.

Entry 12 Uncertified Teachers

School Name: **BROOKLYN EMERGING LEADERS ACADEMY CHARTER SCHOOL 331600861112**

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, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category A: 5 or 30% whichever is less	0.0

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, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category B: not to exceed 5	0.0

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, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category C: not to exceed 5	0.0

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	0

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	0

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	0

Thank you. 

Entry 13 Organization Chart

Completed Aug 2 2020

Instructions

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

Upload the 2019-2020 **Organization Chart.** The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

SUNY Authorized School

Filename: SUNY_Authorized_School_U8lXgqs.pdf **Size:** 262.1 kB

Entry 14 School Calendar

Completed Aug 3 2020

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 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the minimum instructional requirements adopted by the Board of Regents in 2018.

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.

BELA SY20 Calendarv2_29Jul - Version 1

Filename: BELA_SY20_Calendarv2_29Jul__Version_1.pdf **Size:** 53.8 kB

Entry 15 Links to Critical Documents on School Website

Completed Aug 3 2020

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., 2018-19 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 15 Links to Critical Documents on School Website

School Name: Brooklyn Emerging Leaders Academy Charter School - SY19

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:

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.belahs.org
3. Link to NYS School Report Card	https://www.belahs.org
4. Most Recent Lottery Notice Announcing Lottery	https://www.belahs.org
5. Authorizer-Approved DASA Policy	https://www.belahs.org
6. District-wide Safety Plan	https://www.belahs.org
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.belahs.org
7. Authorizer-Approved FOIL Policy	https://www.belahs.org
8. Subject matter list of FOIL records	https://www.belahs.org
9. Link to School Reopening Plan	https://www.belahs.org

Thank you. 

Entry 16 COVID 19 Related Information

Completed Aug 3 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are

encouraged to refer to Appendix B of the Remote Monitoring and Oversight Plan Spring 2020 remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: Brooklyn Emerging Leaders Academy Charter School - SY19

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	182	182	182

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the Remote Monitoring and Oversight Plan Spring 2020 remote for best practices regarding end of year assessments in a remote learning environment.

	Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participa

															ting Students
	Algebra Regents	✖	✖	✖	✖	✖	✖	✖	✖	✖	✔	✔	✔	✖	100
	Living Environment Regents	✖	✖	✖	✖	✖	✖	✖	✖	✖	✔	✖	✔	✖	100
	IB Math Internal Assessment	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✔	25
	IB Chemistry Internal Assessment	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✔	20
	IB Language and	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✔	40

	Literature Oral														
	IB Biology Internal Assessment	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✔	20
	Earth Science Regents	✖	✖	✖	✖	✖	✖	✖	✖	✖	✔	✔	✖	✖	25
	Algebra 2 Regents	✖	✖	✖	✖	✖	✖	✖	✖	✖	✔	✔	✔	✖	80
	IB History External Assessment	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	40
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	

		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
Total															450.0

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Incomplete Hidden from applicant

INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS

Please provide the full name of **ANY and ALL** instructional and non-instructional employees and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the Staff Roster.

Brooklyn Emerging Leaders Academy Charter School

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Nicia Fullwood

125 Stuyvesant Avenue, Brooklyn, NY 11221

[redacted]

Nicia Fullwood, Head of School and Shannon Riley, Dean of Advancement prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
André McKenzie	Board Chair, External Affairs committee
Iymaani Aytes	Board Member, External Affairs
Brenda Canty	Vice Chair, External Affairs committee
Jonathan Dill	Board Member, Academic Committee
Mellanie Garner	Board Member, Governance Committee
Deborah Hall	Board Member,Governance Committee
Stacy Haislip	Board Member, Finance Committee
Michael Lackwood	Treasurer, Finance Committee
Alma Mends	Board Member, Governance Committee
Diane Nathaniel	Secretary, Academic Committee
Christina Socias	Board Member, Academic Committee
André McKenzie	Board Chair, External Affairs committee
Iymaani Aytes	Board Member, External Affairs
Brenda Canty	Vice Chair, External Affairs committee
Jonathan Dill	Board Member, Academic Committee

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

SCHOOL OVERVIEW

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: All-girls education - BELA is where a young woman discovers her talents and passions and grows into an agent of change. Research from both the National Coalition of Girls Schools and the Laurel School's Center for research on girls supports that this experience will be cultivated by diminished sex-bias in curriculum design and student-teacher interactions, and by the having the support of peer role models.

Scholarship: BELA is committed to providing a rigorous college preparatory curriculum, so its girls persist in college and the careers of their choosing. Students at BELA will take a number of advanced- level courses to prepare them for the demands of college-level work. To support this, BELA's unique model combines best practices to motivate, inspire and meet the needs of all learners including International Baccalaureate program, STEAM Pathways, Latin, project-based learning and a longer school day and school year.

Strength and Service: At BELA, we will focus on person development by incorporating the following five principals: relationships, mind and body, creativity, purpose and growth mindset. The evidence-based Children's Aid Society Carrera Adolescent Pregnancy Prevention Program will be replicated at BELA and this will allow for a holistic approach in addressing the social and emotional needs of young women. BELA students will be offered courses in family life & sexuality and financial literacy. They will have access to a mental health professional who will engage with them on a daily basis and they will also be serviced by a medical advocate who will ensure that the young women at BELA are receiving comprehensive medical care.

In March 2020, the BELA community transitioned to virtual learning. BELA students followed their pre-COVID schedule and continued to participate in live instruction for all of their classes. The length of classes were modified to adjust to the communities feedback re: screen time, which resulted in 60 minute classes rather than our traditional 80 minute classes. Furthermore, to support the increased mental health needs of the BELA community, weekly student wellness checks were added to the schedule as well as themed social emotional groups.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16														
2016-17														

2017-18										58				58
2018-19										57	62			119
2019-20										69	46	54		169

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 9th grade. For example, the 2016 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2019-20 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 30th of that year.

Fourth Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9th 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
2017-18	2014-15	2014	n/a	n/a	n/a
2018-19	2015-16	2015	n/a	n/a	n/a
2019-20	2016-17	2016	n/a	n/a	n/a

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 9th grade. Students enrolled for at least one day in the school after entering the 9th 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.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30th 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 Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	n/a	n/a	n/a
2018-19	2015-16	2015	n/a	n/a	n/a
2019-20	2016-17	2016	n/a	n/a	n/a

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30th of the Cohort's Fifth 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 Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2013-14	2013	n/a	n/a	n/a
2018-19	2014-15	2014	n/a	n/a	n/a
2019-20	2015-16	2015	n/a	n/a	n/a

PROMOTION POLICY

	NYS	BELA
	Credits	
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**
Other Academic Requirements		
International Baccalaureate	0	6
Service Learning	0 hours	100 hours
Regents Examinations		
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

Summary of changes to the High School Graduation Goal due to the Covid-19 school closure:

- Schools do not have to report on the comparison to the district graduation rate.
- The leading indicator of Regents attainment is modified to align to the cancellation of the June and August 2020 examinations.
- Schools can report on all the remaining required measures.

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

For BELA's first and second cohort, 97% and 96%, respectively, of students earned the required number of credits. The school exceeded the measure by 21 percentage points.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2019 20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	46	96%
2019	69	97%

ADDITIONAL EVIDENCE

N/A

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 the June 2020 and August 2020 administrations of the Regents exams, 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 2020, the 2018 cohort will have completed its second year.

RESULTS AND EVALUATION

BELA met the metric.

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 from June/August 2020)
2016	2017-19	n/a	n/a
2017	2018-19	54	100%
2018	2019-20	46	98%

ADDITIONAL EVIDENCE

N/A

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 9th grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 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.[1]

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

RESULTS AND EVALUATION

N/A

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18	n/a	n/a
2015	2018-19	n/a	n/a
2016	2019-20	n/a	n/a

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	n/a	n/a
2014	2018-19	n/a	n/a

[1] The state's guidance for the 4+1 graduation pathway can be found here: http://www.p12.nysed.gov/ciai/multiple-pathways/.

2015	2019-20	n/a	n/a

ADDITIONAL EVIDENCE

N/A

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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 bellow.

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those 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

N/A

Percentage of the 2016 Graduation Cohort Pathway Students Demonstrating Success by Exam Type			
Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
n/a	n/a	n/a	n/a
Overall	n/a	n/a	n/a

Pathway Exam Passing Rate by Fourth Year Accountability Cohort			
Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2014	2017-18	n/a	n/a
2015	2018-19	n/a	n/a
2016	2019-20	n/a	n/a

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

BELA met both the credit accumulation and 2nd year Regents metric.

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.	Achieved
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.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
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.	N/A

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

N/A

GOAL 2: COLLEGE PREPARATION

Summary of changes to the College Preparation Goal due to the Covid-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index ("CCCRI").

GOAL 2: COLLEGE PREPARATION

Students will be prepared for college and career success.

BELA is partnered with DYCD and Partnership with Children to provide a weekly college readiness class in Year 9 and Year 10. In Year 11 and Year 12, BELA has a full-time Director of College Success and Alumni Coordinator to guide both students and families through the college application, acceptance, enrolling, and graduating process.

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

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.

RESULTS AND EVALUATION

N/A

Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
n/a	n/a	n/a	n/a
Overall	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Goal 2: Absolute Measure

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.

Due to the state's guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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 2019-20 and provide preliminary matriculation data for 2016 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

N/A

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2014	2017-18	n/a	n/a	n/a
2015	2018-19	n/a	n/a	n/a
2016	2019-20	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

N/A

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.	N/A
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.	N/A

ACTION PLAN

N/A

GOAL 3: ENGLISH LANGUAGE ARTS

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Summary of changes to the High School ELA Goal due to the Covid-19 school closure:

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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

N/A

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort[2]

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)

[2] Based on the highest score for each student on the English Regents exam

2014	2017-18	n/a	n/a	**n/a**	n/a
2015	2018-19	n/a	n/a	n/a	n/a
2016	2019-20	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Percent Achieving at Least Level 4 by Cohort and Year						
Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	n/a	n/a	n/a	n/a	n/a	n/a
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018			n/a	n/a	n/a	n/a
2019					n/a	n/a

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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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 3 among the students who sat for the exam.

RESULTS AND EVALUATION

N/A

Percent Scoring at Least Level 3 on Regents English Common Core Exam 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)
2014	2017-18	n/a	0	n/a	n/a
2015	2016-19	n/a	0	n/a	n/a
2016	2019-20	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Percent Achieving at Least Level 3 by Cohort and Year						
Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	n/a	n/a	n/a	n/a	n/a	n/a
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018			n/a	n/a	n/a	n/a
2019					n/a	n/a

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.

Due to the state's guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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 8th 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

N/A

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (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)
2014	2017-18	n/a	0	n/a	n/a
2015	2018-19	n/a	0	n/a	n/a
2016	2019-20	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

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 8th 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.

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 graduation.

RESULTS AND EVALUATION

N/A

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (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)
2014	2017-18	n/a	0	n/a	n/a
2015	2018-19	n/a	0	n/a	n/a
2016	2019-20	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

N/A

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 the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at	N/A

	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.	
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 8th 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.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th 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.	N/A

ACTION PLAN

N/A

GOAL 4: MATHEMATICS

HIGH SCHOOL MATHEMATICS

Summary of changes to the High School Mathematics Goal due to the Covid-19 school closure:

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 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

N/A

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)
2014	2017-18	n/a	0	n/a	n/a
2015	2018-19	n/a	0	n/a	n/a
2016	2019-20	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	n/a	n/a	n/a	n/a	n/a	n/a

2017	n/a	n/a	n/a	n/a	n/a	n/a
2018			n/a	n/a	n/a	n/a
2019					n/a	n/a

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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 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

N/A

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam 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)
2014	2017-18	n/a	0	n/a	n/a
2015	2016-19	n/a	0	n/a	n/a
2016	2019-20	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	n/a	n/a	n/a	n/a	n/a	n/a
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018			n/a	n/a	n/a	n/a
2019					n/a	n/a

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.

Due to the state's guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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 8th 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

N/A

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (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)
2014	2017-18	n/a	0	n/a	n/a
2015	2018-19	n/a	0	n/a	n/a
2016	2019-20	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

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 8th 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.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

N/A

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (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)
2014	2017-18	n/a	0	n/a	n/a
2015	2018-19	n/a	0	n/a	n/a
2016	2019-20	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

N/A

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.	N/A
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.	N/A
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 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 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 8th 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.	N/A

Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th 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.	N/A

ACTION PLAN

N/A

GOAL 5: SCIENCE

HIGH SCHOOL SCIENCE

Summary of changes to the High School Science Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

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, and Chemistry. 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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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

N/A

Science 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)
2014	2017-18	n/a	0	n/a	n/a
2015	2016-19	n/a	0	n/a	n/a
2016	2019-20	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	n/a	n/a	n/a	n/a	n/a	n/a
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018			n/a	n/a	n/a	n/a
2019					n/a	n/a

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

N/A

GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

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 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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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

N/A

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)
2014	2017-18	n/a	0	n/a	n/a
2015	2016-19	n/a	0	n/a	n/a
2016	2019-20	n/a	n/a	n/a	n/a

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

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

	2017-18	2018-19	2019-20

Cohort Designation	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	n/a	n/a	n/a	n/a	n/a	n/a
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018			n/a	n/a	n/a	n/a
2019					n/a	n/a

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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

N/A

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)
2014	2017-18	n/a	0	n/a	n/a
2015	2016-19	n/a	0	n/a	n/a

2016	2019-20	n/a	n/a	n/a	n/a

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	n/a	n/a	n/a	n/a	n/a	n/a
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018			n/a	n/a	n/a	n/a
2019					n/a	n/a

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

N/A

GOAL 7: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available 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

The school met the metric.

ADDITIONAL EVIDENCE

The school met the metric.

Accountability Status by Year

Year	Status
2017-18	Met
2018-19	Met
2019-20	N/A

APPENDIX A: 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.

METHOD
n/a

RESULTS AND EVALUATION
n/a

ADDITIONAL EVIDENCE
n/a

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.

METHOD
n/a

RESULTS AND EVALUATION
n/a

ADDITIONAL EVIDENCE
n/a

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.

METHOD
n/a

RESULTS AND EVALUATION
n/a

ADDITIONAL EVIDENCE
n/a

New York State Education Department

2019-2020 Annual Report Guidelines for New York State Charter Schools

The Regents of the University of the State of New York

Charter School Office
89 Washington Avenue
Albany, New York 12234

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c. District/CSD of Location
d. Date of Initial Charter
e. Date School First Opened for Instruction
f. Approved School Mission (Regents, NYCDOE and Buffalo BOE authorized schools only) Key Design Elements (Regents, NYCDOE and Buffalo BOE authorized schools only)
g. School Website Address
h. Total Approved Chartered Enrollment for 2019-2020 SY
i. Total Enrollment on June 30, 2020 – excluding Pre-K program enrollment and Grades Served during the 2019-2020 School Year
j. Charter Management Organization/Educational Management Organization (if applicable), including contact information (name, email address, telephone number
k. Facilities Contact Information: physical address(es), phone number(s), district/CSD, and grades served in 2019-2020 and to be served in 2020-2021; Emergency Contact Name, Title, and Phone Number (This information should match school information housed in the SEDREF system); Public (co-location) or Private Space Information for each site; and COO and Fire Inspection Documentation for each private site.[4]
l. Summary of Material and Non-Material Charter Revisions approved or pending in 2019-2020 including updates to the school's board of trustee bylaws, enrollment policy, discipline policy, or complaint policy
m. Name and Position of Person who Completed/Submitted the 2019-2020 Annual Report
n. Names and Signatures of the Charter School Leader(s) and Board Chair

Entry 2 – New York State School Report Card

Required of SUNY-Authorized Charter Schools (ALL Other Schools See Entry 15)

Even if there is no school data yet reported, provide a direct web link to the most recent New York State School Report Card for the charter school. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records,

[4] 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, 2020.

and attendance rates, as prescribed by New York State law.[5]

Entry 3 – Progress Toward Goals[6]

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 by **September 15**.

Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. **Schools should report all Progress Toward Charter Goals as per their currently approved charters no later than November 2, 2020** (November 1 falls on a Sunday this year)**.**

Academic Student Performance Goals

2019-2020 Progress Toward Attainment of Academic Charter Goals			
Academic student performance goals	Measure used to evaluate progress toward attainment of goal	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable

Organization Goals

2019-2020 Progress Toward Attainment of Organization Charter Goals			
Organization goals	Measure used to evaluate progress toward attainment of goal	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable

[5] SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

[6] The information requested in the "Goals" tables reflects the information collected through the online portal; however, the format of the table may differ in appearance.

Financial Goals

2019-2020 Progress Toward Attainment of Financial Charter Goals			
Financial goals	Measure used to evaluate progress toward attainment of goal	2019-2020 progress toward attainment of goal Met/Not Met	If not met, describe efforts the school will take to meet goal.

Entries 4, 5, 5a-5d and 6 – Per Pupil Expenditures, Audited Financial Statements, 2020-2021 Budget

CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS AND RELATED FISCAL DATA VIA ENTRY 4, 5, 5a-d AND 6 OF THE ANNUAL REPORT.

All charters schools will be required to report 2019-2020 school year fiscal data through the Every Student Succeeds Act (ESSA) Financial Transparency portal by **November 2, 2020** (November 1 falls on a Sunday this year). Guidance to charter schools is forthcoming from the NYSED Fiscal Analysis and Reporting Unit.

ESSA requires that State Report Cards include: "The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year."

Entry 7 – Board of Trustees Disclosure of Financial Interest Form

Required of ALL Charter Schools by August 3

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 2019-2020 school year must complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools:** Disclosure of Financial Interest Form
- **SUNY- Authorized Charter Schools**: 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.

Entry 8 – Board of Trustees Membership Table[7]

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.

[7] The information requested in the "Trustee Membership" table reflects the information collected through the online portal; however, the format of the table may differ in appearance.

INFORMATION ON CURRENT VOTING MEMBERS OF THE BOARD OF TRUSTEES FOR ALL CHARTER SCHOOLS				
Voting Trustee Name and Email Address	**Position on the Board (e.g., officers, parent or other constituent representatives)**	**Committee Affiliation(s)**	**Number of Terms Served**	**Current Term Start and End MM/YY**

INFORMATION ON CURRENT NON-VOTING MEMBERS OF THE BOARD OF TRUSTEES FOR REGENTS, NYC DOE AND BUFFALO BOE CHARTER SCHOOLS				
Non-Voting Trustee Name and Email Address	**Parent or other Constituent Representatives**	**Committee Affiliation(s)**	**Number of Terms Served**	**Current Term Start and End MM/YY**

All Schools	**Total number of Voting Members on June 30, 2020:**	
	Total number of Voting Members added during the 2019-2020 school year:	
	Total number of Voting Members who departed during the 2019-2020 school year:	
	Total Number of Voting members in 2019-2020, as set by the board in bylaws, resolution or minutes:	
Regents, NYCDOE, & Buffalo BOE Schools	**Total number of Non-Voting Members on June 30, 2020:**	
	Total number of Non-Voting Members added during the 2019-2020 school year:	
	Total number of Non-Voting Members who departed during the 2019-2020 school year:	
	Total Number of Non-Voting members in 2019-2020, as set by the board in bylaws, resolution or minutes:	
All Schools	**Number of board meetings conducted in 2019-2020:**	
	Number of board meetings scheduled for the 2020-2021 school year:	

Entry 9 – Board Meeting Minutes

Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 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 3, 2020.

Entry 10 – Enrollment and Retention

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), 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 2020-2021.

Entry 11 – Teacher and Administrator Attrition

The NYSED CSO will no longer collect Teacher and Administrator Attrition data via the Annual Report.

A. TEACH System – Employee Clearance

Charter schools must ensure that all prospective employees[8] 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.

[8] 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.

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.

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.

Entry 12 – Percent of Uncertified Teachers

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.

Uncertified Teaching Staff (June 30, 2020)[9] **Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner** 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.		
A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS	**ENTER TOTAL FROM BELOW >**	
i.	FTE count of **uncertified** teacher with at least three years of elementary, middle or secondary classroom teaching experience (June 30, 2020)	
ii.	FTE count of **uncertified** teachers who are tenured or tenure track college faculty (June 30, 2020)	
iii.	FTE count of **uncertified** teachers with two years of Teach for America experience (June 30, 2020)	

[9] The information requested in the "Uncertified Teachers" table reflects the information collected through the online portal; however, the format of the table may differ in appearance.

iv.	FTE count of **uncertified** teachers with exceptional business, professional, artistic, athletic, or military experience (June 30, 2020)	
B. PLUS FIVE UNCERTIFIED TEACHERS IN DISCIPLINES	**ENTER TOTAL FROM BELOW >**	
i.	Mathematics	
ii.	Science	
iii.	Computer Science	
iv.	Technology	
v.	Career and Technical Education	
C. PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS	**ENTER TOTAL FROM BELOW >**	
i.	FTE count of **uncertified** teacher with at least three years of elementary, middle or secondary classroom teaching experience (June 30, 2020)	
ii.	FTE count of **uncertified** teachers who are tenured or tenure track college faculty (June 30, 2020)	
iii.	FTE count of **uncertified** teachers with two years of Teach for America experience (June 30, 2020)	
iv.	FTE count of **uncertified** teachers with exceptional business, professional, artistic, athletic, or military experience (June 30, 2020)	
D. NUMBER OF UNCATEGORIZED TEACHERS	**ENTER TOTAL >**	
SUMMARY TOTALS		
TOTAL COUNT OF UNCERTIFIED Teachers	**FTE count of Uncertified teachers (June 30, 2020) (Sum of Categories A, B AND C)**	
TOTAL COUNT OF UNCATEGORIZED	**FTE Count of Uncategorized, Uncertified Teachers (June 30, 2020) (Category D)**	
Total Count of CERTIFIED Teachers	**FTE count of Certified Teachers (June 30, 2020)**	
Total	**Total Number of Teachers in School**	

Entry 13 – Organization Chart

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

Upload the 2019-2020 **Organization Chart.** The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

Entry 14 – 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 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload

an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the minimum instructional requirements adopted by the Board of Regents in 2018.

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.

Entry 15 – Links to Critical Documents on School Website

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., 2018-19 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.

Entry 16 – COVID 19 Related Information

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the Remote Monitoring and Oversight Plan Spring 2020 remote for best practices regarding end of year assessments in a remote learning environment.

2019-2020 Attendance and Participation

Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year

2019-2020 Assessment Participation Rate													
Assessment	K	1	2	3	4	5	6	7	8	9	10	11	12

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Required of SUNY-Authorized Charter Schools (ALL Other Schools See Entry 15)

Even if there is no school data yet reported, provide a direct web link to the most recent New York State School Report Card for the charter school. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records,

[4] 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, 2020.

and attendance rates, as prescribed by New York State law.[5]

Entry 3 – Progress Toward Goals[6]

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 by **September 15**.

Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. **Schools should report all Progress Toward Charter Goals as per their currently approved charters no later than November 2, 2020** (November 1 falls on a Sunday this year)**.**

Academic Student Performance Goals

2019-2020 Progress Toward Attainment of Academic Charter Goals			
Academic student performance goals	Measure used to evaluate progress toward attainment of goal	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable

Organization Goals

2019-2020 Progress Toward Attainment of Organization Charter Goals			
Organization goals	Measure used to evaluate progress toward attainment of goal	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable

[5] SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

[6] The information requested in the "Goals" tables reflects the information collected through the online portal; however, the format of the table may differ in appearance.

Financial Goals

2019-2020 Progress Toward Attainment of Financial Charter Goals			
Financial goals	Measure used to evaluate progress toward attainment of goal	2019-2020 progress toward attainment of goal Met/Not Met	If not met, describe efforts the school will take to meet goal.

Entries 4, 5, 5a-5d and 6 – Per Pupil Expenditures, Audited Financial Statements, 2020-2021 Budget

CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS AND RELATED FISCAL DATA VIA ENTRY 4, 5, 5a-d AND 6 OF THE ANNUAL REPORT.

All charters schools will be required to report 2019-2020 school year fiscal data through the Every Student Succeeds Act (ESSA) Financial Transparency portal by **November 2, 2020** (November 1 falls on a Sunday this year). Guidance to charter schools is forthcoming from the NYSED Fiscal Analysis and Reporting Unit.

ESSA requires that State Report Cards include: "The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year."

Entry 7 – Board of Trustees Disclosure of Financial Interest Form

Required of ALL Charter Schools by August 3

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 2019-2020 school year must complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools:** Disclosure of Financial Interest Form
- **SUNY- Authorized Charter Schools**: 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.

Entry 8 – Board of Trustees Membership Table[7]

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.

[7] The information requested in the "Trustee Membership" table reflects the information collected through the online portal; however, the format of the table may differ in appearance.

INFORMATION ON CURRENT VOTING MEMBERS OF THE BOARD OF TRUSTEES FOR ALL CHARTER SCHOOLS				
Voting Trustee Name and Email Address	**Position on the Board (e.g., officers, parent or other constituent representatives)**	**Committee Affiliation(s)**	**Number of Terms Served**	**Current Term Start and End MM/YY**

INFORMATION ON CURRENT NON-VOTING MEMBERS OF THE BOARD OF TRUSTEES FOR REGENTS, NYC DOE AND BUFFALO BOE CHARTER SCHOOLS				
Non-Voting Trustee Name and Email Address	**Parent or other Constituent Representatives**	**Committee Affiliation(s)**	**Number of Terms Served**	**Current Term Start and End MM/YY**

All Schools	**Total number of Voting Members on June 30, 2020:**	
	Total number of Voting Members added during the 2019-2020 school year:	
	Total number of Voting Members who departed during the 2019-2020 school year:	
	Total Number of Voting members in 2019-2020, as set by the board in bylaws, resolution or minutes:	
Regents, NYCDOE, & Buffalo BOE Schools	**Total number of Non-Voting Members on June 30, 2020:**	
	Total number of Non-Voting Members added during the 2019-2020 school year:	
	Total number of Non-Voting Members who departed during the 2019-2020 school year:	
	Total Number of Non-Voting members in 2019-2020, as set by the board in bylaws, resolution or minutes:	
All Schools	**Number of board meetings conducted in 2019-2020:**	
	Number of board meetings scheduled for the 2020-2021 school year:	

Entry 9 – Board Meeting Minutes

Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 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 3, 2020.

Entry 10 – Enrollment and Retention

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), 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 2020-2021.

Entry 11 – Teacher and Administrator Attrition

The NYSED CSO will no longer collect Teacher and Administrator Attrition data via the Annual Report.

A. TEACH System – Employee Clearance

Charter schools must ensure that all prospective employees[8] 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.

[8] 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.

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.

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.

Entry 12 – Percent of Uncertified Teachers

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.

Uncertified Teaching Staff (June 30, 2020)[9] **Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner** 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.		
A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS	**ENTER TOTAL FROM BELOW >**	
i.	FTE count of **uncertified** teacher with at least three years of elementary, middle or secondary classroom teaching experience (June 30, 2020)	
ii.	FTE count of **uncertified** teachers who are tenured or tenure track college faculty (June 30, 2020)	
iii.	FTE count of **uncertified** teachers with two years of Teach for America experience (June 30, 2020)	

[9] The information requested in the "Uncertified Teachers" table reflects the information collected through the online portal; however, the format of the table may differ in appearance.

iv.	FTE count of **uncertified** teachers with exceptional business, professional, artistic, athletic, or military experience (June 30, 2020)	
B. PLUS FIVE UNCERTIFIED TEACHERS IN DISCIPLINES	**ENTER TOTAL FROM BELOW >**	
i.	Mathematics	
ii.	Science	
iii.	Computer Science	
iv.	Technology	
v.	Career and Technical Education	
C. PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS	**ENTER TOTAL FROM BELOW >**	
i.	FTE count of **uncertified** teacher with at least three years of elementary, middle or secondary classroom teaching experience (June 30, 2020)	
ii.	FTE count of **uncertified** teachers who are tenured or tenure track college faculty (June 30, 2020)	
iii.	FTE count of **uncertified** teachers with two years of Teach for America experience (June 30, 2020)	
iv.	FTE count of **uncertified** teachers with exceptional business, professional, artistic, athletic, or military experience (June 30, 2020)	
D. NUMBER OF UNCATEGORIZED TEACHERS	**ENTER TOTAL >**	
SUMMARY TOTALS		
TOTAL COUNT OF UNCERTIFIED Teachers	**FTE count of Uncertified teachers (June 30, 2020) (Sum of Categories A, B AND C)**	
TOTAL COUNT OF UNCATEGORIZED	**FTE Count of Uncategorized, Uncertified Teachers (June 30, 2020) (Category D)**	
Total Count of CERTIFIED Teachers	**FTE count of Certified Teachers (June 30, 2020)**	
Total	**Total Number of Teachers in School**	

Entry 13 – Organization Chart

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

Upload the 2019-2020 **Organization Chart.** The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

Entry 14 – 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 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload

an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the minimum instructional requirements adopted by the Board of Regents in 2018.

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.

Entry 15 – Links to Critical Documents on School Website

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., 2018-19 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.

Entry 16 – COVID 19 Related Information

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the Remote Monitoring and Oversight Plan Spring 2020 remote for best practices regarding end of year assessments in a remote learning environment.

2019-2020 Attendance and Participation

Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year

2019-2020 Assessment Participation Rate													
Assessment	K	1	2	3	4	5	6	7	8	9	10	11	12

Brooklyn Emerging Leaders Academy 2020-2021 Calendar

July 2020						
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	28	29	30	

August 2020						
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	28
30	31					

September 2020						
S	M	T	W	Th	F	S
			1	2	3	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 2020						
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	28	29	30

November 2020						
S	M	T	W	Th	F	S
31	1	2	3	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 2020						
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 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	28	29
31						

February 2021						
S	M	T	W	Th	F	S
	31	1	2	3	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	Th	F	S
	31	1	2	3	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 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	27	28	29	

May 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	28
30	31					

June 2021						
S	M	T	W	Th	F	S
		31	1	2	3	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 7: Labor Day
- Nov 23-27: Thanksgiving Break
- Dec 21-Jan 4: Winter Recess
- Jan 18: Martin Luther King Jr. Day
- Feb 15-22: Mid Winter Break
- Apr 2-12: Spring Recess
- May 31: Memorial Day

Calendar Key

Holiday/BELA Wellness Day	Family Assoc./Univ
Professional Development	Last Day of School
New Student Summer Instit	New Trimester
Family Conferences	Regents Exams
Scholarship Virtual Mode	

Fall Important Dates

August

- August 6-7: New Staff Institute
- August 10-21: All Staff Summer Institute
- August 12-13: Virtual IB Institute
- August 13-14: Virtual New Student Institute
- August 24: First Day of School

September

- September 7: Labor Day (no school for staff/students)
- September 15: Virtual Family Association & University at 6:30pm
- September 22: Virtual Curriculum Night at 6:30pm

October

- October 8-9 Trimester I Interim Assesments
- October 12: BELA Wellness Day (no school for staff/students)
- October 13: Staff Professional Development (no school for students)
- October 13: Grades DUE at 5:00pm
- October 13: Virtual Family Association & University at 6:30pm
- October 16: Virtual Trimester 1 Family Conferences (T1 Progress Report Card)
- October 23: Virtual College Day & Women's Symposium
- October 29: Virtual Fall Festival

November

- November 10: Virtual Family Association & Unviersity at 6:30pm
- November 19-20: Trimester I Final Assessments
- November 20: Virtual LA Giving of Thanks Celebration
- November 23-27: Thanksgiving Break (no school for staff/students)
- November 30: Staff Professional Development Day (no school for students)

December

- December 1: Trimester 2 Begins
- December 1-18: Mid Year Teacher Evaluations
- December 2: Grades DUE at 5:00pm
- December 8: Virtual Family Association & University at 6:30pm
- December 11: Virtual Staff Winter Celebration (2:30-5:00pm)
- December 16: Virtual Winter Showcase
- December 18: Virtual Sisterhood Wellness Day
- December 21-31: Winter Recess

Spring Important Dates

January

- January 1: Winter Recess
- January 4: Staff Professional Development (no school for students)
- January 12: Family Association & University at 6:30pm
- January 14-15: Trimester II Interim Assessments
- January 18: Martin Luther King Jr. Day (no school for staff/students & Family Community Service D
- January 19-22: January Regents Week (Regents exam students ONLY)
- January 26: Grades DUE at 5:00pm
- January 29: Trimester 2 Family Conferences

February

- February 9: Family Association & University at 6:30pm
- February 5: Spirit Week Kickoff Dance (7:00pm-10:00pm)
- February 8-12: Spirit Week
- February 15-19: Mid Winter Break
- February 22: Staff Professional Development Day (no school for students)
- February 24: Summer Resource Fair at 6:30pm

March

- March TBD: 10th Grade PSAT/ 11th Grade SAT
- March 9: Family Association & University at 6:30pm
- March 11-12: Trimester II Final Assessments
- March 15: BELA Wellness Day (no school for staff and students)
- March 16: Trimester 3 Begins
- March 17: Grades DUE at 5:00pm
- March 26: Women's Symposium

April

- April 2-9: Spring Recess (no school for staff/students)
- April 12: Staff Professional Development Day (no school for students)
- April 13: Family Association & University at 6:30pm
- TBD: College Field Trip Day
- April 13-30: End of Year Teacher Evaluations
- April 29-April 30: Trimester III Interim Assessments

May

- May 4: Grades DUE at 5:00pm
- May 7: Trimester 3 Family Conferences (T3 Progress Report Card)
- May 11: Family Association & University Meeting at 6:30pm
- May 19: Spring Showcase at 6:30pm
- May 31: Memorial Day (no school for staff/students)

June

- June 8: Family Associaion & University at 6:30pm
- June 7-11: Regents Preparation Week
- June TBD: Class of 2021 Prom
- June 14: Last Day of Full Classes/Community Service Day/End of Year Celebration
- June 15-23: June Regents
- June 23: FINAL Grades DUE at 9:00am
- June TBD: Class of 2021 Graduation
- June 30: Last Day of School for STUDENTS and STAFF (Final Report Cards/Transcripts distributed)
- July 1: Last Day for 10 month staff