New York State Education Department

2022-2023 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Genesee Community Charter School

Renewal Site Visit Dates: November 29-30, 2022
Date of Final Draft Report: March 30, 2023
Date of Final Report: April 5, 2023

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Genesee Community Charter School
Board Chair	Michele Hannagan
District of location	Rochester City School District
Opening Date	Fall 2001
Charter Terms	• Initial: November 10, 2000 - November 9, 2005 • First Renewal: November 10, 2005 - June 30, 2010 • Second Renewal: July 1, 2010 - June 30, 2015 • Third Renewal: July 1, 2015 - June 30, 2020 • Fourth Renewal: July 1, 2020 - June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	K - Grade 6 / 225 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 6 / 225 students
Facilities	657 East Avenue, Rochester, New York 14607 - Private Space
Mission Statement	*The Genesee Community Charter School provides a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. Our local history-based and globally-connected program immerses our diverse population of children in investigation and discovery, extensively using the cultural and natural resources of our community. Using the Expeditionary Learning design, we nurture children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem-solvers.*
Key Design Elements	• EL Education (formerly Expeditionary Learning) and Learning Expeditions • GCCS Curriculum Framework • Diverse Student Population • Arts Integration • Field Work and Guest Experts • Final Products • Responsive Classroom and Character Development • Reflection • Parent and Family Involvement • Rochester Museum and Science Center
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	• Merge with the board of Genesee Community Charter School - Flour City Campus, a charter school

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

	education corporation authorized by SUNY, such that when the merger is approved, the school will be authorized by SUNY beginning in the 2023-2024 school year.
	• Amend its organizational chart to reflect significant changes beginning in the 2023-2024 school year.

Noteworthy: Genesee Community Charter School (GCCS) is in its twenty-third year of operation. The school is a member of the Expeditionary Learning (EL) network; it is one of 19 mentor schools among the 150 schools in the network. The school utilizes a unique curriculum that exposes students to Rochester's history using interdisciplinary learning expeditions.

As we move beyond the challenges of the past three years, we would like to acknowledge the heroic work of our charter schools that provided effective academic and social-emotional supports during the 2021-2022 school year, including participation in the New York State Testing Program (NYSTP) Grades 3-8 Assessments, all while keeping students and staff safe.

Renewal Outcomes

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

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

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

  (b) <u>have compiled an overall record of meeting</u> Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

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

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

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

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

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028
Grade Configuration	K - Grade 6	K - Grade 6	K - Grade 6	K - Grade 6	K - Grade 6
Total Proposed Enrollment	225	225	225	225	225

METHODOLOGY

A two-day renewal site visit was conducted at GCCS on November 29-30, 2022. The New York State Education Department's Charter School Office (CSO) team conducted focus groups with the board of trustees, the school leadership team, the social-emotional learning team, and the academic support team. The CSO site visit team also met with a group of students in Grades 4 - 6. In cooperation with school

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[2] This proposed chart was submitted by Genesee Community Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

leadership, the CSO administered the anonymous 2022 CSO Annual Survey of Parents/Guardians and Teachers.

The CSO site visit team conducted seven classroom observations and viewed three exhibition rehearsals in K - Grade 6. The observations were approximately 20 minutes in length and conducted jointly with the school leader and assistant school leader. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal Site Visit Protocol](#).

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

- **Current 2022-2023 organizational chart and proposed 2023-2024 organizational chart;**
- **A 2022-2023 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **2022 CSO Annual Survey of Charter Schools Parents/Guardians, Teachers, and Students;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2022 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **Prior CSO monitoring reports (check-in, midterm, renewals); and**
- **School's SY 2022-2023 renewal application.**

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

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

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from November 29-30, 2022 at GCCS, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2019 Charter School Performance Framework Rating[3]

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

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

- GCCS is in year twenty-three of operation and serves students in K - Grade 6. During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**:
  - GCCS delivers its curriculum through interdisciplinary, standards-aligned learning expeditions based on the Expeditionary Learning (EL) model. Learning expeditions are connected to Rochester's history and vertically aligned so that students learn more about the city's history and development and gain more skills as they move through consecutive grade levels.
  - GCCS consistently meets Benchmarks 1, 2, and 3.
  - GCCS implements all of its key design elements (KDEs) with fidelity.
  - GCCS has worked to become more focused on inclusivity and restorative justice. The board crafted a statement of community, and the school added more staff capacity to its social-emotional support (SEL) team.

- **Summary of Areas in Need of Improvement**:
  - GCCS has failed to meet its enrollment targets for student subgroups for students with disabilities, (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs). However, the school has instituted an increasingly intense set of good faith efforts over the past several years to attract and retain students from these subgroups and is showing progress with the ED population.
  - GCCS has had compliance issues that carried over into this charter term with regard to non-voting board members, financial support of another charter school, nominating committee actions, and by-law revisions.

Benchmark 1: Student Performance
The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Meets

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

Summative Evidence for Benchmark 1:

As evidenced by the 2021-2022 NYSTP 3-8 Assessment results, GCCS students outpace Rochester City School District (RCSD) students in math and English language arts (ELA). GCCS students performed +43 percentage points higher in ELA and +30 percentage points higher in math with 71 percent of all students trending toward proficiency in ELA and 52 percent in math.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Meets

Element	*Indicators*
1. *Curriculum*	a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. *Instruction*	a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. *Assessment and Program Evaluation*	a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
4. *Supports for Diverse Learners*	a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School/Middle School
- GCCS implements an EL interdisciplinary curriculum utilizing learning expeditions rooted in the history of Rochester. The curriculum is vertically aligned so that, as they progress through consecutive grades, students learn more in depth about the city's history and development.
- At GCCS each class has a 10:1 student-teacher ratio with two co-teachers and a teacher assistant working with roughly 30 students.

Academic Program for SWDs and ELLs:
- SWDs:
  - GCCS has systems in place to evaluate incoming students and, if necessary, refer them to the Committee on Special Education (CSE) in their home district for consideration of an IEP.
  - GCCS has added staff to its social-emotional learning (SEL) team to offer enhanced academic and behavioral response to intervention (RTI) at the Tier three level and provide professional development on restorative practices to staff. The SEL team includes the director of family and community engagement, the student culture coordinator, the intervention teacher, the social worker, the special education coordinator, the director of curriculum and instruction, and the literacy coordinator.
- ELLs:
  - Students with limited English proficiency are provided ESOL services in accordance with the results of the New York State English as a Second Language Achievement Test.
  - The school employs an English as a new language (ENL) teacher who provides support services and plans collaboratively with classroom teachers.

Summative Evidence for Benchmark 2:

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

1. Element: *Curriculum*:
   - **Indicator a:** GCCS has completed its transition away from Common Core Standards to New York State Next Generation Learning Standards (NYSNGLS). The school utilizes an EL-aligned curriculum built around learning expeditions which explore Rochester's history and geography. This curriculum is aligned to NYSNGLS for science and social studies. For ELA, GCCS uses *Reading Foundations* for K-Grade 2 and transitions to modules connected to learning expeditions for Grades 3-6. New teachers especially need to focus on these early reading foundational skills to understand how the curriculum tool helps students through mapping, assessment, diagnoses, and building capacity. Grades 4-6 teachers indicated that writing had been significantly impacted by COVID-19 and, after reviewing the data, determined that the *Writing Revolution,* which is a

systematic way to focus on specific skills within the content being studied, was a suitable curriculum. For math, GCCS began using *Illustrative Math* (IM) at the beginning of the 2022-2023 academic year. All elements of GCCS's curriculum are aligned to NYSNGLS.

- **Indicator b:** According to the school's 2022 renewal application, GCCS has aligned its curriculum with NYSNGLS for science and social studies to ensure vertical alignment across learning expeditions and grade levels. Teachers use NYSNGLS standards when planning ELA lessons. All classes at GCCS have two teachers to facilitate horizontal alignment among different subjects at the same grade level. GCCS administered the 2022 CSO Teacher Survey; 16 teachers responded, a 76 percent response rate. According to the survey results, 100 percent of respondents somewhat or strongly agreed that GCCS's curriculum is aligned vertically between grade levels.

- **Indicator c:** According to the school's 2022 renewal application, the GCCS curriculum is built to include opportunities for differentiation based on ongoing assessments. Each week, students receive 20-40 minutes of individualized math and ELA instruction based on the results of i-Ready diagnostics. By maintaining a 10:1 student to teacher ratio, GCCS can ensure that students are receiving adequate support and that teachers are able to differentiate lessons as needed. In addition to i-Ready, GCCS uses Bridges assessments for math and for the 2022-2023 academic year, has instituted DIBELS benchmark assessments for both math and ELA.

- **Indicator d:** GCCS recently completed transitioning its curriculum away from Common Core aligned standards to NYSNGLS. Additionally, for the 2022-2023 academic year, the school began using a new math curriculum, IM, after determining that its previous Engage NY curriculum was inadequate. To help teachers learn the new curriculum and generally provide more time for coaching, GCCS changed its schedule this year so that teachers would have more and more consistent planning time. Three times each year, GCCS teachers engage in expedition planning. As part of this process, teachers examine relevant standards by grade level and incorporate them into the learning expeditions, a process the school calls bundling. These sequenced standards align with the expeditions planned for that year, incorporating targets for each standard and identifying the final products. Backwards planning completes the process. GCCS has also engaged with The Anti-Racist Curriculum Project to infuse DEI into its curricular framework; for example, the school recently focused one of its learning expeditions on Asa Dunbar, the first black settler in Rochester.

2. Element: *Instruction*:
    - **Indicator a:** GCCS teachers engage in regular professional development and both long-term and short-term planning sessions. The school's co-teaching model encourages collaborative planning and a shared vision of high-quality instruction, and its teacher evaluation tool, Teacher Development Accountability Process (TDAP), encourages a shared understanding of academic and pedagogical goals. Teachers have daily co-planning time, and a professional development advisory crew (PDAC) consisting of teachers and coaches collects and shares teacher feedback to better inform professional development needs so that instruction is standardized and aligned. According to the 2022 CSO Teacher Survey results, 94 percent of respondents somewhat or strongly agreed that the school has a shared vision of high-quality instruction.

    - **Indicator b:** GCCS's learning expeditions engage students with numerous opportunities for hands-on learning. The school emphasizes arts integration as one of its key design elements, providing students with an additional means of engaging with subject matter. The site visit team observed multiple instructional techniques in practice across classrooms from K - Grade 6. The team also observed rehearsals for learning expedition final presentations which included singing and dance performances. GCCS employs a full-time intervention teacher and a full-time ENL teacher to support the needs of SWDs and ELLs. These teachers co-plan with lead teachers to ensure the

needs of all students are being met. Students who met with the CSO site visit team shared their insights regarding the instructional program, emphasizing that it facilitated making connections and sharing of ideas, with each other, within themselves, with the outside world, and with the world of work. They appreciated the fact that they are encouraged to choose new partners for each activity, broadening their immediate worlds.

- **Indicator c:** According to the organizational chart provided by the school, GCCS employs a full-time special education coordinator. This individual coordinates the students' services, supports special education teachers, and oversees Response to Intervention (RTI) Tier II and Tier III interventions. A full-time intervention specialist provides ELA services to 16 students and math services to 19 students, and the school's ENL teacher provides services to eight students across the grades.
- **Indicator d:** The academic calendar submitted by the school shows dedicated time for professional development throughout the school year. This is clearly a priority for the school. Weekly schedules submitted by the school show dedicated time for teachers to meet with the student support team and weekly, whole-staff professional development sessions. A group of teachers and coaches also serve as a professional development advisory crew to bring teacher voice to the professional development strategic planning process. This group meets monthly to identify specific professional development needs and to find internal and external resources to meet those needs. It had to make strong decisions during the pandemic, identified resources to teach remotely and in hybrid circumstances, shifting often. Individual teachers set their own goals with the special education coordinator and RtI teachers in a cohesive process. Teachers are supported by professional development related to monitoring of Tier 1 and Tier 2 students within the classroom; grouping of students for instructional purposes after data analysis takes place; and regularly scheduled meetings to review benchmark assessment results.

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** GCCS students in K - Grade 6 engage in targeted i-Ready lessons weekly based on comprehensive benchmark assessments provided tri-annually. More comprehensive i-Ready assessments are given three times annually: at the beginning of the year; near the midway mark; and toward the end of the year. GCCS uses the Bridges assessment for math, and for the 2022-2023 academic year also implemented the DIBELS assessment for both ELA and math. Data from these assessments informs RTI and other supports. The school also relies on New York State Assessment data including ELA and math scores for Grades 3 - 6 and science scores for Grade 4.
   - **Indicator b:** Results from the i-Ready ELA and math diagnostics, DIBELS assessments, and Bridges assessments are used to track student progress toward reaching academic benchmarks and to tailor instruction to meet the needs of individual students. These assessments align with each other and with NYSED data. At the end of each learning expedition, students create comprehensive final products that include performances and other work. During the November 2022 renewal site visit the team observed rehearsals for three student exhibitions and student work created for final products on display at the school.
   - **Indicator c:** In addition to quantitative data collected from i-Ready assessments, GCCS students create a final product at the end of each learning expedition. These products, which reflect the school's KDEs, serve as qualitative data on student performance. Examples of final products listed on the school's website include biographies written on local immigrants and a coloring book highlighting a local boat used on the Erie Canal. The CSO site visit team observed rehearsals for student performances that incorporated music, dance, and movement. The team also viewed student work connected to learning expeditions on display in the school. Two years ago, the sixth-grade students conducted a student school culture survey as a final product, and shared results

with the board which used it to implement changes to the school's culture and increase staff diversity.

- **Indicator d:** In addition to data from i-Ready and New York State assessments, GCCS collects data from the assessments included in the K- Grade 2 *Reading Foundations* curriculum. The school's reading intervention specialists also utilize Wilson benchmark assessments as part of RTI Tier III interventions. GCCS implements student-led conferences (SLC) as a form of student self-assessment which empowers students to reflect on their own growth and share their progress with their parents and teachers. The staff reviews a variety of assessment data, compares results, and uses them to identify supports that are needed.

4. Element: ***Supports for Diverse Learners***:
   - **Indicator a:** GCCS relies primarily on information provided by parents or guardians as well as on any prior documentation to determine if incoming students have special needs. Based on this information, the GCCS special education coordinator and teachers will further assess students to determine if they need additional services and support. If necessary, the student will be referred for RTI. The special education coordinator monitors this process, creating documentation that can be used if GCCS needs to refer the student to the CSE for a formal evaluation and potential IEP.
   - **Indicator b:** GCCS's organizational chart shows that the school employs a full-time intervention teacher. The intervention teacher and ENL teacher meet regularly with teaching teams to align strategies and supports for SWDs and ELLs. Additionally, three special education teachers from RCSD are based full-time at GCCS to support students with IEPs. The 2022-23 academic year marks the first time GCCS has had a dedicated intervention team, and the team reports they are already seeing results, for example, two ELLs have reached "commanding level," meaning they no longer require or receive intervention services, but instead have their progress monitored to ensure that they do not regress. Results are also seen in Grades 3 - 5 where students are responding to intervention/targeted instruction. These positive trends keep students from a path to special education status, thus, the school avoids special education classification for many of its students. Teachers have progress monitoring supports in place to maintain their placement in general education. The special education coordinator works with classroom teams on a biweekly basis, identifying students in need, setting goals with them, and follow their progress, supplying additional supports as needed. Scheduled push-in and pull-out services in ELA and math are monitored closely to follow suit.
   - **Indicator c:** The special education coordinator is responsible for monitoring and coordinating services for SWDs including supporting the intervention teacher and classroom teachers to ensure students are receiving services. The special education coordinator works with the social worker to ensure students who qualify are receiving RTI Tier II and Tier III interventions.

Benchmark 3: Culture, Climate, and Student and Family Engagement

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

Finding: Meets

Element	*Indicators*
1. *Measures of Culture, Climate, and Student Engagement*	a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [4]
	b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [5]
	c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.
2. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses

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[4] See https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf.

[5] Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttdnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element	*Indicators*
	a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.
	b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.
	c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.
	d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.
	e. Classroom environments are conducive to learning and generally free from disruption.
3. Family Engagement and Communication	a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.
	b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.
	c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.
	d. The school has a systematic and transparent process for responding to family or community concerns.
	e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.
	f. The school shares its New York State exam participation rate compared to the district of location.
4. Social-Emotional and Mental Health Supports	a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.
	b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.
	c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.
	d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.
	e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the

	educational program. The school has a McKinney-Vento Coordinator who staff can identify.

Summative Evidence for Benchmark 3:

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

2021 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

Genesee Community Charter School	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	217	60	28%	50%	-22
Student Survey (Grades 9-12)	N/A	N/A	N/A	N/A	N/A
Teacher Survey	18	10	56%	80%	-24

NOTE: Expected responses for parents and students is based on 2020-2021 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2021 Annual Report.

2022 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

Genesee Community Charter School		Response Rate	Survey Population	Total Responses
Parent	*Does not meet 90% or 95% Confidence*	17%	214	36
Student	*Not Applicable*	.	0	.
Teacher	*Does not meet 90% or 95% Confidence*	76%	21	16

NOTE: The survey population for parents and students is based on 2021-2022 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2022 Annual Report.

The response rates for the 2021 CSO surveys did not meet the target rates and the response sample sizes for the 2022 CSO surveys did not meet the minimum 90 percent confidence level therefore neither year's surveys have statistically dependable aggregate results.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***
   - **Indicator a:** According to the school's 2022 renewal application, GCCS has averaged a 96 percent attendance rate over the current charter term. The school's administrative assistant collects attendance data and contacts families of absent students. Once a student has been absent three times, the administrative assistant shares data with teachers, the director of family and community engagement, and the social worker. These staff members will reach out to families to hold a conference to identify and address the underlying reasons for the absenteeism. Most success occurs when they create a plan with families to create an intervention. If the student continues to be absent, the school leadership team will send an official notification to the family to outline concerns, possible solutions, and expectations. If a student is absent 20 times, GCCS will make a referral to Child Protective Services.
   - **Indicator b:** According to the school's 2022 renewal application, GCCS has issued seven out-of-school suspensions during the current charter term, an annual rate of 1 percent. The school leader uses the school's discipline policy to determine when a suspension may be warranted. Suspended students are required to have a re-entry plan for returning to school to ensure that any harm

caused by the student's infraction has been repaired and that there are supports in place to help the re-entering student make up for any missed learning. The student culture coordinator is responsible for the re-entry process.

- **Indicator c:** The school has added the position of student culture coordinator this school year. This individual focuses on diversity and inclusion in his work with students and families, as he endeavors to build school community based on strong relationships. He regularly visits classrooms and discusses elements of diversity, equity, and inclusion with children and their teachers. He provides support to RtI and social emotional learning efforts. The special education coordinator, the student culture coordinator, and the social worker combine their efforts to provide coordinated services to students, many of whom need multiple interventions. GCCS administers annual surveys to staff, students, and families. Survey results are analyzed by school leadership, representatives from staff including coaches, and members of the board. Findings from the survey results are used to inform. For example, based on past survey results GCCS instituted changes to make the school's approach to discipline more restorative and less punitive.

2. Element: ***Behavior Management and Safety:***
   - **Indicator a:** GCCS roots its school discipline in the Responsive Classroom (RC) model, which focuses on preventing infractions by building community. Using this framework, GCCS has created its discipline policy, The Caring Community Plan (TCCP). All students and parents sign The Caring Community Commitment, which emphasizes the school's collaborative approach to problem-solving. GCCS has transitioned away from enacting a zero-tolerance disciplinary approach to a restorative culture. Teachers have received professional development on implementing restorative practices. Prior to the November 2022 renewal site visit, GCCS submitted a copy of its discipline policy elaborating on TCCP and outlining the school's short-term and long-term suspension policies.
   - **Indicator b:** GCCS's TCCP model for school culture is predicated on relationship building and emphasizes collaborative problem-solving. The school has completed its transition toward a more restorative model for culture and discipline and added staff to buttress school culture and support student social-emotional growth. The additional staff capacity has also allowed GCCS to more effectively implement Tier I and Tier II RTI interventions for social-emotional support. Part of the school culture coordinator's mission is to promote understanding of classroom culture and how it relates to student value and belonging, which are important components of restorative practice. The school's 2022 renewal application lists seven traits that GCCS emphasizes to foster social-emotional development: courage, responsibility, initiative, perseverance, collaboration, compassion, and gratitude. As supplemental evidence for the charter renewal, the school submitted a report by the National Center for Learning Disabilities that spotlighted their school culture: *A Plan From the Heart: How Genesee Community Charter School Brings a Systematic Approach to Whole Child Education*.
   - **Indicator c:** During the November 2022 renewal site visit, the school was clean and well-lit. Student work was displayed in common spaces and classrooms. Over the Thanksgiving holiday, the week before the site visit, teachers had installed sensory hallways by taping shapes to the hallway floors and walls to help students move through the hall in a more controlled manner, using the shapes to guide them.
   - **Indicator d:** GCCS's TCCP outlines expectations for all stakeholders to contribute to making the school a safe and supportive community. The school's special education coordinator currently is the designated Dignity for All Students Act (DASA) coordinator who collects and responds to reports of bullying and harassment. This responsibility will shift to the student culture coordinator for the 2023-2024 academic year. The school has moved from a zero-tolerance position to

restorative practice, and this shift was shared with staff and parents. Professional development was offered to staff for skill building and holding students accountable.

- **Indicator e:** The site visit team observed classes in K - Grade 6. The team observed teachers using multiple pedagogical methods including whole class instruction, small-group and station work, and independent student work. Students were generally focused and on-task, however minor instances of students being disengaged from the work were noted. There were multiple adults including the intervention teacher and student culture coordinator in all but one of the classrooms visited.

3. Element: ***Family Engagement and Communication:***
    - **Indicator a:** GCCS engages with families in a number of ways. The school is translating its website into five different languages and creates recruitment materials in English and Spanish. GCCS maintains an open-door policy that allows families to visit the school at their pleasure. Families are also invited to weekly community circle meetings. There are three board seats reserved for parent representatives. GCCS administered the 2022 CSO Parent Survey; 36 parents/guardians responded, a 17 percent response rate. Although the response rate was low, 95 percent of those responding somewhat or strongly agreed that the school regularly communicates with them in their home language.
    - **Indicator b:** GCCS communicates with families through several means. The school leader maintains an open-door policy. The school sends a bi-monthly family newsletter called *Currents*, home in backpacks emails it to families, and posts it on the school's website. Each classroom maintains a private Facebook page that is updated with relevant information. Families are invited to the school's weekly community-building event, Community Circle. Updates are sent to families in backpacks and via email as needed. The school's director of family and community engagement serves as a liaison between families and staff, recruiting students, ELLs in particular. She brings families together as well as community partner organizations to bring more students and families into the school's strong multi-lingual program. The ENL teacher engages in outreach strategies such as attending recruitment fairs, participating in bringing on board Spanish-speaking staff, and making connections with families where a child has deaf parent(s) (CODA). Analysis of the results of the weighted lottery showed a need for further weighting to make it meaningful. The school maintains a 24-hour 7-days telephone hot line for parent access which can answer questions or take confidential information securely.
    - **Indicator c:** GCCS administers annual family surveys, which are available online, but also given during family conferences to increase participation rates. Students also take climate and culture surveys twice a year. The results of these surveys are analyzed by the board and school leaders when making decisions regarding the school's culture. Previous findings from these surveys resulted in a greater emphasis on diversity, equity, and inclusion. According to the 2022 CSO Parent Survey results, 97 percent of respondents somewhat or strongly agreed that GCCS solicits their feedback.
    - **Indicator d:** Prior to the November 2022 renewal site visit, GCCS submitted its written complaint policy, which details the processes for filing formal and informal complaints. Formal complaints allege legal violations of the school's charter and are handled by the board. Informal complaints do not involve such allegations and are addressed by the parties involved with support from the school leader if needed. According to the 2022 CSO Parent Survey, 61 percent of respondents somewhat or strongly agreed that the school's complaint policy was easy to find and understand.

- **Indicator e:** According to the school's 2022 renewal application, GCCS shares data with families by including it in the school newsletter. GCCS also links to the New York State School Report Card on the "about us" page on the school's website.
- **Indicator f:** GCCS shares academic information with families via the school's newsletter and website. According to the 2022 CSO Parent Survey, 64 percent of respondents somewhat or strongly agreed that GCCS shares comparative academic data.

4. Element: ***Social-Emotional and Mental Health Supports***:
   - **Indicator a:** GCCS supports student social-emotional growth in several ways. Each morning, students begin the day in a morning meeting which helps them to transition smoothly into the day's activities. Students have daily recess and take multiple brain breaks throughout the day. At weekly, school-wide community circles, there is always a focus on one of the school's seven-character traits. GCCS employs a social worker and student culture coordinator to ensure all students are receiving the social-emotional support they need. The school social worker operates a family support hotline using a Google Voice account. GCCS has also begun implementing student mentoring, where older students push into earlier age classrooms to support their younger peers.
   - **Indicator b:** GCCS has a student support team consisting of the director of curriculum and instruction, the special education coordinator, the literacy coordinator, the student culture coordinator, the reading and math intervention teachers, the ENL teacher, and the social worker. This team helps teachers identify and address student social-emotional needs, provides staff professional development on social-emotional supports, and oversees the school's RTI process.
   - **Indicator c:** The student culture coordinator and school leader keep a record of student behavior incidents or other altercations to monitor school culture data. This data is used to evaluate school climate and culture and is shared with teachers and the board.
   - **Indicator d:** GCCS has prioritized an increased emphasis on diversity, equity, and inclusion. Staff have engaged in anti-racism professional development and have joined communities of practice provided by the Diverse Charter School Coalition that are focused on diversity, equity, and inclusion.
   - **Indicator e:** The social worker is GCCS's McKinney-Vento coordinator. The social worker works closely with the families and teachers to ensure the students are fully engaged in the school program including consideration of food service and transportation support that may be needed. At the time of the visit GCCS had three students who were McKinney-Vento eligible.

Benchmark 4: Financial Condition
The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

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

Summative Evidence for Benchmark 4:

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

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

Financial Condition

Genesee Community Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements. It should be noted that Genesee Community Charter School's cash position does not meet the standard; the school has a substantial amount of funds in investments that are not part of the cash position methodology. The investments could be converted to cash as needed.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Genesee Community Charter School's 2021-2022 composite score is 2.20.

Composite Scores
2017-2018 to 2021-2022

Year	Composite Score
2017-2018	2.42
2018-2019	2.91
2019-2020	2.59
2020-2021	2.46
2021-2022	2.20

Benchmark 5: Financial Management
The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

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

Renewal is based on evidence that the following indicators are generally present:
1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Genesee Community Charter School's 2021-2022 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance
The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

Element	*Indicators*
1. Board Oversight and Governance	a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers. b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves. c. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes. d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter. e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation. f. The board engages in ongoing professional development. g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter. h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

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

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** The school's 2022 renewal application states that the board conducts an annual self-evaluation survey each spring. Survey results are reviewed by the board chair, vice chair, and the school leader and used to inform the board's training and development needs. The board reviews

the school leader annually based partially on performance surveys completed anonymously by the staff and partially on monthly and annual reports from the school leader to the board. Every two years, the board conducts a more thorough evaluation of the school leader based on a nine metric benchmark.

- **Indicator b:** GCCS submitted a board roster with twelve of fourteen seats filled and two prospective board members whose candidacies were pending. The board includes three parent representatives and two representatives from RMSC in accordance with the school's by-laws. One of the seats designated for RMSC is currently open, but there is a candidate pending. In a prior term the board created an educational governance council (EGC) comprised of two GCCS staff members and the school leader; EGC members attend board meetings as non-voting advisors. In 2020, the board's nominating committee created a *Board Identification, Recruitment, and Onboarding Resource for New Board Members* outlining and codifying sustainable processes for board recruitment. In the board focus group, members discussed ongoing recruitment efforts relative to needed areas of expertise. They are also developing pathways for officer succession with a focus on capacity-building. Currently, individuals are preparing to assume the responsibilities of the president and vice-president. With regard to committee work, interested individuals are identified and then groomed by shadowing current committee members to determine suitability. The focus group members discussed the importance of individual needs to assure success at the present time and in the future, the value of board member mentoring, and goal setting. The codification of this process adds immeasurably to the strength of the board, according to the president.
- **Indicator c:** The board has the following committees responsible for supporting it as it exercises its oversight responsibilities: academic committee; personnel committee; nominating committee; finance committee; safety committee; community engagement committee; diversity and racial equity committee; and discipline committee. Committee recommendations are considered by the board and may generate new or revised board policies. The board focus group members discussed the role of the academic committee which includes making curricular decisions and identifying supports that teachers may need to implement them. The new math curriculum, IM, is an example. The committee is seeking a family voice that adds its perspective to the committee's deliberations. The relatively new diversity and racial equity committee grew from discussions orchestrated by the board's consultant group. This committee is led by a parent. Topics ranged from questions such as "Who are we?" "How can we create more equitable lessons?" and "How can we identify our differences and blind spots?" The board members examined the process of learning about racial conflicts and translating these lessons into curricular choices. Staff development is critical to this process. One of the specific strategies that resulted from this committee's work was offering more opportunities for extra-curricular activities for students. As a result of this increased student voice, clubs formed that focused on black girls' feelings of isolation, survey results identified a need for more inclusiveness, and staff became more diversified. The school's 2022 renewal application states that the finance and personnel committees meet monthly and that the finance committee reports monthly to the whole board. This committee includes the contracted accountant as well as four board members. The school leader reports to the board on academic data and findings from the school's annual family culture and climate survey. The school leader submits an annual report to the board. There are school-level non-board committees (described in the renewal application) where a board member observes; for example, the school-level academic committee that provides input for such policy development as retention, and the technology committee which discusses usage policies and device management.

- **Indicator d:** The school's 2022 renewal application states that the board has been engaging in succession planning. During the board focus group, members elaborated on these efforts; the board has identified successors for the president and vice-president positions and is working to onboard and train those individuals for their future roles. The board is creating documents to detail the transition process for future use and has revised its own operating procedures to shift more work to committees and streamline its monthly meeting agendas.
- **Indicator e:** According to the school's 2022 renewal application, the board annually reviews and revises the school's four major documents: the staff handbook, the family handbook, the investment policy, and the accounting manual. The board conducts annual reviews of the school's safety plan.
- **Indicator f:** The board contracts with BreakThrough Leadership (BreakThrough) for professional development and support. BreakThrough facilitates the board's annual retreat and has conducted a SWOT analysis of the school that the board's community engagement committee used to create a *Statement of Community*. Retreats have resulted in acknowledgement of the need for strategic planning. An upcoming capacity meeting will focus on how to continue and enhance committee work and ongoing evaluative measures for leadership. With BreakThrough's support, the board is distinguishing between oversight and operations and becoming more focused on its oversight responsibilities.
- **Indicator g:** During its focus group, the board explained that its recent work with BreakThrough has focused on determining the line between operations and oversight and, within that context, learning how to most effectively conduct its oversight role, including establishing a level of trust with the school leader such that the leader may exercise independent decision making. To more effectively exercise its oversight duties, the board created new committees and engaged in reflection that resulted in a thorough reevaluation of the school's approach and commitment to DEI. The board has made DEI a central focus and striven to hire more teachers of color as well as recruit a more diverse student population. The board focus group described the DEI conversation as being transformative for the school, impacting everything from curriculum planning to hiring practices to student recruitment efforts.
- **Indicator h:** During the board focus group, the board confirmed its familiarity with the NYSED Charter School Performance Framework, its benchmarks, and its rating system.

Benchmark 7: Organizational Capacity
The school has established a well-functioning organizational   structure, clearly delineated roles for staff, management, and board members. The school has systems   and protocols that allow for the successful implementation, evaluation, and improvement of its academic   program and operations.

Finding: Meets

Element	Indicators
1. *School Leadership*	a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. *Professional Climate*	a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups. c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. d. The school has established procedures for effective collaboration among teachers. e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teachers and other staff. f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.
3. *Contractual Relationships (if applicable)*	a. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.

> b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

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

1. Element: *School Leadership:*
   - **Indicator a:** According to the 2022 CSO Teacher Survey, 38 percent of respondents somewhat or strongly agreed that GCCS has an effective leadership team. Thirty-eight percent somewhat or strongly disagreed that the school has an effective leadership team, and 25 percent neither agreed nor disagreed. According to the PDAC members, school leaders encourage shared leadership. This group has direct access to leaders and gathers input from teachers to inform the diversified professional development program, which includes in-house expertise whenever possible.
   - **Indicator b:** According to the 2022 CSO Teacher Survey, 57 percent of respondents somewhat or strongly agreed that GCCS has a clear and effective communications system; however, 32 percent of respondents somewhat or strongly disagreed.
   - **Indicator c:** GCCS has increased staff capacity by adding a full-time special education coordinator. During the school leadership team focus group, the school leaders explained that GCCS experienced a higher degree than normal of staff turnover this year as some teachers transferred to teach at Flour City. They explained how the school uses its classroom model of two lead teachers and a teaching assistant to grow talent by training teacher assistants to become future lead teachers. School leaders identified two lead teachers who had begun their time at GCCS as teaching assistants.
   - **Indicator d:** The school leader attends board meetings and submits monthly reports to update the board on progress toward meeting standards.

2. Element: *Professional Climate:*
   - **Indicator a:** Prior to the November 2022 renewal site visit, GCCS submitted an organizational chart showing well-delineated roles and clear reporting structures. The organizational chart shows that the board retains a school leader to oversee the day-to-day academics and operations of the school.
   - **Indicator b:** GCCS creates an annual professional development calendar with input from the PDAC. Teacher voice is incorporated into the process through the PDAC, and the plan has built-in flexibility. The PDAC meets monthly to help identify needs and adjust professional development planning as necessary, particularly to ensure that teachers can effectively implement pedagogical skills in the classroom. The group helps build relationships with external partners while also identifying in-house expertise. GCCS has prioritized building sustainable partnerships with external professional development providers rather than transactional, one-time presentations. In-house resources are often used for professional development services; for example, the student culture coordinator conducts social emotional learning sessions with various configurations of school personnel – arts teachers, leadership, non-instructional staff. Long-term support on curriculum, especially literacy, has historically been an important part of the school's

support for teachers. Teachers need to complete professional development sessions with a tool in hand, to know what to do in the classroom. School leaders also benefit from clarity as to "look fors" in evaluating instruction, to see connections in lesson plans, and to give relevant feedback.

- **Indicator c:** GCCS provided a 2022-2023 organizational chart that shows the school is currently fully staffed. The school submitted a proposed 2023-2024 organizational chart that anticipates substantial changes to the school's current leadership structure. The adoption of the new organizational chart is not contingent upon the approval of the proposed merger between GCCS and Flour City.
- **Indicator d:** GCCS uses Teacher Professional Development Accountability Process (TDAP) to promote collaborative professional development. With support from leadership, teachers self-identify professional growth areas and then work collaboratively with colleagues who are pursuing similar growth. The school's co-teaching model encourages collaborative planning, and professional development sessions are collaborative in nature in keeping with EL's emphasis on collaboration as a key element of learning.
- **Indicator e:** GCCS has formal evaluation plans in place for the board, the school leader, and teachers. The board takes an annual self-evaluation survey. The school leader submits an annual report to the board each year as part of her evaluation; the board undertakes a more comprehensive evaluation of the school leader every two years. The school leadership team conducts annual teacher evaluations which are rooted heavily in student performance data. The leadership team routinely meets with teachers throughout the year to monitor progress and provide support toward meeting goals.
- **Indicator f:** GCCS administers the annual CSO Teacher Surveys and ensures teacher voice is represented in the professional development planning process through TDAP.

3. Element: ***Contractual Relationships***:
   - **Indicator a**: N/A
   - **Indicator b**: The school has instituted MOUs with multiple partners for professional development services, curricula and related materials, board training, and restorative practice, for example. The PDAC develops plans for each partner, with goals and measurements reflecting the desired end result. There is an evaluation component built into each MOU. The feedback cycle includes staff voice. Most such partnerships have been successful and productive; if not, the relationship is terminated; for example, if the partner's approach did not align with that of the school to include reflection. Partners in Restorative Initiatives (PIRI) observed classrooms, gave feedback, and then designed follow up professional development sessions. Practice and reflection are critical. Another partnership, with the University of Rochester, also includes walk-throughs and feedback. On-going conversations and reflection are components here as well.

Benchmark 8: Mission and Key Design Elements
The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

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

Summative Evidence for Benchmark 8:

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

1. Element: ***Mission and Key Design Elements:***
   - **Indicator a:** According to the 2022 CSO Parent and Teacher Surveys, 97 percent of parent respondents believe that the school is fulfilling its mission and 90 percent of teacher respondents somewhat or strongly agree that the school's mission is clearly defined and communicated. The school's website explains its EL-aligned curriculum, learning expeditions, field work, and final products, all of which are among the school's key design elements. During the November 2022 renewal site visit, the site visit team observed displays of student final products from the learning expeditions and attended rehearsals for performances for the learning expedition final products and presentations.
   - **Indicator b:** GCCS's 2022 renewal application lists ten KDEs. They have all been fully implemented:
     EL Education and Learning Expeditions: GCCS has been working with EL for 21 years; it is one of 19 mentor schools in the 150-school EL network. GCCS fully implements the EL model. GCCS delivers its curriculum through 12-week learning expeditions, during which time students conduct in-depth studies on a theme or topic connected to the history of the Rochester community.
     - GCCS Curriculum Framework: GCCS has created an interdisciplinary curriculum linked to the history of Rochester. Students in all grades participate in learning expeditions in which they explore Rochester history through multiple subjects and lenses.
     - Diverse Student Population: The school does not celebrate holidays; it celebrates cultures instead; parents share in these celebrations, and students discuss cultural perspectives, similarities and differences, in CREW and in classes.
     - Arts Integration: The arts are fully integrated into GCCS's curriculum. Art teachers co-plan with classroom teachers to fully incorporate music, visual art, drama, and dance into the learning expeditions.

- Field Work & Guest Experts: Field work is integrated into every learning expedition. Students visit local museums, businesses, parks, and other sites and engage with content-area experts to learn more about the subject under study. For example, this school year, GCCS partners with the Anti-Racist Curriculum Project which provides guest experts who share best practices in combatting racism.
- Final Products: At the end of each learning expedition students at every grade level produce a final product. The process of creating the project is built into the learning expedition. Final product work was displayed in the school, and the site visit team observed rehearsals for student performances that are a component of the final product.
- Responsive Classroom & Character Development: GCCS uses a Responsive Classroom (RC) model to guide social-emotional learning. Teachers receive professional development on implementing the RC model. The school has expanded its student support team to increase its emphasis on restorative justice and has created a character traits framework to encourage healthy social-emotional development.
- Reflection: At GCC students are asked to continually reflect upon their learning. Reflection allows children to observe their own social and emotional growth. This takes many forms and may look different at each grade level. Students are taught early to observe, reflect, and question, to look closely at their world and develop an understanding of how it works by gathering information and asking thoughtful questions. Students are taught how to look at their work with a critical eye. They spend time reflecting on their work regularly, seeking feedback, and asking how they can make it better.
- Parent and Family Involvement: GCCS has an open-door policy to promote transparency and communication with families. The school employs a director of family and community engagement, and three parents sit on the board.
- Rochester Museum & Science Center (RMSC): GCCS is located at RMSC and incorporates the museum's resources into its learning expeditions. Two RMSC staff members sit on the school's board.

Benchmark 9: Enrollment, Recruitment, and Retention
The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Approaches

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to its lack of sufficient enrollment of its sub-groups as compared to its district of location.

1. Element: ***Target are met:***
   - **Indicator a:** For the 2021-2022 academic year, GCCS was at 95 percent of its authorized enrollment with 214 enrolled students for 225 seats.
2. Element: ***Targets are not met:***
   - **Indicator a:** Enrollment data shows some progress in closing sub-group enrollment disparities as the SWD and ELL enrollment differentials to RCSD remain close to prior years' data; however, the differential for ED students is -47 percentage points below the district of location, a positive change from the 2020-2021 school year, when the differential was -53 percentage points.
   - **Indicator b:** The CSO issued a Notice of Deficiency in April 2020 because during that entire charter term the school continued to significantly lag the district of location (DoL) in its SWD, ELL, and ED enrollment. In a January 13, 2021, letter from the school's BoT president and the school leader provided a detailed summary of the status of each of those strategies. During the spring 2022

mid-term site visit, the BoT members discussed strategies during their focus group. In the school's 2022 renewal application and in board and school leadership focus groups, members confirmed that GCCS has newly implemented or continued and enhanced implementation of strategies:

- o Initiating a partnership with GoodSchoolsROC to join the common lottery to increase the number of applications. This resulted in increased access for families and the removal of certain barriers to make application easier for poverty-stricken families, such as longer deadlines, clarifications on the website and a streamlined process for enrolling children with IEPs. The board focus group described the partnership as enlarging the marketplace for applicants; other benefits to the school were providing materials in a number of languages, increasing awareness of best practice by interacting with other schools, and identifying children of deaf adults (CODA) use of sign language as a "new" language in order to provide services.
- o Adding a weighted lottery for ELLs was a condition imposed with the last renewal in May of 2020. The school revised its application and implemented it in the 2021-2022 school year, with less than anticipated results. Consideration is being given to increasing the weight and perhaps adding a weight for SWDs.
- o Hiring a director of family and community engagement to oversee student enrollment, recruitment, and retention efforts to attract and retain students and staff of color and families with students identified as "at risk." He develops and maintains relationships with community organizations, prospective students and staff members, and families of currently enrolled students.
- o Under the guidance of the external consultant group, BreakThrough, conducting a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to learn more about the school's perception in the community and how to recruit more effectively;
- o Creating bilingual (English/Spanish) advertising materials, including physical ads in the Rochester Transit Station;
- o Partnering with refugee centers and offering bilingual materials to families there, including Mary's Place and Refugees Helping Refugees;
- o Offering virtual and/or in-person information sessions and school visits on weekends and during the evening;
- o Advertising on radio and in print media and escalating virtual advertising on Facebook;
- o Distributing flyers and other informational materials in day care centers, churches, and community centers;
- o Collaborating with Rochester International Academy to recruit immigrant students;
- o Recruiting at Pre-k fairs;
- o Participating in events and partnering with local establishments to increase visibility and encourage applications;
- o Participating in a popular trick-or-treat event at a local market and other similar child-centered events; and
- o Posting regular updates to the school's website.
- **Indicator c:** The school has conducted an analysis of its recruitment strategies and added staff and other resources to increase sub-group enrollment.
    - o The school's 2022 renewal application states that GCCS will continue all the aforementioned efforts in Benchmark 9, Indicator b.
    - o It updates its website so that the site can be translated into the five languages most commonly spoken by families in Rochester.

- o GCCS has implemented a weighted lottery for ELLs and is considering implementing a weighted lottery for SWDs. The ENL teacher is also taking a leading role recruiting ELLs including partnering with local refugee support organizations.
- o The board emphasized its ongoing good-faith efforts to increase enrollment percentages of sub-groups relative to the district.
  1. In addition to the list of efforts and additional changes to the lottery being considered, the board stressed the difficulty of increasing subgroup enrollment percentages because the school has high student retention (89%), and, with a few exceptions, is only adding new students in kindergarten.
  2. Because state law preferences siblings of current students and allows enrollment of employees' children, there are few openings remaining, making it difficult for the school to significantly increase its subgroup enrollment percentages.
  3. The school model limits class/grade size to 30-32 students in a total population of 225. At the time of the visit, the school was enrolled at 214, or 95%.
- o Despite these hurdles, the board emphasized ongoing efforts to recruit more broadly and diversely.
  1. The board's comprehensive review of its DEI practices and efforts to increase diversity have had an impact on how it has adjusted its student recruitment efforts, leading to increased community outreach and engagement.
     - The employment of a student culture coordinator, part of whose responsibilities is to bring in more sub-group students and families has required a related culture shift which is in transition in classrooms and the overall school.
     - Student and parent voice are very critical to this process' success. Parents are invited into school for conversations on culture shift and classroom dynamics. Students are to be surveyed annually on such topics as teasing, bullying, and other cultural factors in the school. Pictures are used to solicit responses from very young children.
     - The school reported 2021-2022 enrollment data for entering kindergarteners that showed an increase from 29% in 2017-2018 to 55% for EDs, an increase from 0% to 6% for ELLs during the same timeframe, and a decline from 13% to 3% for SWDs. The school explained that this SWD decline was due to the time it takes to have these kindergarteners classified.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance
The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Approaches

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

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

1. Element: ***Legal Compliance:***
   - **Indicator a:** During this charter term, GCCS has faced compliance issues related to:
     - non-voting board members who had not been approved by NYSED. GCCS has since resolved the issue of non-voting board members. All board seats are currently held by NYSED-approved members. The school has candidates pending approval by NYSED.
     - financial support of Genesee Community Charter School - Flour City Campus (Flour City). The school's provisional charter says the purpose of the educational corporation is "to operate a charter school," and it shall be "operated exclusively for educational purposes." The school's auditors approved the board's plan that allocated $750,000 to Flour City, but GCCS' decision to loan funds to Flour City remained a compliance issue until the funds were ultimately returned to GCCS.

- o There were several instances of nominating committee actions taken that affected both schools. These and the financial concerns were satisfactorily addressed by the school in a July 22, 2022, letter to the CSO.
- o During the previous charter term, in 2017, the CSO began discussions with GCCS regarding the need to revise its by-laws. This conversation continued into this charter term, whereas in February 2021 the by-laws still needed some work. The CSO approved corrected by-laws in April 2021.
  b. **Indicator b:** In February of 2019, the CSO issued GCCS a Notice of Deficiency for under-enrollment of ELLs and EDs. In April 2020, the CSO issued GCCS a Notice of Deficiency regarding the under-enrollment of SWDs. GCCS created a Corrective Action Plan for the 2020-2021 academic year to address these concerns. In April 2021, the school fulfilled the plan by implementing a weighted lottery for ELLs. The school has made concerted good faith efforts over the last several years to enhance and expand its recruitment strategies. For example, at the time of the mid-term site visit the school had conducted an analysis of the effectiveness of various recruitment strategies and subsequently discarded some as not being effective and added or enhanced others. Putting resources to work included hiring a full-time director of family and community engagement, making special education and ENL staff positions full time, and doubling the number of staff members of color. Community outreach, with the support of the director of family and community engagement, was expanded to reach additional agencies, particularly those which focused on refugees and immigrants.
  c. **Indicator c:** GCCS maintains certification and fingerprinting data on teachers and staff. According to the 2022 renewal application, there is currently one uncertified teacher on staff, who is working to obtain certification.
  d. **Indicator d:** The school seeks NYSED approval for revisions including proposed revisions relating to the organization chart and a possible merger with Flour City included in the renewal application. The school leadership team indicated that they are familiar with the process for submitting revision requests.
  e. **Indicator e:** During the 2020-2021 school year, the first of its current three-year charter term, GCCS was enrolled at 96 percent with 217 of 225 seats filled. At the time of the site visit, GCCS is enrolled at 94 percent with 212 of 225 seats filled for the 2022-2023 academic year.
  f. **Indicator f:** According to the GCCS's 2022 renewal application, the school's attorney attends all board meetings.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection		BEDS Code	2021-2022 Enrollment
GENESEE COMMUNITY CHARTER SCHOOL		261600860826	214

ESEA Accountability Designation (2021-2022):	This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	ROCHESTER CITY SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter	23%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter	-
Grades Served:	K-6
Address:	657 EAST AVE ROCHESTER NY 14607
Website:	www.gccschool.org
RIC:	MONROE/M.A.A.R.S.
Regents Region:	FINGER LAKES REGION
Regent:	RUTH B. TURNER
Active Date:	7/1/2001
Authorizer:	NYS BOR
CEO:	SHANNON HILLMAN
CEO Phone:	(585) 271-4552
CEO Email:	shillman@gccschool.org
BOT President:	MICHELE HANNAGAN
BOT President Phone:	(585) 721-1725
BOT President Email:	mhannagan@jordanhealth.org
Institution ID:	800000050575

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

BoR Charter School Office Information

Regional Liaison:	Susan Gibbons
Performance Framework:	2019
Current Term:	7/1/20-6/30/23
2018-2019	Check-in
2019-2020	Renewal
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Renewal

	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

2022 CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	Does not meet 90% or 95% Confidence	17%	214	36
Student Survey (Grades 9-12)	Not Applicable	N/A	0	N/A
Teacher Survey	Does not meet 90% or 95% Confidence	76%	21	16

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

GENESEE COMMUNITY CHARTER SCHOOL

2022 3-8 Assessments; 2021 4 Year Graduations

		Genesee Community CS	ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary/Middle	+/- 5	A M Cosgrove MS	+10	+8	+55	.
		Broadalbin-Perth ES	+20	-2	+1	.
		Elba ES	+17	+5	+6	.
		Memorial Park ES	+9	-3	+7	.
		Pembroke Intermediate School	-4	-24	0	.
		Rogers MS	+3	-10	+21	.
		Sullivan West ES	+17	+3	+10	.
		West Canada Valley ES	+11	-7	+1	.
		Wheeler Avenue School	-2	-18	+1	.
		Wolcott Street School	+7	-9	+3	.
		Mean	+9	-6	+11	.
	+/- 7.5	Ballet Tech/NYC Public School for Dance	-19	-38	-1	.
		Casimir Pulaski School	-5	-13	+37	.
		Forest Road School	-11	-30	+3	.
		Greenwich ES	+8	-4	+4	.
		Ichabod Crane MS	+3	+3	+17	.
		J D George ES	+30	+4	0	.
		North Collins ES	+17	+4	+5	.
		PS 128 Lorraine Tuzzo (The), Juniper Valley ES	-22	-24	+8	.
		Panama K-6 School	+12	-12	0	.
		Pearls Hawthorne School	-29	-46	+9	.
		Perry ES	+25	+7	+11	.
		Plattekill ES	+11	+9	+24	.
		Robert H Jackson ES	+13	-8	+2	.
		Robert W Carbonaro School	0	-28	-3	.
		Success Academy CS - Springfield Gardens	-27	-45	+97	.
		Success Academy CS-Union Square	-35	-52	+97	.
		Success Academy CS-Upper West	-34	-53	+97	.
		Syracuse Latin School	+1	+4	+21	.
		Mean	-3	-18	+24	.
	+/- 10	Academy of Arts and Letters	-12	-17	+97	.
		Berne-Knox-Westerlo ES	-2	-18	+20	.
		Brooklyn Prospect CS-CSD 13	-17	-17	+16	.
		Cambridge ES	+4	+9	-1	.
		Cato-Meridian ES	+18	-4	+12	.
		Dutch Broadway School	+5	-13	+6	.
		Hoosick Falls ES	+21	+14	+16	.
		James A Dever School	-5	-17	-1	.
		Jordan-Elbridge MS	+12	+9	+37	.
		Marion ES	+10	-10	+3	.
		Mary K Vollmer ES	+1	-22	+13	.
		Mattituck-Cutchogue ES	+1	-21	+10	.
		Midlakes ES	+29	+15	+12	.
		Myles ES	+8	-6	+2	.

2

Nightengale ES	-2	-9	+4	.
PS 122 Mamie Fay	-24	-37	+5	.
PS/IS 113 Anthony J Pranzo	-7	-18	+13	.
PS/IS 178 Holliswood	+4	-5	+24	.
PS/IS 187 Hudson Cliffs	-18	-15	+11	.
Pratt ES	+13	-8	+22	.
Queens College School for Math, Science & Technolo	-24	-26	-1	.
Richard J Bailey School	+5	+1	+19	.
Roberts Street MS	+25	+5	+17	.
Rondout Valley Intermediate School	+30	+19	+13	.
Royalton-Hartland ES	+17	+3	+10	.
Salem ES	+16	+2	+7	.
Sheafe Road ES	+3	+1	+11	.
Stewart Manor School	-11	-31	-3	.
Stokes ES	+21	+4	+15	.
Tully ES	+14	+1	+25	.
Waterford-Halfmoon ES	+4	-1	+5	.
William L Buck School	-4	-24	+4	.
Willow Road School	+6	-15	0	.
Mean	+4	-8	+13	.
Mean	+3	-10	+16	.

See NOTES (1) and (11).

12/16/2022

Charter School

GENESEE COMMUNITY CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Genesee Community CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	58%	-	-	43%	72%	-	-	55%
2016-2017	47%	30%	-	36%	63%	36%	-	45%
2017-2018	65%	36%	-	62%	66%	38%	-	52%
2018-2019	64%	83%	-	45%	69%	40%	-	48%
2021-2022	71%	-	-	50%	52%	-	-	29%

See NOTES (2), (3), (7), and (8).

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of
Genesee Community Charter School and Rochester City School District
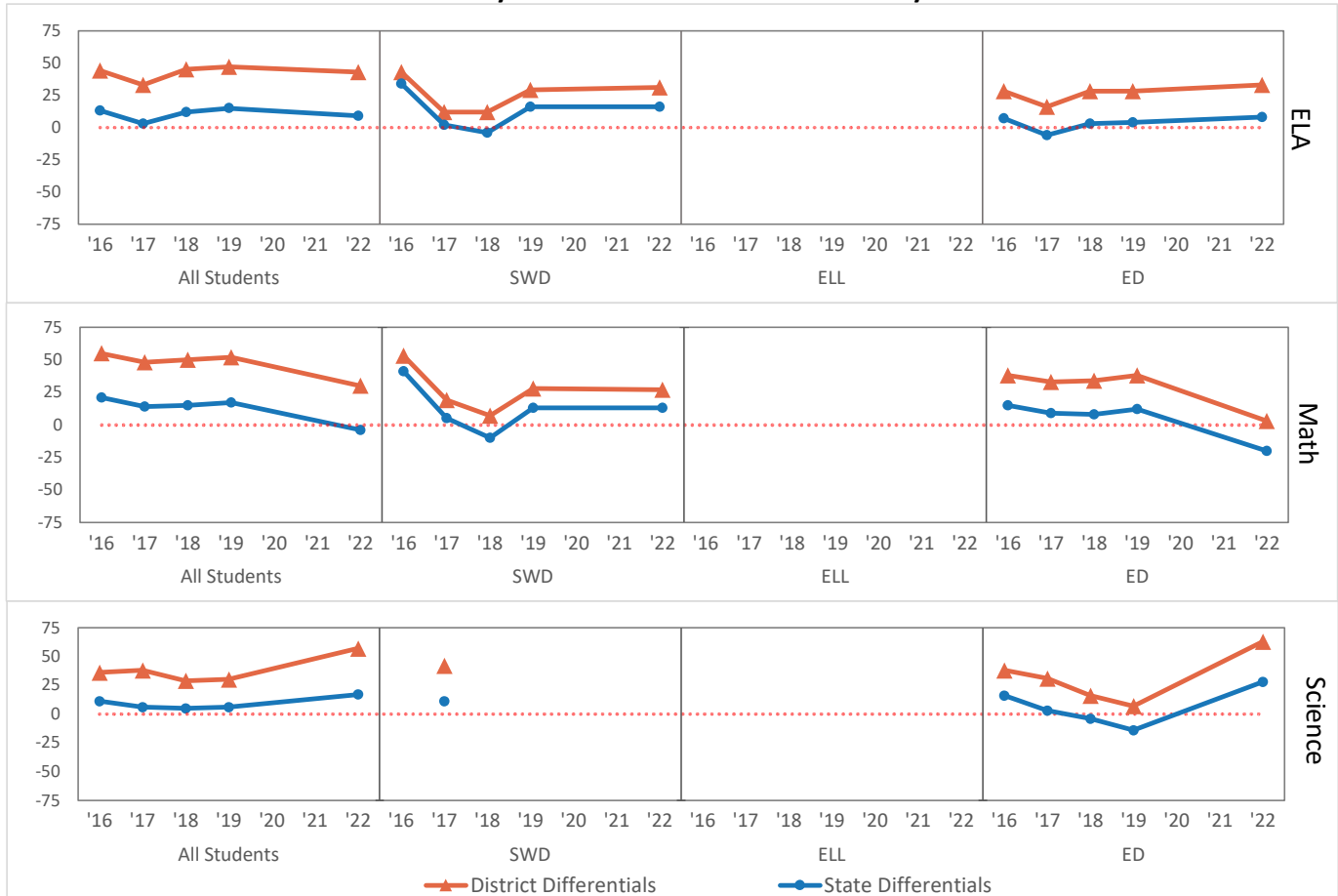
See NOTES (1), (2), (3), and (6).

2022 NYSED Charter School Information Dashboard
Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS
All Students	2015-2016	51%	7%	+44	38%	+13	64%	9%	+55	43%	+21	100%	64%	+36	89%	+11
	2016-2017	41%	8%	+33	38%	+3	58%	10%	+48	44%	+14	92%	54%	+38	86%	+6
	2017-2018	58%	13%	+45	46%	+12	63%	13%	+50	48%	+15	94%	65%	+29	89%	+5
	2018-2019	61%	14%	+47	46%	+15	67%	15%	+52	50%	+17	92%	62%	+30	86%	+6
	2021-2022	55%	12%	+43	46%	+9	38%	8%	+30	42%	-4	97%	40%	+57	80%	+17
SWD	2015-2016	44%	1%	+43	10%	+34	56%	3%	+53	15%	+41	-	-	-	-	-
	2016-2017	13%	1%	+12	11%	+2	21%	2%	+19	16%	+5	80%	38%	+42	69%	+11
	2017-2018	14%	2%	+12	18%	-4	10%	3%	+7	20%	-10	-	-	-	-	-
	2018-2019	33%	4%	+29	17%	+16	33%	5%	+28	20%	+13	-	-	-	-	-
	2021-2022	33%	2%	+31	17%	+16	30%	3%	+27	17%	+13	-	-	-	-	-
ED	2015-2016	34%	6%	+28	27%	+7	46%	8%	+38	31%	+15	100%	62%	+38	84%	+16
	2016-2017	22%	6%	+16	28%	-6	41%	8%	+33	32%	+9	83%	52%	+31	80%	+3
	2017-2018	39%	11%	+28	36%	+3	45%	11%	+34	37%	+8	80%	64%	+16	84%	-4
	2018-2019	40%	12%	+28	36%	+4	51%	13%	+38	39%	+12	67%	60%	+7	81%	-14
	2021-2022	43%	10%	+33	35%	+8	10%	7%	+3	30%	-20	100%	37%	+63	72%	+28

See NOTES (1), (2), (3), (6), and (7).

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	50%	8%	+42	42%	+8	62%	11%	+51	44%	+18	-	-	-	-	-
	2016-2017	59%	11%	+48	43%	+16	59%	14%	+45	49%	+10	-	-	-	-	-
	2017-2018	62%	17%	+45	51%	+11	65%	18%	+47	54%	+11	-	-	-	-	-
	2018-2019	68%	18%	+50	52%	+16	81%	23%	+58	55%	+26	-	-	-	-	-
	2021-2022	62%	11%	+51	46%	+16	42%	14%	+28	48%	-6	-	-	-	-	-
Grade 4	2015-2016	45%	8%	+37	41%	+4	64%	11%	+53	45%	+19	100%	64%	+36	89%	+11
	2016-2017	42%	8%	+34	41%	+1	63%	8%	+55	43%	+20	92%	54%	+38	86%	+6
	2017-2018	61%	13%	+48	48%	+13	61%	13%	+48	48%	+13	94%	65%	+29	89%	+5
	2018-2019	64%	14%	+50	48%	+16	73%	14%	+59	51%	+22	92%	62%	+30	86%	+6
	2021-2022	62%	8%	+54	42%	+20	43%	6%	+37	43%	0	97%	40%	+57	80%	+17
Grade 5	2015-2016	40%	5%	+35	34%	+6	50%	5%	+45	40%	+10	-	-	-	-	-
	2016-2017	35%	6%	+29	36%	-1	59%	9%	+50	43%	+16	-	-	-	-	-
	2017-2018	46%	7%	+39	37%	+9	57%	11%	+46	44%	+13	-	-	-	-	-
	2018-2019	61%	11%	+50	38%	+23	61%	12%	+49	46%	+15	-	-	-	-	-
	2021-2022	31%	8%	+23	38%	-7	21%	6%	+15	37%	-16	-	-	-	-	-
Grade 6	2015-2016	70%	6%	+64	35%	+35	77%	7%	+70	40%	+37	-	-	-	-	-
	2016-2017	24%	5%	+19	33%	-9	50%	6%	+44	40%	+10	-	-	-	-	-
	2017-2018	63%	13%	+50	49%	+14	71%	9%	+62	44%	+27	-	-	-	-	-
	2018-2019	52%	14%	+38	47%	+5	56%	12%	+44	47%	+9	-	-	-	-	-
	2021-2022	68%	23%	+45	57%	+11	46%	8%	+38	39%	+7	-	-	-	-	-

See NOTES (1), (3), (6), and (7).

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 4	2016-2017	20%	1%	+19	13%	+7	-	-	-	-	-	80%	38%	+42	69%	+11
Grade 5	2016-2017	14%	1%	+13	9%	+5	33%	4%	+29	15%	+18	-	-	-	-	-
	2017-2018	20%	1%	+19	11%	+9	-	-	-	-	-	-	-	-	-	-

See NOTES (1), (2), (3), (6), and (7).

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	40%	7%	+33	31%	+9	20%	10%	+10	33%	-13	-	-	-	-	-
	2016-2017	40%	9%	+31	32%	+8	30%	12%	+18	37%	-7	-	-	-	-	-
	2017-2018	43%	15%	+28	40%	+3	50%	16%	+34	43%	+7	-	-	-	-	-
	2018-2019	58%	16%	+42	42%	+16	67%	21%	+46	44%	+23	-	-	-	-	-
	2021-2022	31%	9%	+22	35%	-4	7%	11%	-4	36%	-29	-	-	-	-	-
Grade 4	2015-2016	25%	7%	+18	30%	-5	67%	9%	+58	33%	+34	100%	62%	+38	84%	+16
	2016-2017	17%	6%	+11	31%	-14	40%	7%	+33	32%	+8	83%	52%	+31	80%	+3
	2017-2018	30%	11%	+19	38%	-8	30%	11%	+19	37%	-7	80%	64%	+16	84%	-4
	2018-2019	60%	12%	+48	38%	+22	60%	12%	+48	40%	+20	67%	60%	+7	81%	-14
	2021-2022	71%	6%	+65	30%	+41	13%	5%	+8	31%	-18	100%	37%	+63	72%	+28
Grade 5	2015-2016	17%	4%	+13	23%	-6	17%	5%	+12	28%	-11	-	-	-	-	-
	2016-2017	14%	5%	+9	25%	-11	50%	7%	+43	31%	+19	-	-	-	-	-
	2017-2018	17%	6%	+11	27%	-10	40%	9%	+31	33%	+7	-	-	-	-	-
	2018-2019	27%	9%	+18	28%	-1	45%	10%	+35	36%	+9	-	-	-	-	-
	2021-2022	29%	6%	+23	27%	+2	0%	4%	-4	26%	-26	-	-	-	-	-
Grade 6	2015-2016	67%	5%	+62	25%	+42	60%	6%	+54	28%	+32	-	-	-	-	-
	2016-2017	17%	5%	+12	23%	-6	43%	5%	+38	28%	+15	-	-	-	-	-
	2017-2018	60%	11%	+49	39%	+21	63%	8%	+55	32%	+31	-	-	-	-	-
	2018-2019	14%	12%	+2	37%	-23	29%	10%	+19	36%	-7	-	-	-	-	-
	2021-2022	50%	21%	+29	47%	+3	20%	7%	+13	27%	-7	-	-	-	-	-

See NOTES (1), (3), (6), and (7).

Charter School

GENESEE COMMUNITY CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Genesee Community CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	225	219	97%
2018-2019	225	221	98%
2019-2020	225	218	97%
2020-2021	225	217	96%
2021-2022	225	214	95%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Genesee Community CS	Rochester CSD	Differential to District	Genesee Community CS	Rochester CSD	Differential to District	Genesee Community CS	Rochester CSD	Differential to District
2017-2018	14%	22%	**-8**	0%	16%	**-16**	34%	92%	**-58**
2018-2019	11%	23%	**-12**	1%	17%	**-16**	36%	92%	**-56**
2019-2020	13%	22%	**-9**	3%	18%	**-15**	35%	91%	**-56**
2020-2021	11%	21%	**-10**	5%	18%	**-13**	38%	91%	**-53**
2021-2022	11%	20%	**-9**	4%	18%	**-14**	43%	90%	**-47**

See NOTES (2) and (6).

12/16/2022

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Genesee Community CS	Rochester CSD	Differential to District	Genesee Community CS	Rochester CSD	Differential to District	Genesee Community CS	Rochester CSD	Differential to District	Genesee Community CS	Rochester CSD	Differential to District
2017-2018	93%	87%	+6	86%	90%	-4	100%	87%	+13	95%	88%	+7
2018-2019	96%	87%	+9	100%	91%	+9	100%	85%	+15	93%	87%	+6
2019-2020	94%	87%	+7	81%	90%	-9	100%	86%	+14	91%	87%	+4
2020-2021	95%	88%	+7	96%	89%	+7	100%	89%	+11	88%	88%	0
2021-2022	89%	86%	+3	86%	88%	-2	100%	86%	+14	87%	86%	+1

See NOTES (2) and (6) below.

Notes

(1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.

(2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.

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

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

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

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

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

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

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

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

(11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.

(12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.

GENESEE COMMUNITY CHARTER SCHOOL

	2017-18	2018-19	2019-20	2020-21	2021-22
Grades Served	K-6	K-6	K-6	K-6	K-6
Maximum Chartered Grades Served	K-6	K-6	K-6	K-6	K-6
Chartered Enrollment	225	225	225	225	225
Maximum Chartered Enrollment	225	225	225	225	225
Actual Enrollment	219	221	218	217	214

Chartered vs. Actual Enrollment
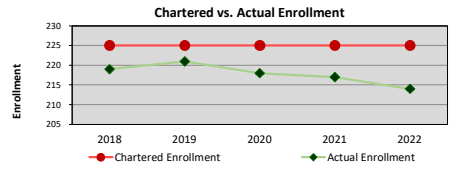
ASSETS
Current Assets

	2017-18	2018-19	2019-20	2020-21	2021-22
Cash and Cash Equivalents	161,207	284,949	340,246	282,976	97,512
Grants and Contracts Receivable	196,081	137,404	54,706	116,743	162,136
Prepaid Expenses	106,769	115,118	68,454	60,402	93,088
Other Current Assets	912,835	911,491	967,453	906,940	1,312,223
Total Current Assets	1,376,892	1,448,962	1,430,859	1,367,061	1,664,959
Non-Current Assets					
Property, Building and Equipment, net	956,750	821,943	684,276	556,463	431,613
Restricted Cash	-	75,887	100,066	100,116	100,129
Security Deposits	3,478	3,478	3,478	3,478	3,478
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	960,228	901,308	787,820	660,057	535,220
Total Assets	2,337,120	2,350,270	2,218,679	2,027,118	2,200,179

Cash, Assets and Liabilities

LIABILITIES and NET ASSETS
Current Liabilities

	2017-18	2018-19	2019-20	2020-21	2021-22
Accounts Payable and Accrued Expenses	77,715	13,742	9,179	26,400	49,292
Accrued Payroll and Payroll Taxes	405,017	228,706	217,842	282,903	516,359
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	217,918	184,868	188,483	141,417
Total Current Liabilities	482,732	460,366	411,889	497,786	707,068
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-
Total Long-Term Liabilities	-	-	-	-	-
Total Liabilities	482,732	460,366	411,889	497,786	707,068
NET ASSETS					
Unrestricted	1,833,209	1,941,137	1,911,017	1,067,306	926,719
Restricted	75,000	75,000	100,000	850,000	635,407
Total Net Assets	1,908,209	2,016,137	2,011,017	1,917,306	1,562,126
Total Liabilities and Net Assets	2,390,941	2,476,503	2,422,906	2,415,092	2,269,194

Net Assets
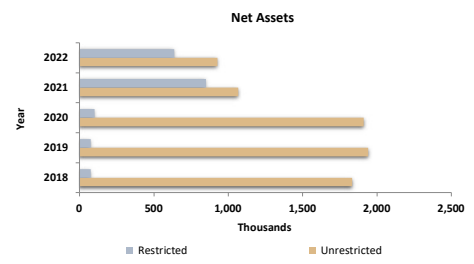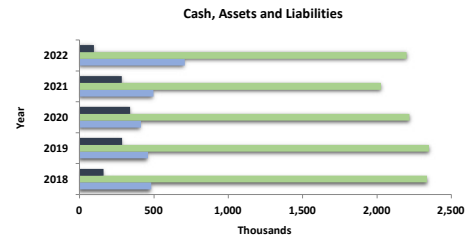
OPERATING REVENUE

	2017-18	2018-19	2019-20	2020-21	2021-22
State and Local Per Pupil Revenue - Reg. Ed	2,853,023	2,990,578	3,007,233	2,908,265	2,933,584
State and Local Per Pupil Revenue - SPED	-	-	-	-	-
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	242,999	239,340	69,884	138,698	377,835
State and City Grants	18,575	18,519	18,025	17,738	-
Other Operating Income	75,043	134,948	109,158	66,729	117,082
Total Operating Revenue	3,189,640	3,383,385	3,204,300	3,131,430	3,428,501
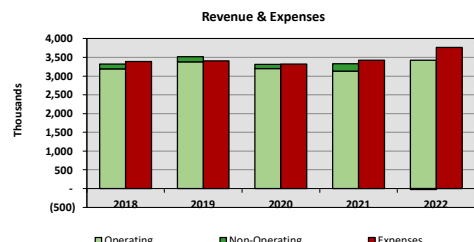
EXPENSES
Program Services

	2017-18	2018-19	2019-20	2020-21	2021-22
Regular Education	2,708,178	2,729,036	2,714,903	2,739,466	3,028,223
Special Education	91,888	86,180	88,679	124,896	93,872
Other Expenses	81,940	84,956	85,888	82,547	123,806
Total Program Services	2,882,006	2,900,172	2,889,470	2,946,909	3,245,901
Supporting Services					
Management and General	505,144	506,485	432,749	478,869	517,675
Fundraising	-	-	-	-	-
Total Support Services	505,144	506,485	432,749	478,869	517,675
Total Expenses	3,387,150	3,406,657	3,322,219	3,425,778	3,763,576
Surplus/Deficit from Operations	(197,510)	(23,272)	(117,919)	(294,348)	(335,075)

Revenue & Expenses
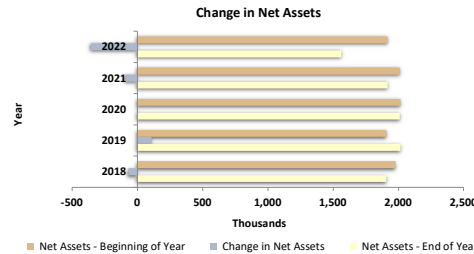
SUPPORT AND OTHER REVENUE

	2017-18	2018-19	2019-20	2020-21	2021-22
Interest and Other Income	44,838	31,244	25,386	33,548	25,057
Contributions and Grants	11,223	13,212	34,685	36,291	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	71,942	86,744	52,728	130,798	(45,162)
Total Support and Other Revenue	128,003	131,200	112,799	200,637	(20,105)
Change in Net Assets	(69,507)	107,928	(5,120)	(93,711)	(355,180)
Net Assets - Beginning of Year	1,977,716	1,908,209	2,016,137	2,011,017	1,917,306
Net Assets - End of Year	1,908,209	2,016,137	2,011,017	1,917,306	1,562,126

Change in Net Assets

REVENUE & EXPENSE BREAKDOWN
Revenue - Per Pupil

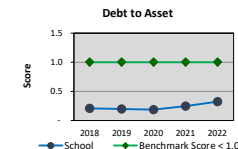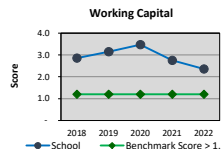|	2017-18	2018-19	2019-20	2020-21	2021-22
Operating	14,565	15,309	14,699	14,431	16,021
Support and Other Revenue	584	594	517	925	(94)
Total Revenue	15,149	15,903	15,216	15,355	15,927
Expenses - Per Pupil					
Program Services	13,160	13,123	13,254	13,580	15,168
Management and General, Fundraising	2,307	2,292	1,985	2,207	2,419
Total Expenses	15,466	15,415	15,240	15,787	17,587
% of Program Services	85.1%	85.1%	87.0%	86.0%	86.2%
% of Management and Other	14.9%	14.9%	13.0%	14.0%	13.8%
% of Revenue Exceeding Expenses	-2.1%	3.2%	-0.2%	-2.7%	-9.4%

Enrollment vs. Revenue & Expenses
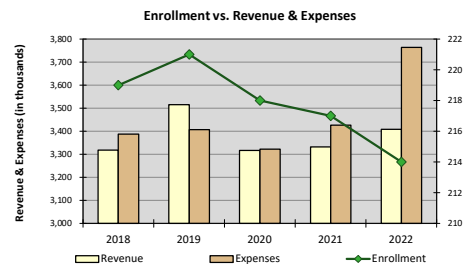
FINANCIAL COMPOSITE SCORE

	2017-18	2018-19	2019-20	2020-21	2021-22
Composite Score	2.42	2.91	2.59	2.46	2.20
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

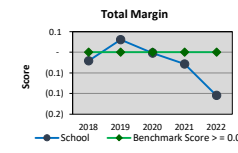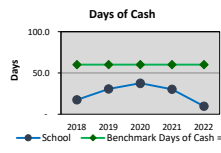|	2017-18	2018-19	2019-20	2020-21	2021-22
Net Working Capital	894,160	988,596	1,018,970	869,275	957,891
Working Capital (Current) Ratio	2.9	3.1	3.5	2.7	2.4
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

Working Capital | **Debt to Asset**

DEBT TO ASSET

	2017-18	2018-19	2019-20	2020-21	2021-22
Debt to Asset Ratio	0.2	0.2	0.2	0.2	0.3
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

	2017-18	2018-19	2019-20	2020-21	2021-22
Days of Cash	17.4	30.5	37.4	30.1	9.5
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

Days of Cash | **Total Margin**

TOTAL MARGIN

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Margin Ratio	(0.0)	0.0	(0.0)	(0.0)	(0.1)
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

Side labels: STATEMENT OF FINANCIAL POSITION — STATEMENT OF ACTIVITIES — AUDITED FINANCIALS — RATIOS, BENCHMARKS and FINDINGS — FISCAL ANALYSIS

New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

NYS BOARD OF REGENTS

AUTHORIZED CHARTER SCHOOLS

2021 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

April 2021

Prepared for Genesee Community Charter School

NYS Education Department Charter School Office

Introduction

In February of 2021, the NYSED Charter School Office (CSO) published the first iteration of three new annual surveys: parents/guardians of students, teachers, and students in grades 9 through 12.

Building upon NYSED's commitment to community-based authorizing, these surveys assisted in sharing community voice and provided Board of Regents-authorized charter schools with an invaluable tool to engage in school improvement. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. NYSED expects to see evidence of community voice, as well as a commitment to the principles of diversity, equity, and inclusion, as a central tenant of existing Board of Regents-authorized charter schools. Participation and the findings of these surveys are directly related to the standards of Benchmarks 2 and 3 of the Performance Framework for Board of Regents-authorized charter schools.

I am very pleased to share the school specific results of our first 'Survey of Parents/Guardians, Teachers, and Students 2021.' There was a total of 9,205 parent responses, 2,412 teacher responses, and 3,195 student responses from 92 Board of Regents-authorized charter schools.

Thank you to our charter schools for embracing the task of disseminating these surveys and assisting in the furtherance of our commitment to listening to your communities. I look forward to continuing our work together for the betterment of the students of the state of New York.

Sincerely,

David Frank
Executive Director, Charter Schools Office

Genesee Community CS   Response n = 60   Response Rate = 28%

		All Charter Schools		Genesee Community CS		Difference
Q1a The charter school has high academic expectations for my child.	**Strongly Agree**	77%	7,064	75%	45	-2
	Somewhat Agree	18%	1,633	25%	15	7
	Neither Agree nor Disagree	4%	331	0%	0	-4
	Somewhat Disagree	1%	96	0%	0	-1
	Strongly Disagree	1%	81	0%	0	-1
Q1b I am aware of the academic supports available to my child.	**Strongly Agree**	71%	6,563	73%	44	2
	Somewhat Agree	21%	1,916	22%	13	1
	Neither Agree nor Disagree	4%	401	2%	1	-2
	Somewhat Disagree	2%	198	3%	2	1
	Strongly Disagree	1%	127	0%	0	-1
Q1c The teaching quality at this school is very high.	**Strongly Agree**	72%	6,617	85%	51	13
	Somewhat Agree	20%	1,887	15%	9	-5
	Neither Agree nor Disagree	5%	443	0%	0	-5
	Somewhat Disagree	2%	154	0%	0	-2
	Strongly Disagree	1%	104	0%	0	-1
Q2a The school's discipline policy is clear.	**Strongly Agree**	72%	6,640	68%	41	-4
	Somewhat Agree	17%	1,557	20%	12	3
	Neither Agree nor Disagree	9%	792	7%	4	-2
	Somewhat Disagree	1%	122	2%	1	1
	Strongly Disagree	1%	94	3%	2	2

Genesee Community CS   Response n = 60   Response Rate = 28%

		All Charter Schools		Genesee Community CS		Difference
Q2b The school's discipline policy is fair to all students.	**Strongly Agree**	67%	6,210	63%	38	-4
	Somewhat Agree	18%	1,628	18%	11	0
	Neither Agree nor Disagree	11%	1,058	12%	7	1
	Somewhat Disagree	2%	159	7%	4	5
	Strongly Disagree	2%	150	0%	0	-2
Q2c The school's discipline policy is enforced by all teachers and staff.	**Strongly Agree**	67%	6,147	60%	36	-7
	Somewhat Agree	17%	1,574	13%	8	-4
	Neither Agree nor Disagree	13%	1,240	20%	12	7
	Somewhat Disagree	1%	133	3%	2	2
	Strongly Disagree	1%	111	3%	2	2
Q2d I am aware of how the school supports student social-emotional development.	**Strongly Agree**	67%	6,125	80%	48	13
	Somewhat Agree	20%	1,835	17%	10	-3
	Neither Agree nor Disagree	9%	840	3%	2	-6
	Somewhat Disagree	2%	218	0%	0	-2
	Strongly Disagree	2%	187	0%	0	-2
Q2e The school has social, emotional, and mental health programs and supports for all students.	**Strongly Agree**	61%	5,570	72%	43	11
	Somewhat Agree	20%	1,873	22%	13	2
	Neither Agree nor Disagree	15%	1,367	7%	4	-8
	Somewhat Disagree	2%	207	0%	0	-2
	Strongly Disagree	2%	188	0%	0	-2

Genesee Community CS   Response n = 60   Response Rate = 28%

		All Charter Schools		Genesee Community CS		Difference
Q3a The school provides a safe environment.	**Strongly Agree**	76%	7,006	90%	54	14
	Somewhat Agree	15%	1,366	7%	4	-8
	Neither Agree nor Disagree	7%	677	2%	1	-5
	Somewhat Disagree	1%	95	2%	1	1
	Strongly Disagree	1%	61	0%	0	-1
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	**Strongly Agree**	66%	6,075	72%	43	6
	Somewhat Agree	20%	1,801	15%	9	-5
	Neither Agree nor Disagree	11%	1,018	7%	4	-4
	Somewhat Disagree	2%	193	7%	4	5
	Strongly Disagree	1%	118	0%	0	-1
Q3c Classroom environments support learning and are generally free from disruption.	**Strongly Agree**	65%	5,997	67%	40	2
	Somewhat Agree	21%	1,916	28%	17	7
	Neither Agree nor Disagree	11%	1,026	5%	3	-6
	Somewhat Disagree	2%	160	0%	0	-2
	Strongly Disagree	1%	106	0%	0	-1
Q3d The school has high behavioral expectations for my child.	**Strongly Agree**	75%	6,923	75%	45	0
	Somewhat Agree	17%	1,570	17%	10	0
	Neither Agree nor Disagree	6%	581	7%	4	1
	Somewhat Disagree	1%	57	2%	1	1
	Strongly Disagree	1%	74	0%	0	-1

Genesee Community CS   Response n = 60   Response Rate = 28%

		All Charter Schools		Genesee Community CS		Difference
Q4a The school provides opportunities for parent participation within the school community.	**Strongly Agree**	69%	6,353	88%	53	19
	Somewhat Agree	19%	1,753	8%	5	-11
	Neither Agree nor Disagree	9%	827	0%	0	-9
	Somewhat Disagree	2%	152	3%	2	1
	Strongly Disagree	1%	120	0%	0	-1
Q4b I receive regular and timely information on my child's academic progress in my home language.	**Strongly Agree**	77%	7,104	82%	49	5
	Somewhat Agree	15%	1,398	17%	10	2
	Neither Agree nor Disagree	4%	354	0%	0	-4
	Somewhat Disagree	2%	204	0%	0	-2
	Strongly Disagree	2%	145	2%	1	0
Q4c The school uses many methods of communication with families.	**Strongly Agree**	80%	7,393	83%	50	3
	Somewhat Agree	14%	1,274	15%	9	1
	Neither Agree nor Disagree	4%	325	2%	1	-2
	Somewhat Disagree	1%	119	0%	0	-1
	Strongly Disagree	1%	94	0%	0	-1
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	**Strongly Agree**	76%	7,029	90%	54	14
	Somewhat Agree	16%	1,508	8%	5	-8
	Neither Agree nor Disagree	5%	418	2%	1	-3
	Somewhat Disagree	2%	159	0%	0	-2
	Strongly Disagree	1%	91	0%	0	-1

Genesee Community CS **Response n = 60** **Response Rate = 28%**

		All Charter Schools		Genesee Community CS		Difference
Q4e The school has a complaint policy that is easy to find.	**Strongly Agree**	53%	4,900	52%	31	-1
	Somewhat Agree	20%	1,820	15%	9	-5
	Neither Agree nor Disagree	21%	1,970	28%	17	7
	Somewhat Disagree	3%	288	0%	0	-3
	Strongly Disagree	2%	227	5%	3	3
Q4f The school has a complaint policy that is easy to understand.	**Strongly Agree**	55%	5,098	50%	30	-5
	Somewhat Agree	19%	1,744	12%	7	-7
	Neither Agree nor Disagree	21%	1,970	33%	20	12
	Somewhat Disagree	2%	211	0%	0	-2
	Strongly Disagree	2%	182	5%	3	3
Q4g The school informs parents about how it performs compared to other schools in the district and New York State.	**Strongly Agree**	54%	4,989	58%	35	4
	Somewhat Agree	20%	1,803	20%	12	0
	Neither Agree nor Disagree	19%	1,754	20%	12	1
	Somewhat Disagree	4%	364	0%	0	-4
	Strongly Disagree	3%	295	2%	1	-1
Q5 Thinking about this school's board meetings, which of the following statements best applies to you?	**I attend almost every board meeting**	15%	1,375	3%	2	-12
	I occasionally attend board meetings	27%	2,477	18%	11	-9
	I know when board meetings take place, but do not attend	31%	2,808	52%	31	21
	I do not know when board meetings take place and I do not attend	28%	2,545	27%	16	-1

Genesee Community CS   **Response n = 60**   **Response Rate = 28%**

		All Charter Schools		Genesee Community CS		Difference
Q6 Do you feel the school is fulfilling its mission?	**Yes**	87%	7,969	97%	58	10
	No	4%	353	2%	1	-2
	I don't know the school's mission	10%	883	2%	1	-8
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	**Strongly Agree**	52%	4,758	77%	46	25
	Somewhat Agree	12%	1,073	10%	6	-2
	Neither Agree nor Disagree	7%	685	2%	1	-5
	Somewhat Disagree	1%	57	3%	2	2
	Strongly Disagree	0%	46	0%	0	0
	Did not experience in-person learning	28%	2,586	8%	5	-20
Q7b I am confident the school is following the proper safety standards.	**Strongly Agree**	58%	5,347	80%	48	22
	Somewhat Agree	10%	953	8%	5	-2
	Neither Agree nor Disagree	6%	507	2%	1	-4
	Somewhat Disagree	0%	43	2%	1	2
	Strongly Disagree	0%	39	0%	0	0
	Did not experience in-person learning	25%	2,316	8%	5	-17
Q7c My child has difficulty learning in the current school setting.	**Strongly Agree**	13%	1,186	3%	2	-10
	Somewhat Agree	13%	1,191	2%	1	-11
	Neither Agree nor Disagree	11%	1,021	8%	5	-3
	Somewhat Disagree	7%	604	12%	7	5
	Strongly Disagree	27%	2,455	65%	39	38
	Did not experience in-person learning	30%	2,748	10%	6	-20

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

Genesee Community CS   Response n = 60   Response Rate = 28%

		All Charter Schools		Genesee Community CS		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	**Strongly Agree**	23%	2,082	3%	2	-20
	Somewhat Agree	15%	1,419	23%	14	8
	Neither Agree nor Disagree	13%	1,207	10%	6	-3
	Somewhat Disagree	7%	631	15%	9	8
	Strongly Disagree	14%	1,301	38%	23	24
	Did not experience in-person learning	28%	2,565	10%	6	-18
Q8a The school has provided me with help to support my child's remote learning.	**Strongly Agree**	69%	6,334	80%	48	11
	Somewhat Agree	19%	1,739	17%	10	-2
	Neither Agree nor Disagree	6%	552	3%	2	-3
	Somewhat Disagree	3%	256	0%	0	-3
	Strongly Disagree	2%	202	0%	0	-2
	Did not experience remote learning	1%	122	0%	0	-1
Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	**Strongly Agree**	28%	2,552	8%	5	-20
	Somewhat Agree	21%	1,913	28%	17	7
	Neither Agree nor Disagree	11%	1,004	12%	7	1
	Somewhat Disagree	12%	1,094	23%	14	11
	Strongly Disagree	27%	2,529	28%	17	1
	Did not experience remote learning	1%	113	0%	0	-1

Genesee Community CS   Response n = 60   Response Rate = 28%

		All Charter Schools		Genesee Community CS		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	**Strongly Agree**	42%	3,829	35%	21	-7
	Somewhat Agree	25%	2,258	38%	23	13
	Neither Agree nor Disagree	11%	974	8%	5	-3
	Somewhat Disagree	7%	656	7%	4	0
	Strongly Disagree	15%	1,381	12%	7	-3
	Did not experience remote learning	1%	107	0%	0	-1
Q8d The internet in my home works when my child needs to access school materials for remote learning	**Strongly Agree**	65%	6,023	72%	43	7
	Somewhat Agree	22%	2,003	27%	16	5
	Neither Agree nor Disagree	5%	479	0%	0	-5
	Somewhat Disagree	4%	388	2%	1	-2
	Strongly Disagree	2%	227	0%	0	-2
	Did not experience remote learning	1%	85	0%	0	-1
Q8e My child has access to a tech device for school when needed for remote learning.	**Strongly Agree**	84%	7,747	92%	55	8
	Somewhat Agree	10%	928	7%	4	-3
	Neither Agree nor Disagree	3%	263	2%	1	-1
	Somewhat Disagree	1%	97	0%	0	-1
	Strongly Disagree	1%	88	0%	0	-1
	Did not experience remote learning	1%	82	0%	0	-1
Q9a I have a clear idea how the school is educating my child.	**Strongly Agree**	67%	6,173	82%	49	15
	Somewhat Agree	24%	2,170	18%	11	-6
	Neither Agree nor Disagree	6%	508	0%	0	-6
	Somewhat Disagree	3%	234	0%	0	-3
	Strongly Disagree	1%	120	0%	0	-1

Genesee Community CS   Response n = 60   Response Rate = 28%

		All Charter Schools		Genesee Community CS		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	**Strongly Agree**	39%	3,628	22%	13	-17
	Somewhat Agree	27%	2,507	37%	22	10
	Neither Agree nor Disagree	15%	1,420	17%	10	2
	Somewhat Disagree	9%	867	22%	13	13
	Strongly Disagree	9%	783	3%	2	-6
Q9c I am concerned about my child's social or emotional well-being.	**Strongly Agree**	35%	3,258	10%	6	-25
	Somewhat Agree	23%	2,123	43%	26	20
	Neither Agree nor Disagree	14%	1,313	5%	3	-9
	Somewhat Disagree	10%	877	17%	10	7
	Strongly Disagree	18%	1,634	25%	15	7
Q9d I am more connected with my child's day-to-day education now than ever before.	**Strongly Agree**	52%	4,773	43%	26	-9
	Somewhat Agree	24%	2,249	32%	19	8
	Neither Agree nor Disagree	15%	1,360	15%	9	0
	Somewhat Disagree	5%	447	8%	5	3
	Strongly Disagree	4%	376	2%	1	-2

NYSED CSO Parent Survey 2021

Genesee Community CS

OPEN1 Why did you choose this school for your child to attend?	Amazing reputation. Small community. Teacher continuity for two years in a row. Expeditionary learning.
	Bc it seemed hands on and perfect for my busy kindergartner
	Because I thought this would be the best experience for him diversity wise..
	Because it is the best school in the city of Rochester for my child. They have low teacher to student ratios and a lot of meaningful hands on activity as part of the educational curriculum, which keeps him interested and engaged as well as moving and learning. It's a smaller school so my child isn't lost in the shuffle of an oversized school with many classes per grade. It's one of the few schools in the city where my child can interact with children of different racial, ethnic and economic backgrounds, as well as those similar to his and learn to work with and feel comfortable with people who are different from him in a variety of ways, which I believe is equally important to his academic education.
	Because of its alternative methods (outdoor teaching and experiences, integrated arts, promoting independent and autonomous learning methods) for achieving academic excellence, because if its willingness to focus on the whole child and to incorporate social and emotional learning into the classroom, and its willingness to innovate and incorporate current local and social issues into curriculum
	Because of the hands-on learning and field studies. Students learn better when they are not confined to a room at a desk.
	Curriculum grounded in local history, community focus, expeditionary learning
	Elegí esta escuela porque me gusta el aprendizaje y educación que le dan a los niños.
	Expeditional Learning EL, diverse community
	GCCS has a great reputation and uses the expedition learning model that I am honored to have my child participate in.
	GCCS has an amazing reputation. We were incredibly fortunate to get a spot there. The school has amazing leadership and staff. It is an exemplary institution.
	GCCS has everything we were looking for in a school! We love the EL education model, incorporation of the arts, the diverse school community, and family involvement. Our children have thrived here!
	GCCS is a gem of a school. The teachers and their curriculum are amazing. Love that they focus on the arts. I wish I had a school like GCCS when I was in elementary school. Please make GCCS K-12.
	GCCS is an excellent community school with expedition learning.

Genesee Community CS

GCCS is an excellent school with passionate teachers.
GCCS is the only school in our area that provides high quality education in a dynamic, hands-on and diverse environment. It is important to us that our child is educated with children of a variety of backgrounds ethnically, racially and economically.
GCCS provides a unique and diverse opportunity for children to learn and grow. We love that they are learning about current events happening or past events that have happened in our community. GCCS has created a close knit, caring and family oriented environment for students and families alike. Our children are very receptive to this style of learning.
GCCS school teaching style is unique and makes students wants to engage and enjoy learning however this school had racial disparities in the youth accepted which I feel effect how at least one teacher engage with minority youth however their is a lot of great teachers at GCCS
Genesee Community Charter School has very dedicated teachers and staff. They work tirelessly to provide an excellent education.
I heard from many parents that this school was great!
I know a former students parent and he had great things to say about the school. As a "new" parent, the schools staff and teachers have really made transitioning through this tough time, as smooth as possible. They have worked really hard and it shows.
I love the connection to nature and our community.
I love the idea of expedition based learning and like how the school operates in general.
I love the model and dedication to expeditionary learning.
I strongly believe in its experiential model of learning.
Intentional learning environment that fosters connection with others and nature.
It has a strong curriculum and culture.
It has a unique curriculum and method, I was motivated by the expeditionary model.
It has an outstanding learning environment.
It is the best match for our family, through its life long values and love of learning, to its quality of education and sense of community. This school is a blessing and dream come true for the city of Rochester. I am in awe of the teachers and staff, and am always amazed at what my children are learning and how much they are encouraged and supported through their education and exploration.

Genesee Community CS

It's a much better charter school than the one the was in. I also get the support I need as a single dad.
It's awesome. Model, teaching, teachers, access to principal, connection to community, hands-on and experiential learning.
It's the best pick in the city
Its close to home, in a beautiful safe area, i love the school. I love that they do different things then other schools like meditation. I just feel its a great spot to explore all kinds of amazing things for kids.
Love the way they explore, build and expand themes, exhibitions
Love their program
My child learns best through hands on experiences and GCCS offers a unique expeditionary model. As a result, my child has excelled. The fact that teachers stay with a class for two years and really get to know a student and their family strengthens community and the learning experience.
My child was referred for this opportunity which we agreed as parents was an excellent choice.
My wife is a teacher & many friends have had their children attend.
Neighborhood Reputation and more students per grade get higher scores on standardized testing (although self-selection may have a bit to do with it)
Opportunities for leadership, communication and personal growth built into the curriculum.
Recommendations, when we visited the school we really enjoyed the environment and leadership. It has been a wonderful experience
Reputation + distinctive curriculum.
The arts curriculum is top notch relative to traditional school options
The expeditionary style of learning is aligned with my son's learning style.
The level of hands-on education (pre-Covid) that my child experiences is second to none. The teachers are outstanding. The field work is rigorous, and he never would have these experiences if he attended his home school.
Their expeditionary model of instruction, along with the annual field studies and overnight trips, complement how my child learns best.
This school is great with great teachers!

Genesee Community CS

We look at the school rate and we found that the gccs was the only chapter school with excellent academic, curriculum and staff . It was a bless that my daughter won that lottery . We love Gccs school .
We love the expedition learning model
We were new to the area and had heard recommendations about this school from several sources. We were fortunate to be selected by lottery.
it is good choice
reputation - everyone spoke about how well GCCS did with sparking curiosity and a love of learning in the kids, and I cannot agree more now that I have experienced it! It is truly a gem of a school.
siblings went there and it was a great experience.

Genesee Community CS

OPEN2 Please use the box below if you have any additional comments or concerns regarding this school or click SUBMIT to submit your survey.	
	Fantastic teachers and staff! Great school!
	GCCS should be a model for all charters!
	Great school
	I think the educators need more trainings on dealing with minority students and different challenges they face
	I want my child full in person learning I can't take virtual learning anymore
	I'm satisfied with GCCS. My daughter's 1st grade teacher is excellent!
	My sixth grader is the second of my children to attend this school. Even when we moved out of the district, to a town that has very high-performing schools, we chose to keep our son at GCCS. Our family is very grateful to this school.
	Our 6th grader has a 504 Plan, and we have found the school very accommodating.
	Teachers/staff have made a hard situation on family/children so much easier. They have transitioned smoothly between each phase of school changes between virtual, hybrid, and in person instruction
	The 4th grade teaching team (Dan Walpole and Laura Kraftschik) at GCCS are beyond compare. I have never seen a team make lemonade out of lemons the way they have done during this past crazy year. Whether they were teaching in person, all remote or hybrid, they have never skipped a beat. They've managed to allow all of the children to be engaged and have a voice regardless of where they are learning from. The lesson plans are current, informative and engaging. When there was protesting in our city, they gave the kids an opportunity to express their feelings and lead them to draw comparisons to how this was similar/different to protests in the past. They conducted interviews with local artists and musicians to show different forms of protest and encouraged the kids to find healthy ways to protest about things they may not agree with. It was an extremely thoughtful and well presented lesson that allowed our children to express themselves in such a fantastic way when many of them may have been feeling scared and unsettled. As a parent, I felt so fortunate to be able to listen in on these Zoom lessons and will be forever grateful for how they navigated such an emotional and difficult time for so many children.
	The State should look at the applicant makeup of Genesee Community Charter School in Rochester. I suspect they will find the applicants tend wealthier and whiter than both the school district AND other charter schools (as other area charters are high-discipline models that don't appeal to wealthier parents). With more wealthier white applicants, the school will end up whiter and wealthier as a result.

Genesee Community CS

The school does not address problems. There were instances this year alone where a student engaged in criminal activity on multiple occasions and it was not reported to authorities. The school does not provide policies and procedures on how criminal conduct by students is addressed. They acknowledged it happened, but the administration did not report it to authorities. There were multiple instances of criminal conduct by the same student. Furthermore, the school director has violated HIPAA surrounding Covid. It was again acknowledged by the board, but not by the director. Despite the problems it caused families, the school leader never apologized, attempted to remedy it, or took any steps to appease the situation. She acted outside the policies and procedures the school spent many months preparing for and conducting parent surveys on. The HIPAA violation continues to have consequences that the administration dismisses when approached.
The school favors upper-middle class families that have the luxury of having a stay-at-home parent. Volunteer activities and positions are tailored to fit them, as are "community" events. Few opportunities are available for parents who have to work and can't take the time off during the school day. Despite there being a lottery system, there are families that say to just let the school leader know you know them; waiting lists have been adjusted and positions offered out of order. Disciplinary policies are vague; details are difficult, if not impossible, to obtain. Families were told GCCS had policies in place, should covid become an issue. Once it did, GCCS failed to follow its own procedures and the school leader violated HIPPA protections. In general, the school leader is unavailable and difficult to contact, as is the board. Academically, the school is phenomenal. But there are barriers to getting administrative answers.
The third question in section 9 was tricky: up to that point "agree" meant something good. But for that question "disagree" = good. That might be a problem with the survey design.   GCCS is a good school. They are working hard and are a beacon of hope in Rochester. Our son graduated and now attends a public high school. He was well-prepared.
We wish GCCS was K-12

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	**Strongly Agree**	75%	1,804	70%	7	-5
	Somewhat Agree	19%	456	30%	3	11
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.	**Strongly Agree**	66%	1,602	80%	8	14
	Somewhat Agree	22%	528	0%	0	-22
	Neither Agree nor Disagree	8%	182	20%	2	12
	Somewhat Disagree	3%	66	0%	0	-3
	Strongly Disagree	1%	34	0%	0	-1
Q1c The school's curriculum is aligned vertically between grade levels.	**Strongly Agree**	59%	1,413	70%	7	11
	Somewhat Agree	28%	664	10%	1	-18
	Neither Agree nor Disagree	9%	219	10%	1	1
	Somewhat Disagree	3%	83	10%	1	7
	Strongly Disagree	1%	33	0%	0	-1
Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	**Strongly Agree**	60%	1,436	70%	7	10
	Somewhat Agree	29%	692	20%	2	-9
	Neither Agree nor Disagree	5%	130	0%	0	-5
	Somewhat Disagree	4%	108	10%	1	6
	Strongly Disagree	2%	46	0%	0	-2

Genesee Community CS   **Response n = 10**

		All Charter Schools		Genesee Community CS		Difference
Q1e The curriculum is systematically reviewed and revised.	**Strongly Agree**	61%	1,480	70%	7	9
	Somewhat Agree	24%	576	30%	3	6
	Neither Agree nor Disagree	8%	196	0%	0	-8
	Somewhat Disagree	4%	101	0%	0	-4
	Strongly Disagree	2%	59	0%	0	-2
Q1f The school has a strong science curriculum.	**Strongly Agree**	42%	1,009	40%	4	-2
	Somewhat Agree	27%	660	40%	4	13
	Neither Agree nor Disagree	21%	509	10%	1	-11
	Somewhat Disagree	6%	135	10%	1	4
	Strongly Disagree	4%	99	0%	0	-4
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	**Strongly Agree**	65%	1,572	80%	8	15
	Somewhat Agree	27%	650	20%	2	-7
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	34	0%	0	-1
Q2b Instructional delivery fosters engagement with all students.	**Strongly Agree**	61%	1,468	90%	9	29
	Somewhat Agree	31%	751	10%	1	-21
	Neither Agree nor Disagree	4%	104	0%	0	-4
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	20	0%	0	-1

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	**Strongly Agree**	63%	1,509	70%	7	7
	Somewhat Agree	28%	673	30%	3	2
	Neither Agree nor Disagree	5%	110	0%	0	-5
	Somewhat Disagree	4%	90	0%	0	-4
	Strongly Disagree	1%	30	0%	0	-1
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	**Strongly Agree**	58%	1,405	60%	6	2
	Somewhat Agree	26%	634	40%	4	14
	Neither Agree nor Disagree	6%	146	0%	0	-6
	Somewhat Disagree	7%	166	0%	0	-7
	Strongly Disagree	3%	61	0%	0	-3
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	**Strongly Agree**	64%	1,535	90%	9	26
	Somewhat Agree	23%	560	10%	1	-13
	Neither Agree nor Disagree	6%	154	0%	0	-6
	Somewhat Disagree	5%	111	0%	0	-5
	Strongly Disagree	2%	52	0%	0	-2
Q3a The school uses a system of formative, diagnostic, and summative assessments.	**Strongly Agree**	69%	1,676	60%	6	-9
	Somewhat Agree	25%	606	40%	4	15
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	2%	37	0%	0	-2
	Strongly Disagree	1%	16	0%	0	-1

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	**Strongly Agree**	67%	1,623	80%	8	13
	Somewhat Agree	26%	633	20%	2	-6
	Neither Agree nor Disagree	4%	89	0%	0	-4
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	26	0%	0	-1
Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	**Strongly Agree**	63%	1,508	70%	7	7
	Somewhat Agree	26%	632	30%	3	4
	Neither Agree nor Disagree	6%	152	0%	0	-6
	Somewhat Disagree	4%	87	0%	0	-4
	Strongly Disagree	1%	33	0%	0	-1
Q3d The school modifies its academic program after using data measurements.	**Strongly Agree**	59%	1,419	60%	6	1
	Somewhat Agree	26%	631	40%	4	14
	Neither Agree nor Disagree	8%	190	0%	0	-8
	Somewhat Disagree	5%	124	0%	0	-5
	Strongly Disagree	2%	48	0%	0	-2
Q3e The school uses multiple measures to assess student progress toward State learning standards.	**Strongly Agree**	64%	1,555	70%	7	6
	Somewhat Agree	25%	614	30%	3	5
	Neither Agree nor Disagree	6%	142	0%	0	-6
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	1%	25	0%	0	-1

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	**Strongly Agree**	72%	1,743	50%	5	-22
	Somewhat Agree	16%	375	30%	3	14
	Neither Agree nor Disagree	10%	238	20%	2	10
	Somewhat Disagree	1%	30	0%	0	-1
	Strongly Disagree	1%	26	0%	0	-1
Q4b The school follows the NYSED approved identification process for English language learners.	**Strongly Agree**	68%	1,648	60%	6	-8
	Somewhat Agree	17%	404	20%	2	3
	Neither Agree nor Disagree	12%	296	20%	2	8
	Somewhat Disagree	2%	38	0%	0	-2
	Strongly Disagree	1%	26	0%	0	-1
Q4c The school provides supports to meet the academic needs for students with disabilities.	**Strongly Agree**	67%	1,606	70%	7	3
	Somewhat Agree	23%	553	30%	3	7
	Neither Agree nor Disagree	5%	128	0%	0	-5
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	2%	42	0%	0	-2
Q4d The school provides supports to meet the academic needs for English language learners.	**Strongly Agree**	63%	1,520	80%	8	17
	Somewhat Agree	23%	560	20%	2	-3
	Neither Agree nor Disagree	8%	181	0%	0	-8
	Somewhat Disagree	4%	102	0%	0	-4
	Strongly Disagree	2%	49	0%	0	-2

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	**Strongly Agree**	72%	1,725	60%	6	-12
	Somewhat Agree	19%	466	40%	4	21
	Neither Agree nor Disagree	6%	148	0%	0	-6
	Somewhat Disagree	2%	49	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q4f The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	**Strongly Agree**	67%	1,627	90%	9	23
	Somewhat Agree	22%	533	10%	1	-12
	Neither Agree nor Disagree	7%	159	0%	0	-7
	Somewhat Disagree	3%	67	0%	0	-3
	Strongly Disagree	1%	26	0%	0	-1
Q5a The school has processes and procedures in place to address chronic absenteeism for all students.	**Strongly Agree**	55%	1,337	40%	4	-15
	Somewhat Agree	27%	644	20%	2	-7
	Neither Agree nor Disagree	8%	199	20%	2	12
	Somewhat Disagree	7%	157	10%	1	3
	Strongly Disagree	3%	75	10%	1	7
Q5b In general, attendance is not an issue at the school.	**Strongly Agree**	32%	776	60%	6	28
	Somewhat Agree	30%	719	30%	3	0
	Neither Agree nor Disagree	15%	353	10%	1	-5
	Somewhat Disagree	15%	353	0%	0	-15
	Strongly Disagree	9%	211	0%	0	-9

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q5c The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	**Strongly Agree**	50%	1,202	40%	4	-10
	Somewhat Agree	22%	541	20%	2	-2
	Neither Agree nor Disagree	23%	547	30%	3	7
	Somewhat Disagree	3%	75	10%	1	7
	Strongly Disagree	2%	47	0%	0	-2
Q5d The school has a process in place to measure and evaluate school climate culture.	**Strongly Agree**	51%	1,240	80%	8	29
	Somewhat Agree	27%	642	20%	2	-7
	Neither Agree nor Disagree	12%	301	0%	0	-12
	Somewhat Disagree	6%	136	0%	0	-6
	Strongly Disagree	4%	93	0%	0	-4
Q6a The school's discipline policy is clear.	**Strongly Agree**	54%	1,306	40%	4	-14
	Somewhat Agree	29%	696	40%	4	11
	Neither Agree nor Disagree	7%	178	0%	0	-7
	Somewhat Disagree	7%	169	20%	2	13
	Strongly Disagree	3%	63	0%	0	-3
Q6b The school's discipline policy is fair to all students.	**Strongly Agree**	57%	1,371	50%	5	-7
	Somewhat Agree	25%	601	40%	4	15
	Neither Agree nor Disagree	10%	248	10%	1	0
	Somewhat Disagree	6%	134	0%	0	-6
	Strongly Disagree	2%	58	0%	0	-2

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	**Strongly Agree**	44%	1,067	30%	3	-14
	Somewhat Agree	32%	766	50%	5	18
	Neither Agree nor Disagree	12%	281	0%	0	-12
	Somewhat Disagree	9%	216	20%	2	11
	Strongly Disagree	3%	82	0%	0	-3
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	**Strongly Agree**	49%	1,188	50%	5	1
	Somewhat Agree	25%	595	40%	4	15
	Neither Agree nor Disagree	14%	337	0%	0	-14
	Somewhat Disagree	7%	179	10%	1	3
	Strongly Disagree	5%	113	0%	0	-5
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	**Strongly Agree**	62%	1,484	80%	8	18
	Somewhat Agree	25%	613	10%	1	-15
	Neither Agree nor Disagree	8%	185	0%	0	-8
	Somewhat Disagree	4%	89	10%	1	6
	Strongly Disagree	2%	41	0%	0	-2
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	**Strongly Agree**	58%	1,409	70%	7	12
	Somewhat Agree	26%	626	20%	2	-6
	Neither Agree nor Disagree	9%	229	0%	0	-9
	Somewhat Disagree	5%	110	10%	1	5
	Strongly Disagree	2%	38	0%	0	-2

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	70%	7	-8
	Somewhat Agree	17%	409	30%	3	13
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	1%	29	0%	0	-1
	Strongly Disagree	1%	18	0%	0	-1
Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	1,596	80%	8	14
	Somewhat Agree	24%	590	20%	2	-4
	Neither Agree nor Disagree	6%	141	0%	0	-6
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	1%	28	0%	0	-1
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	70%	7	9
	Somewhat Agree	27%	662	30%	3	3
	Neither Agree nor Disagree	5%	130	0%	0	-5
	Somewhat Disagree	5%	110	0%	0	-5
	Strongly Disagree	2%	40	0%	0	-2
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	70%	7	3
	Somewhat Agree	22%	528	30%	3	8
	Neither Agree nor Disagree	6%	134	0%	0	-6
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	39	0%	0	-2

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	**Strongly Agree**	76%	1,836	90%	9	14
	Somewhat Agree	20%	480	10%	1	-10
	Neither Agree nor Disagree	2%	59	0%	0	-2
	Somewhat Disagree	1%	24	0%	0	-1
	Strongly Disagree	1%	13	0%	0	-1
Q7f There is a uniform expectation for all teachers' classroom management in your school.	**Strongly Agree**	66%	1,600	90%	9	24
	Somewhat Agree	23%	554	10%	1	-13
	Neither Agree nor Disagree	6%	138	0%	0	-6
	Somewhat Disagree	4%	85	0%	0	-4
	Strongly Disagree	1%	35	0%	0	-1
Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?	**Name Given**	66%	1,597	100%	10	34
	Don't Know	34%	815	0%	0	-34
Q9 When is the last time you received a copy of the school's DASA policy?	**This school year**	61%	1,469	50%	5	-11
	The previous school year	16%	381	40%	4	24
	Prior to the previous school year	5%	121	10%	1	5
	I'm not aware of any DASA policy	18%	441	0%	0	-18
Q10 When is the last time you received DASA training?	**<1 year ago**	48%	1,147	10%	1	-38
	1-2 years ago	23%	549	40%	4	17
	3-4 years ago	11%	270	20%	2	9
	>4 years ago	9%	214	10%	1	1
	I've never received DASA training	10%	232	20%	2	10
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	**Name Given**	49%	1,191	40%	4	-9
	Don't Know	51%	1,221	60%	6	9

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q11a The school provides opportunities for parent participation within the school community.	**Strongly Agree**	66%	1,601	90%	9	24
	Somewhat Agree	24%	579	10%	1	-14
	Neither Agree nor Disagree	6%	139	0%	0	-6
	Somewhat Disagree	3%	68	0%	0	-3
	Strongly Disagree	1%	25	0%	0	-1
Q11b Parents receive regular and timely information on their child's academic progress in their home language.	**Strongly Agree**	71%	1,721	60%	6	-11
	Somewhat Agree	22%	528	30%	3	8
	Neither Agree nor Disagree	4%	90	0%	0	-4
	Somewhat Disagree	2%	54	10%	1	8
	Strongly Disagree	1%	19	0%	0	-1
Q11c The school uses many methods of communication with families.	**Strongly Agree**	81%	1,960	70%	7	-11
	Somewhat Agree	15%	365	30%	3	15
	Neither Agree nor Disagree	2%	48	0%	0	-2
	Somewhat Disagree	1%	27	0%	0	-1
	Strongly Disagree	0%	12	0%	0	0
Q11d The school seeks feedback from parents through surveys, meetings, or some other way.	**Strongly Agree**	73%	1,772	100%	10	27
	Somewhat Agree	18%	443	0%	0	-18
	Neither Agree nor Disagree	6%	134	0%	0	-6
	Somewhat Disagree	2%	39	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	**Strongly Agree**	66%	1,599	60%	6	-6
	Somewhat Agree	22%	536	30%	3	8
	Neither Agree nor Disagree	7%	175	10%	1	3
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q11f The school informs parents about how it performs compared to other schools in the district and New York State.	**Strongly Agree**	59%	1,425	60%	6	1
	Somewhat Agree	18%	437	40%	4	22
	Neither Agree nor Disagree	20%	475	0%	0	-20
	Somewhat Disagree	2%	43	0%	0	-2
	Strongly Disagree	1%	32	0%	0	-1
Q12a The school has social, emotional, and mental health programs and supports for all students.	**Strongly Agree**	68%	1,632	80%	8	12
	Somewhat Agree	23%	553	10%	1	-13
	Neither Agree nor Disagree	4%	106	0%	0	-4
	Somewhat Disagree	3%	84	10%	1	7
	Strongly Disagree	2%	37	0%	0	-2
Q12b School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	**Strongly Agree**	54%	1,299	30%	3	-24
	Somewhat Agree	24%	578	30%	3	6
	Neither Agree nor Disagree	14%	335	20%	2	6
	Somewhat Disagree	6%	144	20%	2	14
	Strongly Disagree	2%	56	0%	0	-2

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	**Strongly Agree**	53%	1,276	50%	5	-3
	Somewhat Agree	23%	552	0%	0	-23
	Neither Agree nor Disagree	17%	400	30%	3	13
	Somewhat Disagree	5%	129	20%	2	15
	Strongly Disagree	2%	55	0%	0	-2
Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	**Strongly Agree**	58%	1,409	50%	5	-8
	Somewhat Agree	26%	624	40%	4	14
	Neither Agree nor Disagree	8%	189	0%	0	-8
	Somewhat Disagree	6%	133	10%	1	4
	Strongly Disagree	2%	57	0%	0	-2
Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	**Strongly Agree**	46%	1,106	40%	4	-6
	Somewhat Agree	16%	393	10%	1	-6
	Neither Agree nor Disagree	32%	766	40%	4	8
	Somewhat Disagree	3%	76	10%	1	7
	Strongly Disagree	3%	71	0%	0	-3
Q13 How many total years of K-12 teaching experience do you have?	**Less than 1 year**	6%	146	0%	0	-6
	1-3 years	21%	513	10%	1	-11
	4-6 years	29%	711	20%	2	-9
	7-10 years	19%	466	30%	3	11
	More than 10 years	24%	576	40%	4	16

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q14 How long have you been teaching in this school in your current grade level?	**Less than 1 year**	25%	602	10%	1	-15
	1-3 years	44%	1,065	50%	5	6
	4-6 years	22%	523	10%	1	-12
	7-10 years	6%	134	20%	2	14
	More than 10 years	4%	88	10%	1	6
Q15 How long have you been teaching in this school in your current subject area/teaching assignment?	**Less than 1 year**	19%	470	0%	0	-19
	1-3 years	42%	1,016	40%	4	-2
	4-6 years	24%	584	20%	2	-4
	7-10 years	7%	180	10%	1	3
	More than 10 years	7%	162	30%	3	23
Q16a The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	**Strongly Agree**	60%	1,439	80%	8	20
	Somewhat Agree	26%	625	10%	1	-16
	Neither Agree nor Disagree	6%	137	0%	0	-6
	Somewhat Disagree	5%	121	10%	1	5
	Strongly Disagree	4%	90	0%	0	-4
Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	**Strongly Agree**	53%	1,273	50%	5	-3
	Somewhat Agree	27%	658	40%	4	13
	Neither Agree nor Disagree	7%	172	0%	0	-7
	Somewhat Disagree	8%	185	10%	1	2
	Strongly Disagree	5%	124	0%	0	-5

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q16c The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.	**Strongly Agree**	48%	1,154	40%	4	-8
	Somewhat Agree	26%	639	50%	5	24
	Neither Agree nor Disagree	12%	294	0%	0	-12
	Somewhat Disagree	8%	201	10%	1	2
	Strongly Disagree	5%	124	0%	0	-5
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	**Strongly Agree**	56%	1,353	80%	8	24
	Somewhat Agree	24%	578	10%	1	-14
	Neither Agree nor Disagree	8%	189	0%	0	-8
	Somewhat Disagree	7%	166	10%	1	3
	Strongly Disagree	5%	126	0%	0	-5
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	**Strongly Agree**	54%	1,304	70%	7	16
	Somewhat Agree	26%	635	30%	3	4
	Neither Agree nor Disagree	10%	251	0%	0	-10
	Somewhat Disagree	6%	141	0%	0	-6
	Strongly Disagree	3%	81	0%	0	-3
Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	**Strongly Agree**	57%	1,370	80%	8	23
	Somewhat Agree	27%	657	10%	1	-17
	Neither Agree nor Disagree	8%	194	0%	0	-8
	Somewhat Disagree	5%	129	10%	1	5
	Strongly Disagree	3%	62	0%	0	-3

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q17c The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	**Strongly Agree**	60%	1,446	70%	7	10
	Somewhat Agree	24%	575	30%	3	6
	Neither Agree nor Disagree	8%	199	0%	0	-8
	Somewhat Disagree	5%	121	0%	0	-5
	Strongly Disagree	3%	71	0%	0	-3
Q18a The school has established procedures for effective collaboration among teachers.	**Strongly Agree**	62%	1,501	90%	9	28
	Somewhat Agree	27%	645	0%	0	-27
	Neither Agree nor Disagree	5%	125	0%	0	-5
	Somewhat Disagree	4%	92	10%	1	6
	Strongly Disagree	2%	49	0%	0	-2
Q18b The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	**Strongly Agree**	65%	1,567	70%	7	5
	Somewhat Agree	26%	621	30%	3	4
	Neither Agree nor Disagree	5%	129	0%	0	-5
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	2%	38	0%	0	-2
Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	**Strongly Agree**	58%	1,391	80%	8	22
	Somewhat Agree	25%	607	20%	2	-5
	Neither Agree nor Disagree	7%	171	0%	0	-7
	Somewhat Disagree	6%	136	0%	0	-6
	Strongly Disagree	4%	107	0%	0	-4

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q18d The school provides you with the resources and support to do your job well when teaching remotely.	**Strongly Agree**	63%	1,514	60%	6	-3
	Somewhat Agree	24%	573	30%	3	6
	Neither Agree nor Disagree	6%	145	0%	0	-6
	Somewhat Disagree	5%	123	10%	1	5
	Strongly Disagree	2%	57	0%	0	-2
Q18e The school provides you with the resources and support to do your job well when teaching in-person.	**Strongly Agree**	64%	1,554	80%	8	16
	Somewhat Agree	22%	537	20%	2	-2
	Neither Agree nor Disagree	9%	219	0%	0	-9
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q18f The school provides you with the resources and support to do your job well when teaching concurrently.	**Strongly Agree**	57%	1,365	50%	5	-7
	Somewhat Agree	22%	529	20%	2	-2
	Neither Agree nor Disagree	16%	390	10%	1	-6
	Somewhat Disagree	3%	71	10%	1	7
	Strongly Disagree	2%	57	10%	1	8
Q19 How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	**Strongly Agree**	45%	1,077	70%	7	25
	Somewhat Agree	33%	804	20%	2	-13
	Neither Agree nor Disagree	10%	244	0%	0	-10
	Somewhat Disagree	7%	180	0%	0	-7
	Strongly Disagree	4%	107	10%	1	6

Genesee Community CS   Response n = 10

		All Charter Schools		Genesee Community CS		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	**Well organized**	78%	1,878	90%	9	12
	Well attended	83%	2,012	100%	10	17
	Focused on relevant content	70%	1,696	90%	9	20
	Recognized by all faculty as valuable	45%	1,092	90%	9	45
	None of the above	2%	60	0%	0	-2
Q21 Please select all types of meetings where faculty members collaborate with one another.	**Team meetings**	94%	2,271	100%	10	6
	Department meetings	76%	1,834	40%	4	-36
	Staff meetings	86%	2,081	100%	10	14
	Informal planning time	78%	1,892	100%	10	22
	Teacher/professional leadership meetings	73%	1,764	100%	10	27
	Other	9%	226	30%	3	21

NYSED CSO Teacher Survey 2021

Genesee Community CS

Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:	Academically rigorous lessons in my classroom are presenting students with content where they are guided and supported to ask questions, make connections and think critically on their own and in collaboration with others.
	An academically rigorous lesson at GCCS could look many ways. Key elements would include specific, standards-based or standards-integrated learning targets, possibly a habits of character/scholarship learning target, and a cycle of different modes of engagement. It would have at least one formative assessment opportunity built in and would likely include some form of closing activity. For example, an ELA lesson might include opportunities for reading, thinking, talking, and writing as a way to work with the text and integrate knowledge and skills. Students would close by reflecting on their growth in a target, applying the new information they've gathered to a long-term target or guiding question, or completing an exit ticket of some kind.
	An academically rigorous lesson in my classrooom looks like active engagement amongst the students and based on the needs of each student. As a school, we are consistently looking at student data to drive our instruction. We hold the students to a high standard for where they are in that moment with that specific objective/target.
	An academically rigorous lesson in my kindergarten class would include learning target, mini-lesson, collaborative partner investigation or problem solving, group discussion, and independent application of concept.
	Closely reading a scientific text over several sessions, first for the gist, then looking at structure and mining it for content. Read, think, talk, write cycles.
	Learning target displayed, complex text, reach material for students

Genesee Community CS

	Standards-based, often using direct instruction or small group workshop model. Grade level or above texts are systematically text coded, notes are taken and students have to apply new content knowledge or skill in exit ticket, home learning practice, or towards a final product. A lesson sequence may last a two-days, but there is always a student check in to assess for understanding.
	Students are able to access content regardless of their level; they are pushed to think critically and problem solve; lots of small group work and choice in response; open ended questions...
	Students are collaborating to co-create definitions for words that they've found in an anchor text.
	We usually start with some sort of mystery, engaging intro, guiding question or hands-on engagement activity. We then generate questions and wonders. Then, students read about, discuss, learn from an expert, and otherwise explore the subject through a variety of learning modalities. Then students work on an independent or group product. Depending on the lessons, an exit Ticket or check for understanding is usually done at the end.

Genesee Community CS

Q2_Open2 Explain how you differentiate instruction for students in your classes:	Differentiation is key and is imperative. Most believe differentiation is set to support students with learning differences, however in my classroom and across our school differentiation is included in each lesson, unit, and daily planning. Differentiation during virtual learning includes different modes of student engagement: screen share, screen annotation, differentiated materials for individual students, texts shared on screen, read aloud, and provided with a hard copy. Students are provided reading passages based on their reading levels as well. Students who have mastered a current standard are challenged to increase their engagement thus supporting their needs as well!
	During math rotations, I can meet with small groups of students to provide differentiated instruction. I can also provide differentiated activities during independent work time.
	I use formative and summative assesments to see what level my students are each working at and then I provide lessons, materials and support as needed.
	It can be the same content taught at different paces (and different levels of support) with different groups, different text levels, the same text but with a recording to listen to, etc.
	Many ways: Different reading level of texts about the same topic, pre-teaching with visuals and or hands-on experiences, heterogeneous grouping so students can help each other, homogenous teacher-led small-groups for targeted needs, presenting information in a variety of ways. We also do many, many long-term projects that are designed to have multiple entry points and a "challenge by choice" element. I think of these as being self-differentiating - each kid can engage with the same learning, but at a level that works for them.
	Often times a UDL approach not used by all, scaffolds, graphic organizers, pre teach vocab

Genesee Community CS

Sometimes I pre-teach or front load content to my MLLs, other times I scaffold tasks with things like graphic organizers or visual cues. Sometimes I'll offer instructional videos that re-teach the lesson for students to watch at home while they do their homework.
Students with IEP/ 504 Plans/ ELL services are often pre-taught vocabulary or preview texts and materials before full class instruction, either with teachers or service providers. We Make sure student are all working with grade level texts, but will adapt texts for length based on need. Written work follows a UDL model - everyone has access to note catchers, some students have some notes pre-added. Some students have access to Voice typing in Google docs to facilitate getting ideas down then revising/ editing. Advanced students may have additional texts to synthesize and incorporate into work.
We do a lot of flexible groupings throughout different parts of the day to accommodate different needs of many kinds. Various levels of support will be offered to students depending on their need for scaffolding in different topics and skills. We make use of our team of 2 teachers and a teaching assistant to provide additional support to students as needed and to prepare materials for students who need slightly different things. Differentiation varies from completely different lesson plans for some small groups to adjusted seating during a particularly challenging group task.
content area reading at their level; pre-teaching; small group work on targeted skills...

Genesee Community CS

Q3_Open How do you use data in your classroom to guide instruction?	At the K-1 level we use 2 or more types of benchmarking data to help guide overall instruction. We have curriculum-based benchmarking for foundational reading skills that is extremely powerful in identify student needs for learning to read and spell. This information is used to make adjustments for pacing and check address skill gaps. We also use i-Ready diagnostic assessments for both reading and math. These give us a general sense of where students are, and are particularly telling at the K-1 level in how students problem-solve and attend to directions. Data from i-Ready helpful in identifying possible instructional groupings for academic topics. For math, curriculum-based and teacher-created assessments are used along with anecdotal notes on student approaches to learning. The curriculum-based assessments are from the math curriculum (EngageNY's Eureka Math Modules).
	[continued from above] They track student progress towards standards in detail. For students who are having difficulty in math, we began using the "Bridges to Mathematics" intervention tools this year. Their screening tool identifies skill gaps and is used for choosing appropriate Tier 2 RtI lessons. Frequent formative assessment as well as summative assessment are used across all topics. Teacher-created summative and formative assessments are used to guide science and social studies curriculum. We also use assessments from EL education's integrated Science and ELA curriculum when it aligns with ours to track student progress towards the state standards.
	During virtual learning students complete both ELA and Math weekly assessments that guide our instruction. We also include daily exit tickets in our lessons. We also hold summative assessments at the end of each unit as well as diagnostic assessments throughout the school year to help guide our instruction and the needs of the students.
	I use it to group students for small group instruction and to know which students we should refer to the MTSS or RtI team.

Genesee Community CS

	I use the qualitative and quantitative data I collect to plan lessons and activities moving forward.
	It helps support groupings and students who I'll provide additional supports to
	Use data to create student groupings know what areas to focus on
	We use benchmark assessments to document growth as well as to identify strengths and areas of need in each student.
	We use data to differentiate instruction during designated RTI times. This helps us make small groups and/or assign differentiated work to groups of kids. Also, for the most part, we create our own curriculum. So data will drive what we need to focus on and/or spend the most time on together.
	iReady diagnostics and lessons (along with Khan Academy) provide some data to help me see which kids are meeting standards/ targets. We also use exit tickets as a barometer of lesson effectiveness and group understanding. Summative assessments allow us to see if we are ready to move on and provide catch up or RTI for those who need more time on a particular skill.
	pre assessments for planning, ongoing formative assessments for adjusting planning, summative assessments for reporting to students and families

Genesee Community CS

Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.	Collaboration occurs at all levels and with multiple staff members to ensure any discipline concerns are raised respectfully, thoughtfully and with the student's needs at the forefront. We work with counselors, deans, co-teachers, families, and leadership to address next steps to support the student and identify the lagging skills to then provide the student with the support needed to meet goals.
	It should be noted that our discipline policy is currently being revised and that the discipline policy published by the school is not necessarily the one that is followed. A sixth grade class worked several years ago to suggest changes to the policy based on feedback from students and teachers, and the school board and administration are finishing those revisions this year. The process for raising concerns remains unchanged as of this year. We can raise concerns directly if need be by going to the school leadership. We have frequent check-in meetings with the intervention team where we can raise behavior concerns that need attention but that are less urgent or discuss updates and changes to past discipline concerns. We also have a team of teachers within in each room, so we are able to consult with one another almost immediately to determine how to approach general discipline issues as a united front.
	Regularly scheduled meetings with the RtI team, RtI referrals, emails to the RtI liaison as needed.
	Teachers can seek the support of the intervention team that consists of academic support staff, a social worker and a restorative justice coach.
	Team planning time discussions, work with SEL teams (social worker and restorative practices), communication with parents, communication with school leader
	We can go directly to our SEL team with discipline concerns (urgent) or we can sign up to be on the weekly agenda for review of students needing some level of support. Anecdotal records, BIPs, and conferencing with care givers are other ways we address behavior concerns.

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	We have an intervention team to assist in observation, crisis intervention, behavior plan development, SEL coaching and instruction in the classroom.
	We have regular meetings with our intervention team. We also can communicate directly to that team as needed. There is a documentation process for these meetings as well.
	discussion at targeted staff meetings
	we have regular RTI meetings with support staff-interventionists, restorative practices coach, social worker

Genesee Community CS

Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."	After an incident, teachers file an incident report and it is handled by our School Leader and/ or the DASA coordinator. Bullying requires ongoing documentation and intervention. Students who have been found to bully/ harass are separated from the individual/ group; they may be sent home depending on the severity of the incident, but ultimately we want kids in school learning how to resolve conflicts. Counseling may be required for students and participation in restorative circles may also be a requirement for re-entry to the classroom. Parents are informed of these steps along the way and they are in our code of conduct.
	Any possible instance of bullying is brought to one of our two DASA coordinators for investigation. If a parent reports such concerns, this is also brought to the attention of the School Leader within 24 hours.
	Use of Responsive Classroom, Ophelia Project, Second Step and other SEL strategies to be proactive. Problem solving conferences and restorative work when appropriate. Bullying reports shared with DASA coordinator
	We follow the Responsive Classroom principles for school climate and classroom management. Anti-bullying, anti-discrimination and anti-harassment is inherent in those principles .
	We have a restorative practices coach and a social worker who lead restorative circles or mediations.
	We have a staff member who addresses all of those issues when they are reported to her. She has had specific training to address and work with students in these areas.
	We spend a lot of time creating common language and expectations across the school. We are purposely very consistent in our approach so that students feel part of our larger community. We treat our social curriculum as important as our academics and spend a great deal of time teaching and debriefing social situations and expectations.

Genesee Community CS

When addressing issues of bullying, discrimination, and harassment we refer to the handbook policy that provides clear and concise guidelines around these areas. If any of the above are suspected, teachers, deans, leadership, and families discuss the incident(s) and determine if the event is deemed bullying, discrimination and/or harassment. We work collaboratively to determine the which if any has occurred, and next steps.
don't know
we have a staff member trained in handling bullying and direct any problems to her

Genesee Community CS

Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:	Daily Morning Meetings and Crew Structures, regular SEL (social-emotional learning) lessons led by teachers and also our school's intervention team, we have a Restorative Practices coach.
	Schoolwide Community Circles every Wednesday with a focus on belonging, character, celebrating successes. Use of Second Step, Responsive Classroom. Whole class (in half-class groups) works regularly with social worker and restorative practices coach and individual students with greater needs have increased attention from SEL team. Classroom teachers find times to check in with students and families.
	Second Step curriculum, Responsive Classroom protocols, restorative practices
	We have a counselor as well as restorative justice coach; they push into classrooms to lead SEL lessons in person as well as online. These lessons align to our Responsive Classroom approach.
	We have a social worker and restorative justice coach on staff. They provide individual and small group work, in-class whole group SEL lessons, coaching for teachers, resources for both children and teaching staff, facilitation of Second Step curriculum, mindfulness work and writing behavior plans.
	We have a social worker and restorative practices coach who push into our classrooms. They also pull students as necessary for skill building. They are both resources for classroom teachers as well
	We have an intervention team that supports teachers in supporting students who may need extra social and emotional support. Our social worker and restorative justice coach have pushed in to lead weekly lessons in support of student's mental health as well as leading PD so teachers could be better supports too.

Genesee Community CS

We have several options for Social-emotional learning available to us. As a baseline, the whole school has a strong basis in the Responsive Classroom management approach. This approach prioritizes students feeling safe, having a sense of ownership in the class and school, and having clear routines and expectations. School-wide consistency in expectations is an enormous advantage for supporting students social-emotional and mental well-being. We also teach students about the Zones of Regulation. This provides shared language throughout the school for discussing emotion and feelings. This year we have also been using the Second Step curriculum as needed to support students. We have dedicated class social-emotional learning time with our Social Worker and Restorative Justice coach. Students are able to participate in small groups or individual times with our social worker. We have a crisis recovery space available.
We offer this daily- we often check in with students emotional state during the day, we use the emotional/mood tracker for students to identify their mental state and determine ways to use strategies to support them. Students also have a grade level counselor they can turn to aside from their immediate teachers. They also have two deans to share thoughts with as well.
classroom teachers do their best, sometimes the part time social worker helps out; we started the Second Step program at the beginning of this year but with Covid it hasn't been consistent

Genesee Community CS

Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.	During Covid it has been classroom or Zoom observations with feedback provided post-lessons.
	Observations from school leader on a periodic basis
	Teacher evaluations are purely reflective based on the needs of the teacher, students, and school. We are all leaners and have areas of growth. This allows us to take a step back and see what we do really well, and which areas we can continue to nurture.
	We are observed each year by our school leader. We put together goals and reflections each year and meet with school leader to discuss.
	We have a TDAP process where teachers set goals and work collaboratively with colleagues on this. We meet several times per year with the School Leader to share our professional goals and progress and to receive feedback. Teachers fill out questionnaires as part of the TDAP process where we self-assess across a variety of domains.
	We have a formal annual review. Teachers and the school leader fill out a formal evaluation together and discuss it.
	We have two elements to our teacher evaluations. One is a process/structure called "TDAP" (Teacher professional Development and Accountability Plan). This includes self-assessment, the development and documentation of one or more goals for each teaching year, and work with colleagues as professional learning partners. We are also observed by the school leader and complete an evaluation in collaboration with the school leader at the end of each year. In this context we can discuss areas of strength and challenge and share observations of these areas from different perspectives.
	We set goals for ourselves and work to gather evidence of progress throughout the year. We meet with our school leader during the year to discuss our progress and needs.
	meet 1:1 with school leader

Genesee Community CS

	observations and one on one meetings with the school leader, coaching cycles to improve teaching and help prepare for evaluative observations

Genesee Community CS

Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.	Leadership may ask teachers to fill out surveys, email feedback, have an open discussion, listening circles or one to one meetings.
	Lots of times at professional development (every week on Wednesdays). Additionally, Shannon is often available for us to drop in and share how we are doing, including sharing feedback.
	Staff survey. We can also reach out to leadership when ever necessary.
	Surveys
	Surveys, 1:1 meetings
	Surveys, frequent check-ins at staff meetings.
	This year has been a bumper crop year for surveys with all of the changes happening. We have weekly staff meetings where feedback can be gathered as well and we can make decisions together when that is an option.
	We have surveys, PD reflections during staff meetings, team and individual meetings with school leader throughout the year
	staff meetings, surveys
	surveys, staff meetings

Genesee Community CS

Q22_Open Describe your understanding of the mission and key design elements of the school:	(RACS) reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers
	Our mission as a school is to provide a rigorous educational experience that acknowledges the innate capabilities of children and helps them develop a strong sense of community in our city and school. The curriculum is place-based - meaning that students learn about the history of the physical place and community that they are living in and this knowledge can connect them to similar understandings in the broader world. We aim to help our students become critical thinkers, articulate communicators, reflective questioners, and skilled problem-solvers. Our design elements include cultivating a sense of belonging and community within the school (hugely impacted by our use of the Responsive Classroom approach to classroom management), arts integration in the curriculum, and the Expeditionary Learning model through which we design our 3 expeditions for the year.
	Our mission is to provide a quality education despite any obstacles that might hinder students from receiving a rigorous education. The key design elements include that of the IB education as well which is set to support students in being well rounded in both learner attributes and in their education.
	Our mission is to provide a safe learning environment for all students where they are supported to become reflective questioners, critical thinkers and effective problem solvers.
	We are a diverse by design school. We also are linked to Expeditionary Learning, so we do Expeditions (long-term projects and focus areas). We are also arts-integrated, so the arts are a vital part of each kid's day. Much of our curriculum is based in local history or local natural resources.
	We are an EL education school that is values academic rigor, respect for diversity and community engagement.

Genesee Community CS

	We have a mission statement and guiding principles. We also have habits of character that we focus on throughout our curriculum.
	We work to create creative problem solvers, articulate communicators, critical thinkers and reflective questioners, with a focus on local science and history and arts integration. Looping and arts integration are key design elements, as are learning expeditions, fieldwork, guest experts and high quality PD.
	local history, natural world, EL education principles.
	mission in a nutshell: make sure our kids leave GCCS as reflective questioners, articulate communicators, skilled problem solvers, and critical thinkers to become productive members of our community. Key design elements include place-based curriculum and learning expeditions; arts integration; fieldwork and relationship with Rochester Museum & Science Center; co-teaching (3 adults in classroom); small and diverse by design.

Genesee Community CS

Q23_Open Please use this space to provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.	I've worked in several different charter and district schools in NY state. This is the best school I've ever worked at. It's a model for every school in NY state. We're sitting on a gold mine.
	Our school is awesome. There should be more schools like ours. It is SO important to have a truly diverse school setting, especially in city like Rochester and a county like Monroe, which are so de facto segregated. We have students from a wide range of backgrounds - underprivileged, privileged, latino, black, white, English Language Learners, students with disabilities, artistic kids, athletic kids - the true range of the American experience. Our kids are a model of how people from different backgrounds can come together to make a beautiful community.
	This is an exceptional school that has the needs of the students at the forefront. I intend to stay here for as long as I absolutely can because it is a place of growth, collaboration, and genuine care.
	This school year has been unusual in many ways and some of the things we usually do have been "paused" or have had to change hugely to adapt to teaching in hybrid and remote models. When appropriate, my answers here are a blend of what is "normal" for us and what we have lived this year, because this year is not a reflection of what our school truly does. One thing that is as true as it ever is: Our school has tried to go above and beyond in many ways this year. This is true of every level of our school from the board to the museum staff who help keep our building clean. This has not been easy. I am not aware of anyone involved with the school (students and families included) who has not worked incredibly hard to make this year work and be a positive experience for the students.

NYSED CSO Parent Survey 2022

GENESEE COMMUNITY CHARTER SCHOOL

36 RESPONSES

17% RESPONSE RATE

Academics
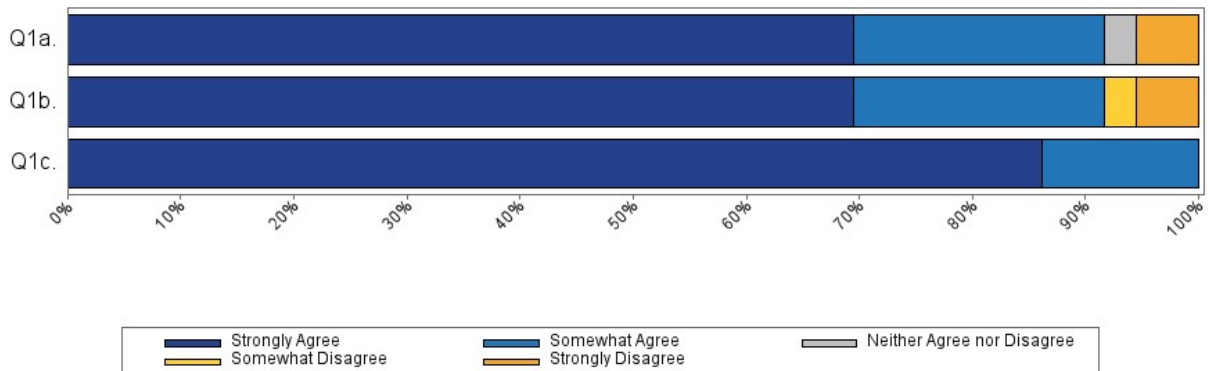
Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	69%	25	74%	4,204
	Somewhat Agree	22%	8	19%	1,080
	Neither Agree nor Disagree	3%	1	4%	225
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	6%	2	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	69%	25	70%	3,988
	Somewhat Agree	22%	8	20%	1,166
	Neither Agree nor Disagree	0%	0	4%	254
	Somewhat Disagree	3%	1	3%	143
	Strongly Disagree	6%	2	3%	144

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1c. The teaching quality at this school is very high.	Strongly Agree	86%	31	67%	3,790
	Somewhat Agree	14%	5	23%	1,335
	Neither Agree nor Disagree	0%	0	5%	309
	Somewhat Disagree	0%	0	3%	148
	Strongly Disagree	0%	0	2%	113

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GENESEE COMMUNITY CHARTER SCHOOL
# 36 RESPONSES
17% RESPONSE RATE

Behavior Managment and Safety
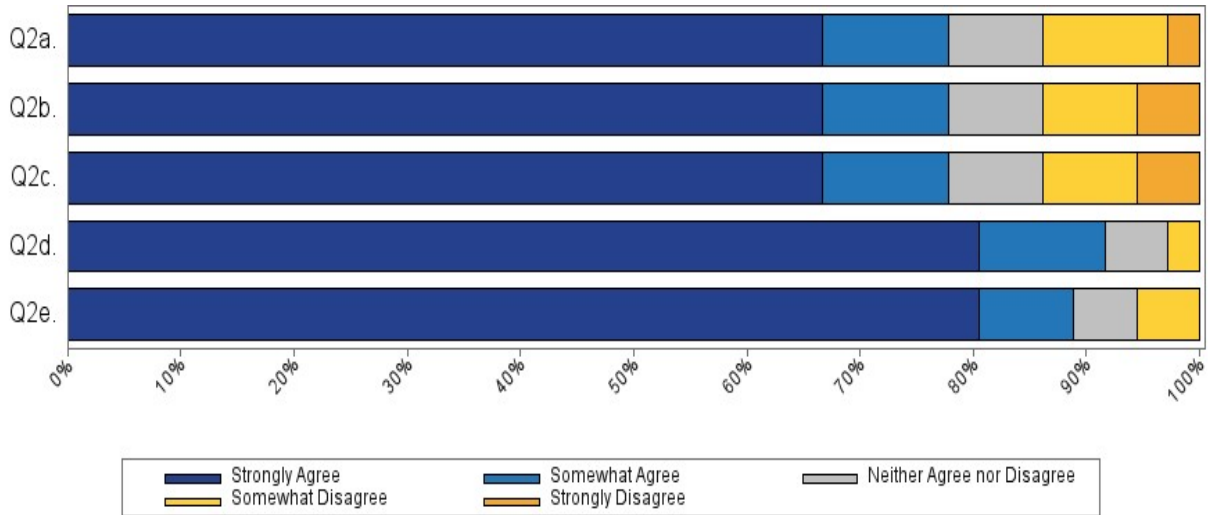
Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	67%	24	68%	3,849
	Somewhat Agree	11%	4	18%	1,051
	Neither Agree nor Disagree	8%	3	8%	456
	Somewhat Disagree	11%	4	3%	173
	Strongly Disagree	3%	1	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	67%	24	63%	3,610
	Somewhat Agree	11%	4	19%	1,068
	Neither Agree nor Disagree	8%	3	10%	593
	Somewhat Disagree	8%	3	4%	205
	Strongly Disagree	6%	2	4%	219

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	24	61%	3,481
	Somewhat Agree	11%	4	20%	1,132
	Neither Agree nor Disagree	8%	3	12%	703
	Somewhat Disagree	8%	3	3%	189
	Strongly Disagree	6%	2	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	81%	29	63%	3,610
	Somewhat Agree	11%	4	22%	1,233
	Neither Agree nor Disagree	6%	2	9%	498
	Somewhat Disagree	3%	1	3%	172
	Strongly Disagree	0%	0	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	81%	29	59%	3,372
	Somewhat Agree	8%	3	21%	1,183
	Neither Agree nor Disagree	6%	2	14%	809
	Somewhat Disagree	6%	2	3%	159
	Strongly Disagree	0%	0	3%	172

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GENESEE COMMUNITY CHARTER SCHOOL
36 RESPONSES
17% RESPONSE RATE

Support Services

Chart legend:
- This support/service is offered by the school
- My child and/or my family has used this support/service
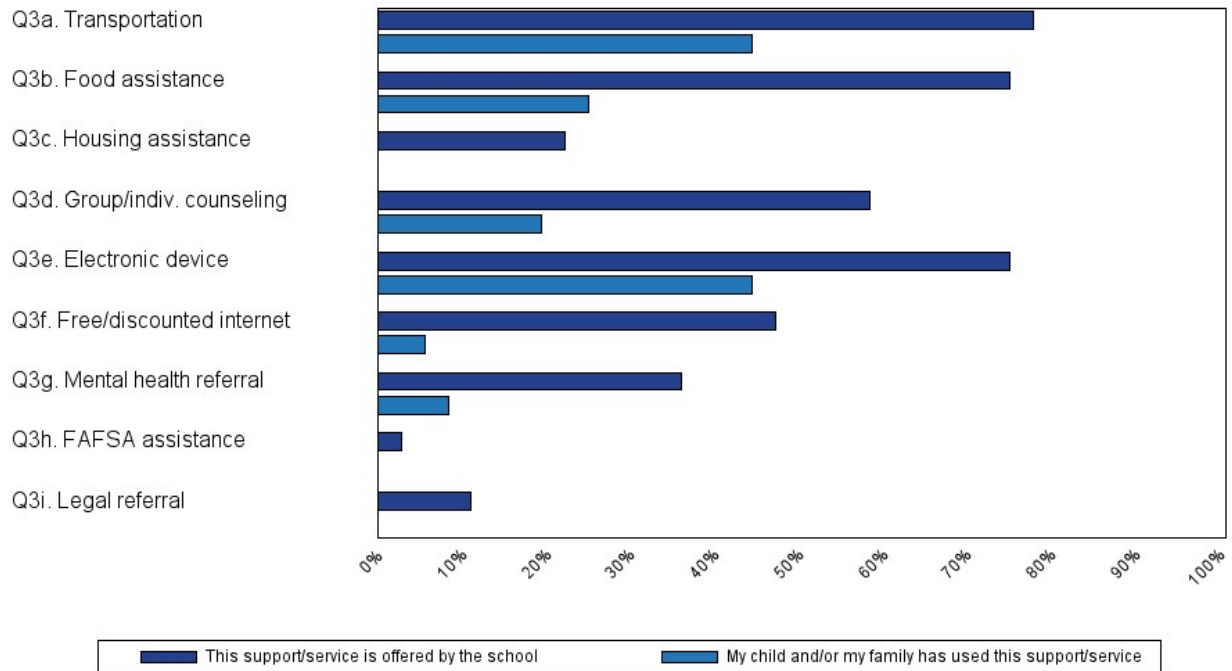
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	78%	28	68%	3,897
	My child and/or my family has used this support/service	44%	16	28%	1,601

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	75%	27	63%	3,572
	My child and/or my family has used this support/service	25%	9	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	22%	8	26%	1,475
	My child and/or my family has used this support/service	0%	0	8%	449
Q3d. Group/indiv. counseling	This support/service is offered by the school	58%	21	56%	3,182
	My child and/or my family has used this support/service	19%	7	16%	905
Q3e. Electronic device	This support/service is offered by the school	75%	27	70%	3,986
	My child and/or my family has used this support/service	44%	16	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	47%	17	43%	2,429
	My child and/or my family has used this support/service	6%	2	14%	799
Q3g. Mental health referral	This support/service is offered by the school	36%	13	42%	2,366

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3g. Mental health referral	My child and/or my family has used this support/service	8%	3	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	3%	1	34%	1,957
	My child and/or my family has used this support/service	0%	0	8%	470
Q3i. Legal referral	This support/service is offered by the school	11%	4	27%	1,523
	My child and/or my family has used this support/service	0%	0	5%	281

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Behavior Management
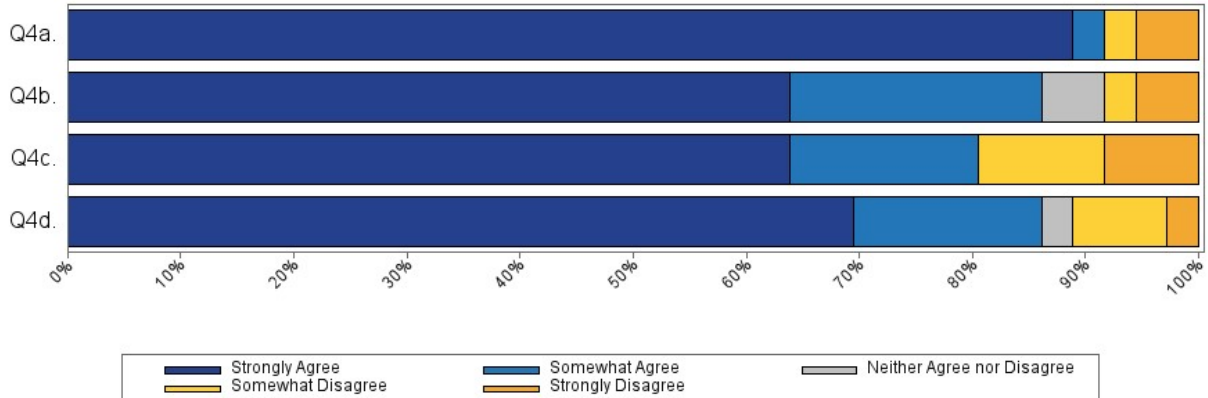
Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	89%	32	70%	3,988
	Somewhat Agree	3%	1	20%	1,160
	Neither Agree nor Disagree	0%	0	5%	296
	Somewhat Disagree	3%	1	3%	143
	Strongly Disagree	6%	2	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	64%	23	60%	3,406
	Somewhat Agree	22%	8	23%	1,293
	Neither Agree nor Disagree	6%	2	10%	546
	Somewhat Disagree	3%	1	4%	255
	Strongly Disagree	6%	2	3%	195

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	64%	23	59%	3,369
	Somewhat Agree	17%	6	24%	1,383
	Neither Agree nor Disagree	0%	0	10%	568
	Somewhat Disagree	11%	4	4%	221
	Strongly Disagree	8%	3	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	69%	25	71%	4,023
	Somewhat Agree	17%	6	20%	1,129
	Neither Agree nor Disagree	3%	1	7%	379
	Somewhat Disagree	8%	3	1%	84
	Strongly Disagree	3%	1	1%	80

NYSED CSO Parent Survey 2022
GENESEE COMMUNITY CHARTER SCHOOL
36 RESPONSES
17% RESPONSE RATE

Family Engagement and Communication
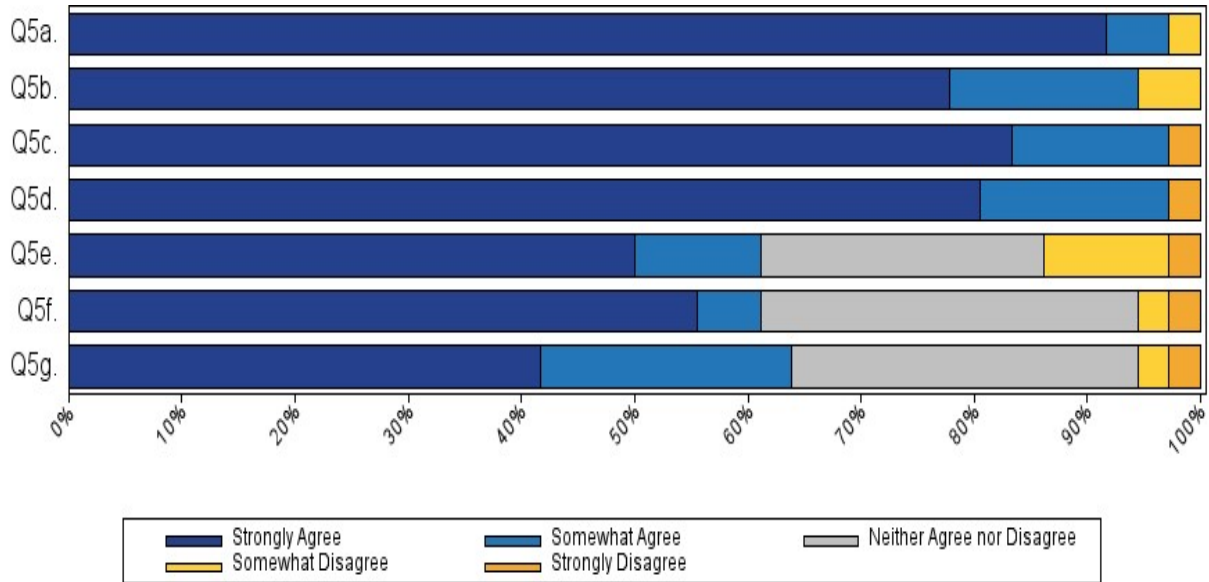
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	92%	33	63%	3,613
	Somewhat Agree	6%	2	21%	1,172
	Neither Agree nor Disagree	0%	0	10%	582
	Somewhat Disagree	3%	1	3%	175
	Strongly Disagree	0%	0	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	78%	28	74%	4,219
	Somewhat Agree	17%	6	16%	937
	Neither Agree nor Disagree	0%	0	4%	235
	Somewhat Disagree	6%	2	3%	157
	Strongly Disagree	0%	0	3%	147

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school uses many methods of communication with families.	Strongly Agree	83%	30	77%	4,411
	Somewhat Agree	14%	5	15%	875
	Neither Agree nor Disagree	0%	0	4%	213
	Somewhat Disagree	0%	0	2%	96
	Strongly Disagree	3%	1	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	81%	29	72%	4,123
	Somewhat Agree	17%	6	18%	1,003
	Neither Agree nor Disagree	0%	0	6%	324
	Somewhat Disagree	0%	0	2%	126
	Strongly Disagree	3%	1	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	50%	18	51%	2,911
	Somewhat Agree	11%	4	19%	1,055
	Neither Agree nor Disagree	25%	9	22%	1,271
	Somewhat Disagree	11%	4	4%	209
	Strongly Disagree	3%	1	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	56%	20	53%	3,016
	Somewhat Agree	6%	2	18%	1,018
	Neither Agree nor Disagree	33%	12	23%	1,295
	Somewhat Disagree	3%	1	3%	150
	Strongly Disagree	3%	1	4%	216

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5g. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	42%	15	51%	2,877
	Somewhat Agree	22%	8	19%	1,107
	Neither Agree nor Disagree	31%	11	20%	1,162
	Somewhat Disagree	3%	1	5%	261
	Strongly Disagree	3%	1	5%	288

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GENESEE COMMUNITY CHARTER SCHOOL

36 RESPONSES

17% RESPONSE RATE

Q6. Thinking about this school's board meetings, which of the following statements best applies to you?

28%

3%

8%

61%

- I attend almost every board meeting
- I do not know when board meetings take place and I do not attend
- I know when board meetings take place, but do not attend
- I occasionally attend board meetings
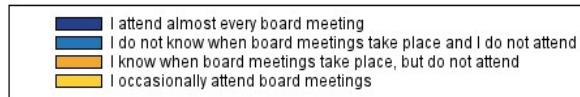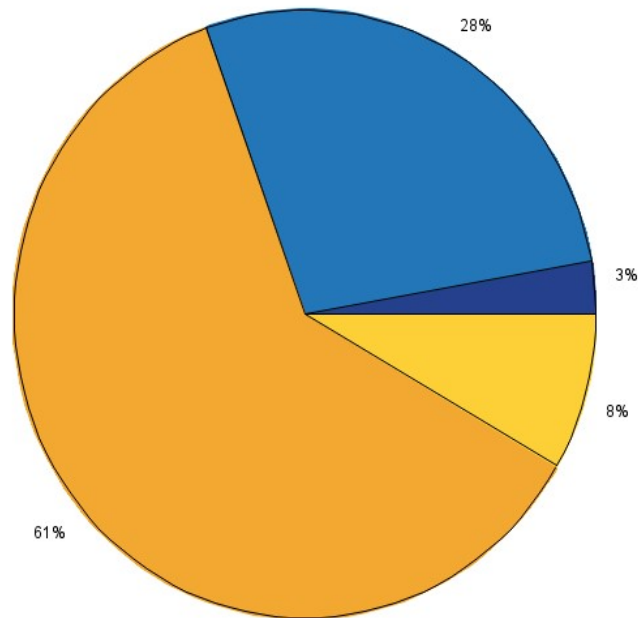
Board Meetings		**% by School**	**Total by School**	**% All Schools**	**Total All Schools**
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	3%	1	14%	808
	I occasionally attend board meetings	8%	3	23%	1,314
	I know when board meetings take place, but do not attend	61%	22	35%	1,975
	I do not know when board meetings take place and I do not attend	28%	10	28%	1,598

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GENESEE COMMUNITY CHARTER SCHOOL

36 RESPONSES

17% RESPONSE RATE

Q7. Do you feel the school is fulfilling its mission?
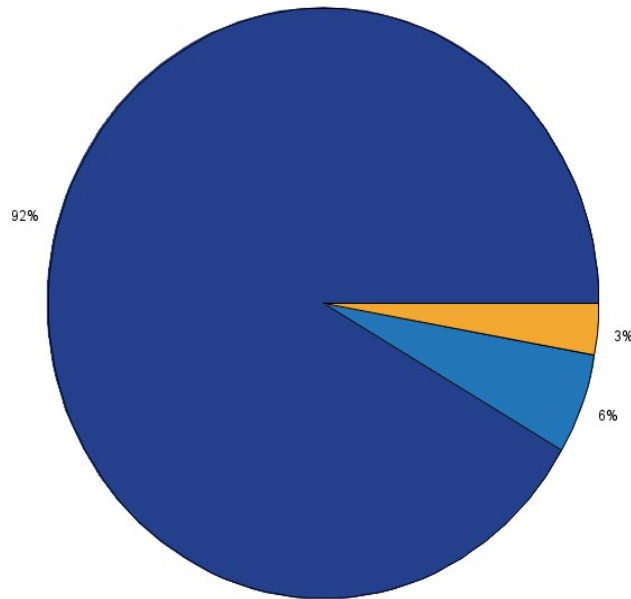
School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	92%	33	83%	4,724
	No	6%	2	6%	328
	I don't know the school's mission	3%	1	11%	643

NYSED CSO Parent Survey 2022

GENESEE COMMUNITY CHARTER SCHOOL

36 RESPONSES

17% RESPONSE RATE

COVID-19 In-Person Learning Environment

Legend: Strongly Agree | Somewhat Agree | Neither Agree nor Disagree | Somewhat Disagree | Strongly Disagree
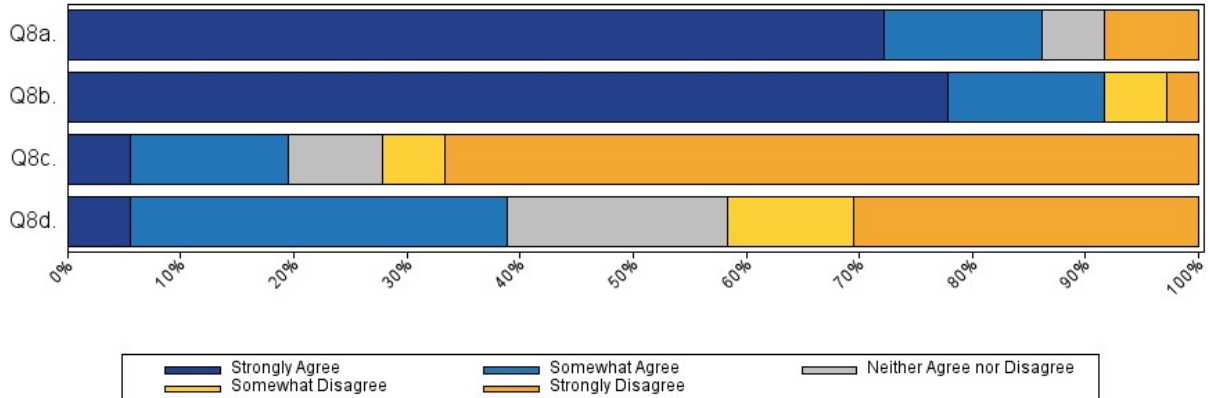
COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	72%	26	64%	3,665
	Somewhat Agree	14%	5	18%	1,042
	Neither Agree nor Disagree	6%	2	14%	798
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	8%	3	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	78%	28	70%	3,979
	Somewhat Agree	14%	5	19%	1,060
	Neither Agree nor Disagree	0%	0	8%	457
	Somewhat Disagree	6%	2	2%	101
	Strongly Disagree	3%	1	2%	98

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	6%	2	14%	779
	Somewhat Agree	14%	5	12%	663
	Neither Agree nor Disagree	8%	3	14%	790
	Somewhat Disagree	6%	2	9%	523
	Strongly Disagree	67%	24	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	6%	2	19%	1,085
	Somewhat Agree	33%	12	21%	1,194
	Neither Agree nor Disagree	19%	7	24%	1,384
	Somewhat Disagree	11%	4	11%	623
	Strongly Disagree	31%	11	25%	1,409

NYSED CSO Parent Survey 2022

GENESEE COMMUNITY CHARTER SCHOOL

36 RESPONSES

17% RESPONSE RATE

COVID-19 Remote Learning Environment
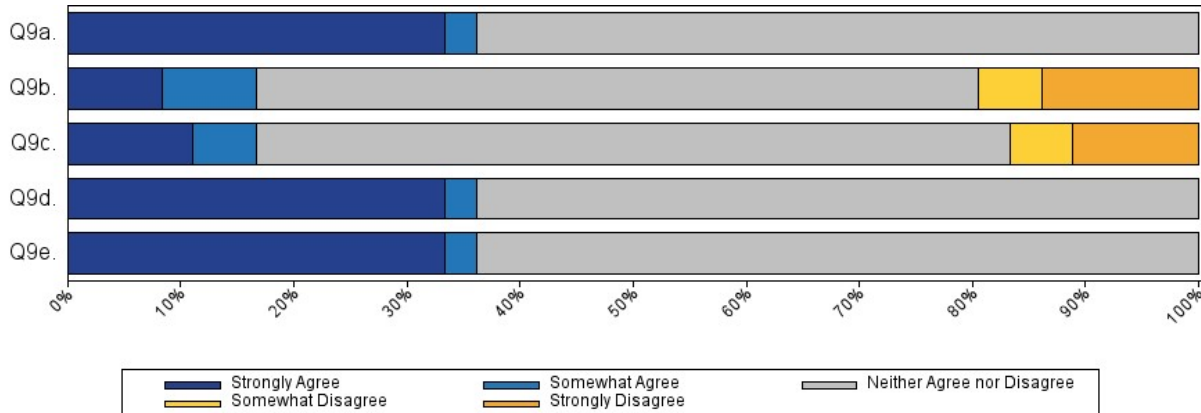
COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	33%	12	58%	3,325
	Somewhat Agree	3%	1	17%	943
	Neither Agree nor Disagree	64%	23	21%	1,204
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	0%	0	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	8%	3	26%	1,463
	Somewhat Agree	8%	3	16%	888
	Neither Agree nor Disagree	64%	23	24%	1,359
	Somewhat Disagree	6%	2	11%	603
	Strongly Disagree	14%	5	24%	1,382

COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	11%	4	29%	1,657
	Somewhat Agree	6%	2	20%	1,153
	Neither Agree nor Disagree	67%	24	26%	1,500
	Somewhat Disagree	6%	2	8%	434
	Strongly Disagree	11%	4	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	33%	12	64%	3,669
	Somewhat Agree	3%	1	14%	824
	Neither Agree nor Disagree	64%	23	16%	939
	Somewhat Disagree	0%	0	2%	142
	Strongly Disagree	0%	0	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	33%	12	73%	4,151
	Somewhat Agree	3%	1	10%	585
	Neither Agree nor Disagree	64%	23	14%	814
	Somewhat Disagree	0%	0	1%	57
	Strongly Disagree	0%	0	2%	88

NYSED CSO Parent Survey 2022

GENESEE COMMUNITY CHARTER SCHOOL

36 RESPONSES

17% RESPONSE RATE

COVID-19 Learning Environment
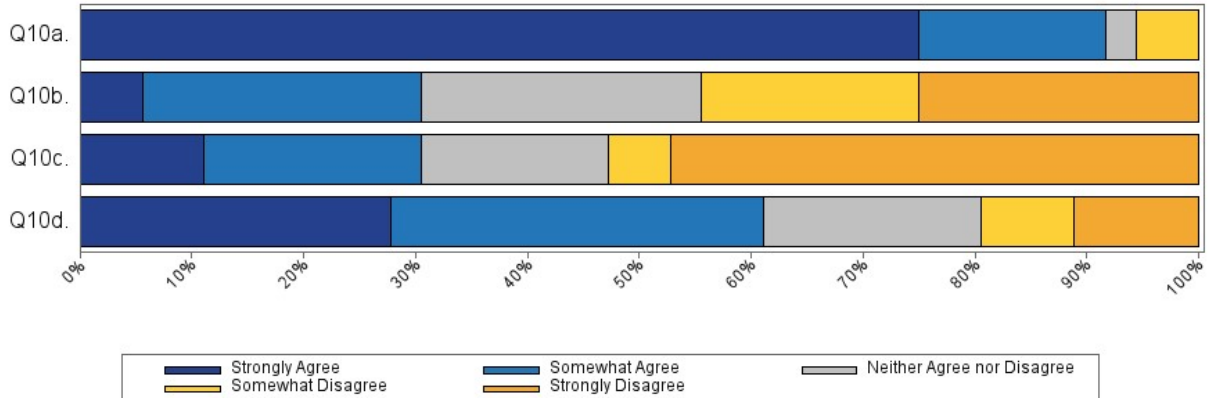
COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	75%	27	66%	3,744
	Somewhat Agree	17%	6	24%	1,354
	Neither Agree nor Disagree	3%	1	6%	335
	Somewhat Disagree	6%	2	3%	165
	Strongly Disagree	0%	0	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	6%	2	32%	1,812
	Somewhat Agree	25%	9	25%	1,437
	Neither Agree nor Disagree	25%	9	23%	1,332
	Somewhat Disagree	19%	7	11%	621
	Strongly Disagree	25%	9	9%	493

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	11%	4	27%	1,564
	Somewhat Agree	19%	7	18%	1,028
	Neither Agree nor Disagree	17%	6	17%	947
	Somewhat Disagree	6%	2	14%	771
	Strongly Disagree	47%	17	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	28%	10	48%	2,721
	Somewhat Agree	33%	12	24%	1,389
	Neither Agree nor Disagree	19%	7	19%	1,075
	Somewhat Disagree	8%	3	5%	284
	Strongly Disagree	11%	4	4%	226

Q11. Why did you choose this school for your child to attend?

Question Answer
I love the community aspect and that it is a small setting The kids can receive more attention and support. The community setting can allow for more person centered learning and there is less opportunity for bullying. We live in the city and wanted GCCS as our son's school absolutely over any other city school available to us. We are so blessed to have the opportunity for our son to attend GCCS.
The project-based learning
I choose this school for my child to attend because it is a great school. Due to the way they teach and bring the experience to life!
instructional approaches, Expeditionary Learning model, focus on learning local history and about the community
Academic reputation/pedagogical philosophy.
I chose this school because of what I thought they stood for. Expeditionary Learning, inquiry based education, racially integrated
It has a wonderful reputation and stellar teachers
For its strong reputation for experiential learning
great teachers and love the expeditionary learning
Excellent reputation
I applied on a whim, and we decided to go due to concerns regarding COVID closures and shortened hours in his home district
Out of the box learning approach
it's reputation
GCCS provides the kind of learning experience and environment that we feel is best for our children in this area. Their values align with those of our family. This school exceeds our expectations without fail every year. They provide our children with exception resources and lessons that connect them to our city and help to build life long learners. If it weren't for GCCS we would not have any feasible options for schooling, we would have to move away. GCCS is helping to create the future of our city and to build a collaborative culture. We love this school very much.
Heard wonderful things from previous students
Because it is an Expeditionary School
It has a good reputation
Reviews from parents
Experiential Learning
Reputation, Academic opportunities and results, community based exploratory learning, safe environment, culture of caring and respect for students, parents and teachers. It really is an exceptional school with exceptional teachers
The GCCS curriculum engages students in field studies and focuses on leadership and communication throughout all years which I highly value.
Quality and clarity on curriculum ever year. If I could have chosen my school at that age it you have been this one. The rules are define and clear on behavior and there very little incidents that I am aware of.
I know a lot of people who gave it great recommendations. I like the teaching style and the location.

NYSED CSO Parent Survey 2022

GENESEE COMMUNITY CHARTER SCHOOL

36 RESPONSES

17% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
It is the best school in our county, hands-down. Its curriculum, learning model and staff are unique and outstanding. We're so proud and grateful to be part of this school community.
due to its strong reputation.
Better student/teacher ratio and love the teaching style.
They teach students in a different way than standard schools and it has been a great experience!
EL education student to teacher ratio, field studies, community based education
Small classes/school. Good reviews. Close to home. Gets to utilize the museum

NYSED CSO Parent Survey 2022

GENESEE COMMUNITY CHARTER SCHOOL

36 RESPONSES

17% RESPONSE RATE

Q12. Do you have any additional comments or concerns regarding this school?

Question Answer
One suggested improvement would be this. Currently, Rochester city residents get priority for open slots. However, many people then move to the suburbs after their children are enrolled. I think these slots should be reserved for city residents who need them. So, if you move to the suburbs, your child should attend a nice suburban school and a city resident should take their place. This would also encourage parents to stay in the city when their kids go to high school. It would make a big difference if the families with the means to move to the suburbs were encouraged to keep their kids in city schools. GCCS can do its part.
Our school is good at eliciting feedback (via surveys) but I'm not sure if and how it's used.
I'm very concerned for my child's safety. I'm told many stories about aggressive, violent, and bullying behaviors with no consequences. "We can do whatever we want"?, and "We don't get in trouble"? is something I hear frequently. The teachers are great, communicate often, and are easily approachable. However, I'm concerned with the amount of distractions in the classroom, and how it's affecting my child's ability to focus and retain information, without any additional academic support.
There were questions about discipline and safety in this survey, which I would like to address now. 30 first graders is too many kids in one small space. Yes, there are two teachers and a TA. However, typically the "extra" adults are providing 1:1 supports for students in crisis. I regularly volunteer in my son's classroom and have seen his learning (and other's learning) disrupted every time I am in there by the same 4-5 students. Sometimes the teacher will remove the students, only for them to be "dropped off" later, with no follow up with the class or teacher. This includes after incidents of chair throwing, child hitting, and tantrum throwing. My son was regularly bullied by the same child, and when I met with the principal I was blown off and not taken seriously. I worry about my son every day, and have been actively trying to find a better placement for him. His teachers are amazing, and it is so clear they receive little to no support. Our school has a part time social worker, with no school counselor, OT, PT, school psych, or otherwise. It is obvious the needs of any student with any sort of special need is not being met. My son struggles to read, and is at least one grade level behind and he is not getting the intervention he is entitled to. Teachers are stretched too thin and asked to do too much. There is no school wide intervention time, and the teachers are so busy managing behaviors that his needs are going unmet. I take him to outside tutoring to support his needs. There also was a question about cleaning. The school itself is disgusting. The family association regularly asks parents to come in on the weekend and clean the building, which I decline to participate in.

NYSED CSO Teacher Survey 2022
GENESEE COMMUNITY CHARTER SCHOOL
16 RESPONSES
76% RESPONSE RATE

Curriculum
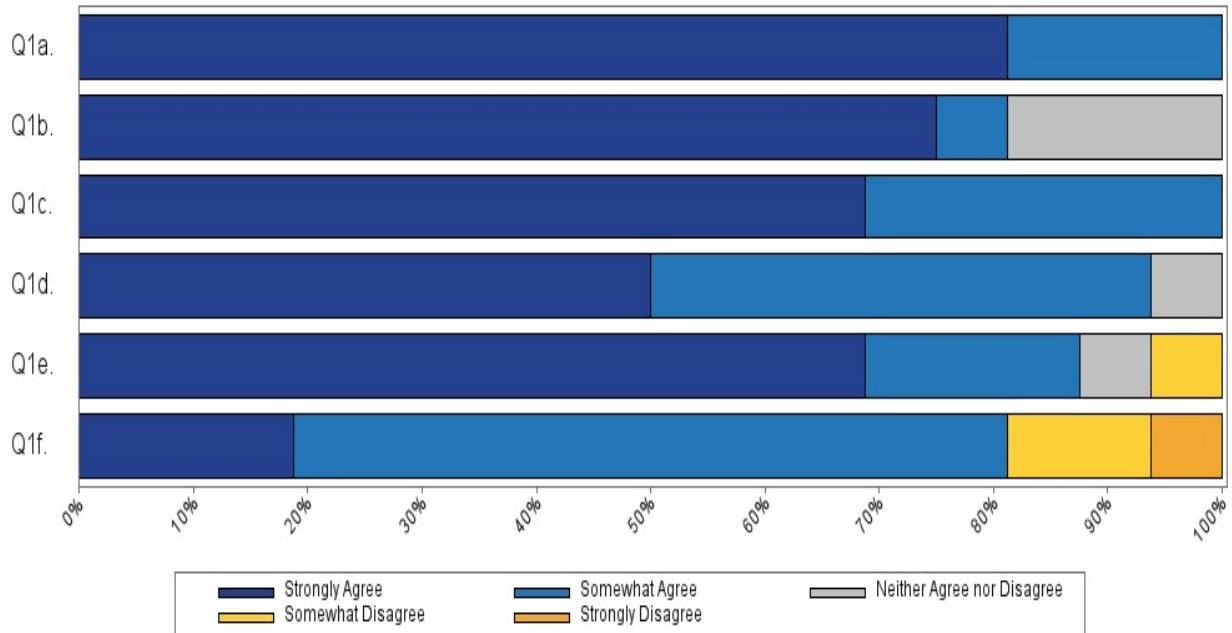
Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	81%	13	68%	1,310
	Somewhat Agree	19%	3	24%	460
	Neither Agree nor Disagree	0%	0	4%	74
	Somewhat Disagree	0%	0	3%	49
	Strongly Disagree	0%	0	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	75%	12	58%	1,113
	Somewhat Agree	6%	1	26%	506
	Neither Agree nor Disagree	19%	3	10%	190
	Somewhat Disagree	0%	0	4%	82
	Strongly Disagree	0%	0	2%	40

Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1c. The school's curriculum is aligned vertically between grade levels.	Strongly Agree	69%	11	51%	978
	Somewhat Agree	31%	5	32%	612
	Neither Agree nor Disagree	0%	0	11%	212
	Somewhat Disagree	0%	0	4%	85
	Strongly Disagree	0%	0	2%	44
Q1d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	50%	8	50%	975
	Somewhat Agree	44%	7	34%	651
	Neither Agree nor Disagree	6%	1	8%	146
	Somewhat Disagree	0%	0	5%	106
	Strongly Disagree	0%	0	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	69%	11	50%	966
	Somewhat Agree	19%	3	28%	545
	Neither Agree nor Disagree	6%	1	11%	222
	Somewhat Disagree	6%	1	7%	127
	Strongly Disagree	0%	0	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	19%	3	35%	683
	Somewhat Agree	63%	10	30%	574
	Neither Agree nor Disagree	0%	0	23%	436
	Somewhat Disagree	13%	2	7%	136
	Strongly Disagree	6%	1	5%	102

NYSED CSO Teacher Survey 2022
GENESEE COMMUNITY CHARTER SCHOOL
16 RESPONSES
76% RESPONSE RATE

Instruction
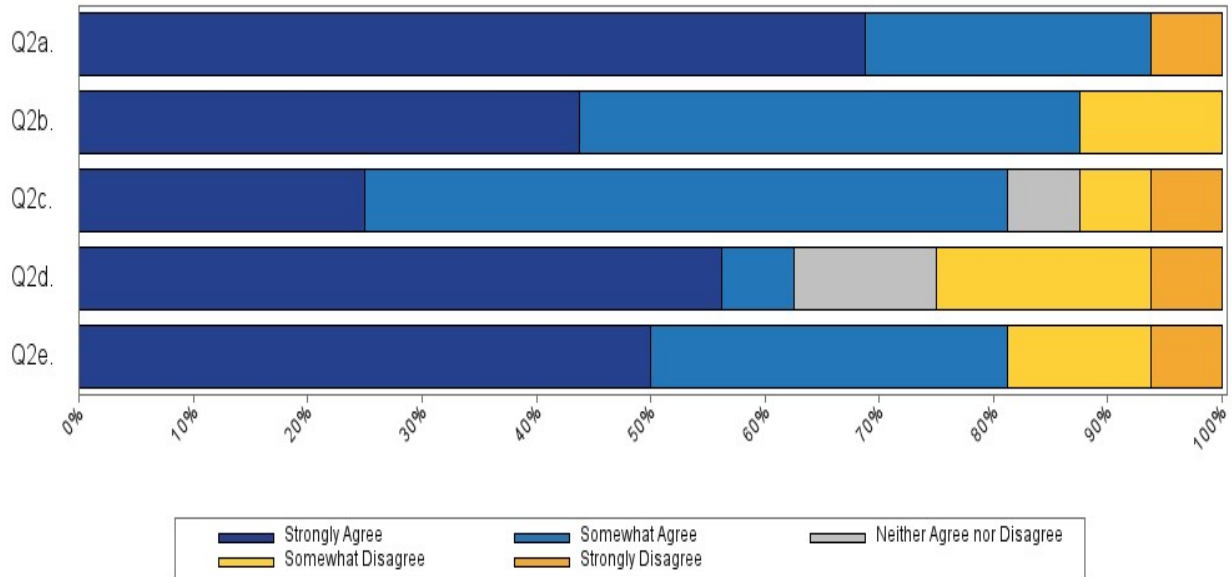
Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	69%	11	54%	1,038
	Somewhat Agree	25%	4	34%	653
	Neither Agree nor Disagree	0%	0	4%	86
	Somewhat Disagree	0%	0	6%	113
	Strongly Disagree	6%	1	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	44%	7	52%	1,008
	Somewhat Agree	44%	7	36%	691
	Neither Agree nor Disagree	0%	0	6%	114
	Somewhat Disagree	13%	2	5%	94
	Strongly Disagree	0%	0	1%	24

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	25%	4	52%	999
	Somewhat Agree	56%	9	34%	654
	Neither Agree nor Disagree	6%	1	6%	124
	Somewhat Disagree	6%	1	6%	115
	Strongly Disagree	6%	1	2%	39
Q2d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs).	Strongly Agree	56%	9	48%	922
	Somewhat Agree	6%	1	30%	570
	Neither Agree nor Disagree	13%	2	9%	170
	Somewhat Disagree	19%	3	8%	162
	Strongly Disagree	6%	1	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	50%	8	53%	1,022
	Somewhat Agree	31%	5	29%	566
	Neither Agree nor Disagree	0%	0	8%	159
	Somewhat Disagree	13%	2	6%	114
	Strongly Disagree	6%	1	4%	70

NYSED CSO Teacher Survey 2022
GENESEE COMMUNITY CHARTER SCHOOL
16 RESPONSES
76% RESPONSE RATE

Assessment and Program Evaluation
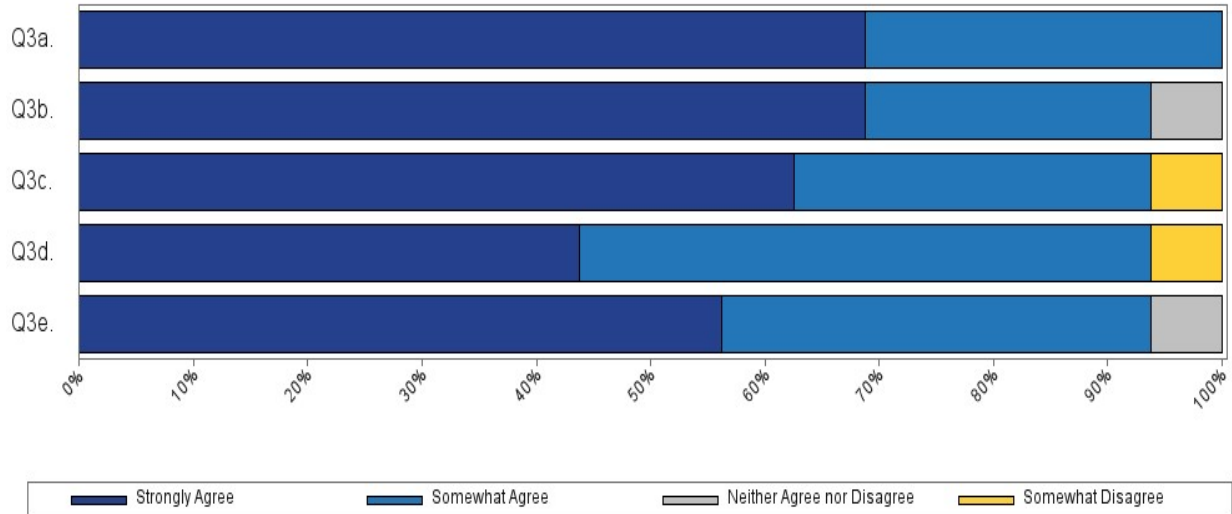
Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	69%	11	66%	1,267
	Somewhat Agree	31%	5	27%	522
	Neither Agree nor Disagree	0%	0	5%	88
	Somewhat Disagree	0%	0	2%	37
	Strongly Disagree	0%	0	1%	17
Q3b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	69%	11	62%	1,200
	Somewhat Agree	25%	4	28%	532
	Neither Agree nor Disagree	0%	0	6%	125
	Somewhat Disagree	6%	1	3%	50
	Strongly Disagree	0%	0	1%	24

Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	63%	10	58%	1,129
	Somewhat Agree	31%	5	29%	555
	Neither Agree nor Disagree	0%	0	7%	134
	Somewhat Disagree	0%	0	5%	87
	Strongly Disagree	6%	1	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	44%	7	50%	964
	Somewhat Agree	50%	8	30%	583
	Neither Agree nor Disagree	0%	0	11%	218
	Somewhat Disagree	0%	0	7%	126
	Strongly Disagree	6%	1	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	56%	9	59%	1,144
	Somewhat Agree	38%	6	28%	532
	Neither Agree nor Disagree	0%	0	8%	156
	Somewhat Disagree	6%	1	4%	69
	Strongly Disagree	0%	0	2%	30

Supports for Diverse Learners
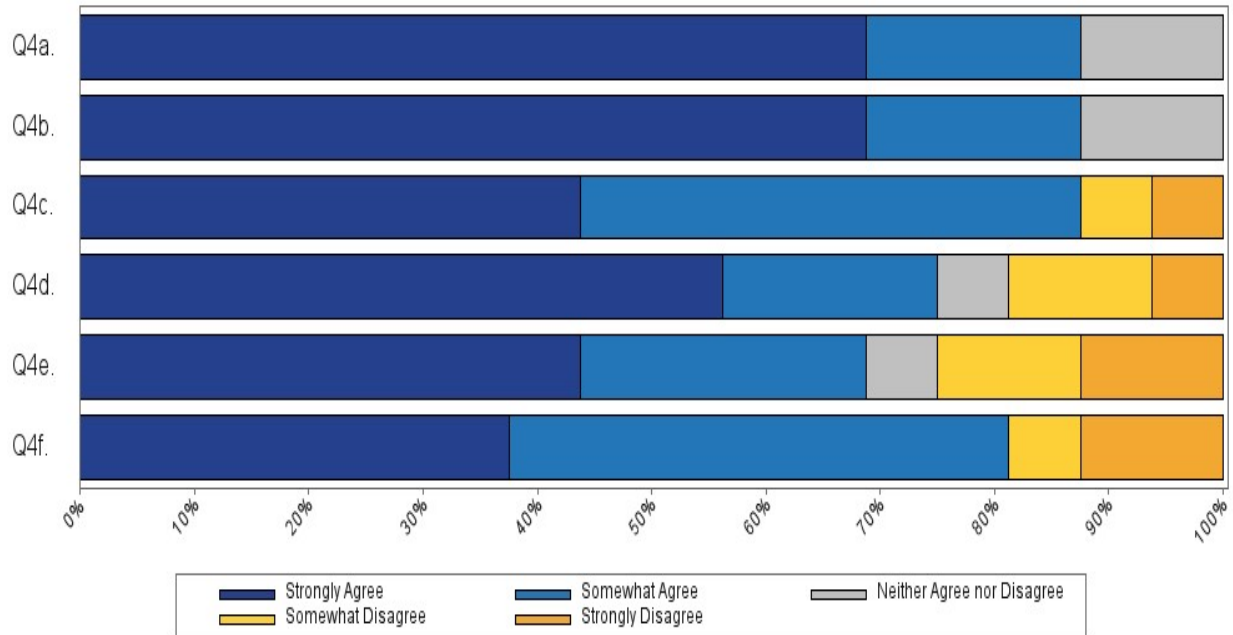
Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	69%	11	62%	1,194
	Somewhat Agree	19%	3	20%	391
	Neither Agree nor Disagree	13%	2	14%	262
	Somewhat Disagree	0%	0	3%	55
	Strongly Disagree	0%	0	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	69%	11	61%	1,181
	Somewhat Agree	19%	3	20%	393
	Neither Agree nor Disagree	13%	2	15%	286
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	0%	0	1%	21

Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	44%	7	56%	1,079
	Somewhat Agree	44%	7	27%	516
	Neither Agree nor Disagree	0%	0	9%	172
	Somewhat Disagree	6%	1	6%	115
	Strongly Disagree	6%	1	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	56%	9	55%	1,053
	Somewhat Agree	19%	3	26%	511
	Neither Agree nor Disagree	6%	1	10%	200
	Somewhat Disagree	13%	2	6%	117
	Strongly Disagree	6%	1	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	44%	7	61%	1,169
	Somewhat Agree	25%	4	25%	477
	Neither Agree nor Disagree	6%	1	10%	201
	Somewhat Disagree	13%	2	3%	59
	Strongly Disagree	13%	2	1%	25
Q4f. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	38%	6	54%	1,050
	Somewhat Agree	44%	7	28%	533
	Neither Agree nor Disagree	0%	0	9%	183
	Somewhat Disagree	6%	1	6%	110
	Strongly Disagree	13%	2	3%	55

Measures of Culture, Climate, and Student Engagement
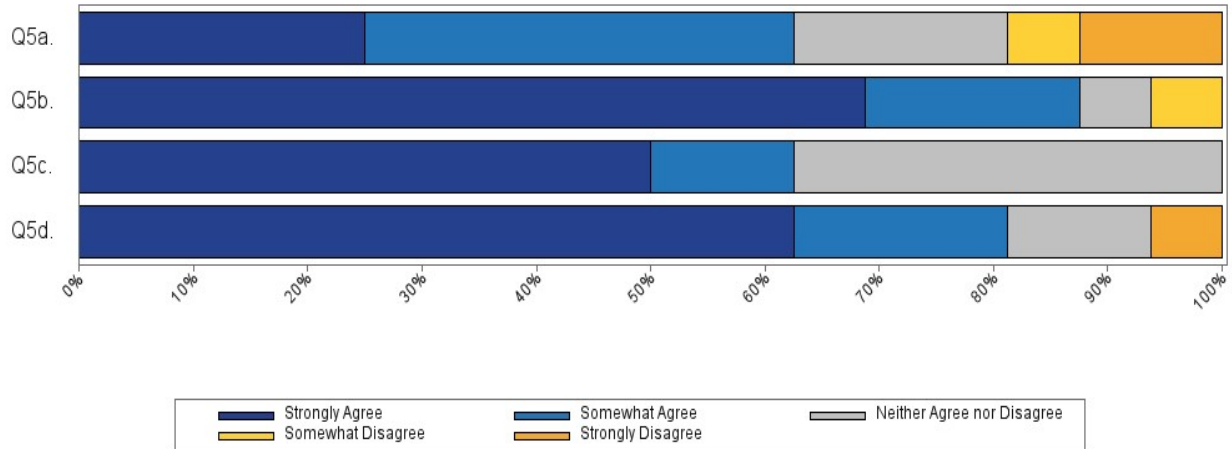
Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	25%	4	38%	725
	Somewhat Agree	38%	6	30%	577
	Neither Agree nor Disagree	19%	3	12%	238
	Somewhat Disagree	6%	1	12%	225
	Strongly Disagree	13%	2	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	69%	11	24%	456
	Somewhat Agree	19%	3	27%	512
	Neither Agree nor Disagree	6%	1	15%	293
	Somewhat Disagree	6%	1	21%	405
	Strongly Disagree	0%	0	14%	265

Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	50%	8	37%	717
	Somewhat Agree	13%	2	29%	569
	Neither Agree nor Disagree	38%	6	21%	407
	Somewhat Disagree	0%	0	7%	141
	Strongly Disagree	0%	0	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	63%	10	38%	738
	Somewhat Agree	19%	3	31%	589
	Neither Agree nor Disagree	13%	2	16%	306
	Somewhat Disagree	0%	0	8%	161
	Strongly Disagree	6%	1	7%	137

NYSED CSO Teacher Survey 2022
GENESEE COMMUNITY CHARTER SCHOOL
16 RESPONSES
# 76% RESPONSE RATE

Behavior Management and Safety
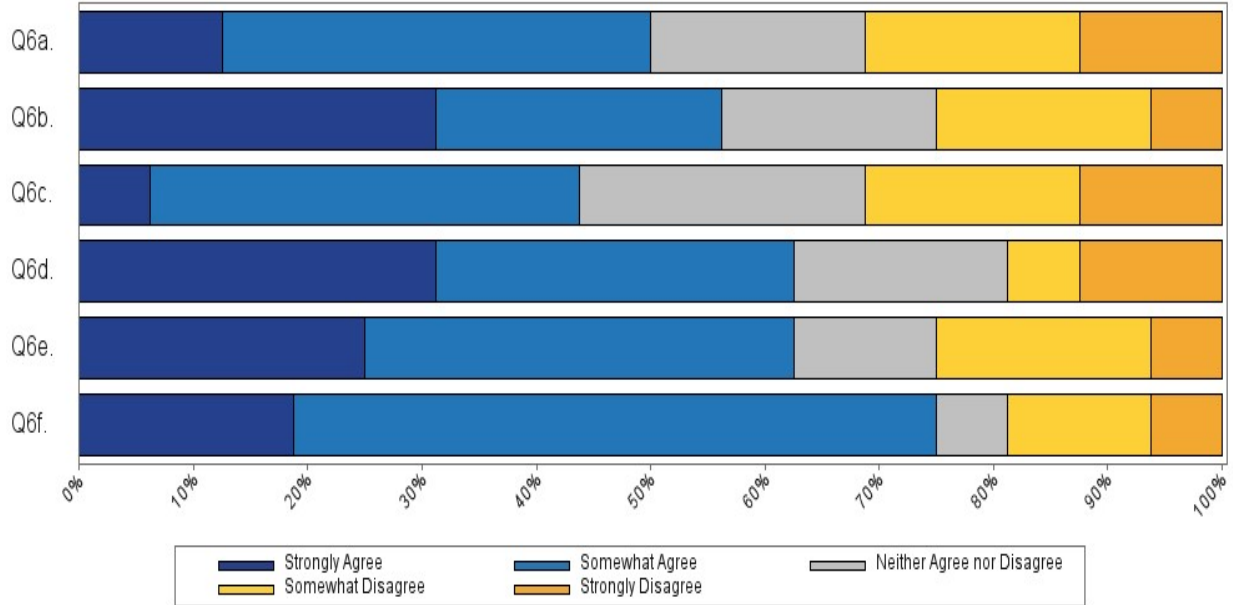
Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	13%	2	35%	674
	Somewhat Agree	38%	6	30%	580
	Neither Agree nor Disagree	19%	3	10%	190
	Somewhat Disagree	19%	3	14%	270
	Strongly Disagree	13%	2	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	31%	5	39%	751
	Somewhat Agree	25%	4	26%	509
	Neither Agree nor Disagree	19%	3	13%	257
	Somewhat Disagree	19%	3	13%	256
	Strongly Disagree	6%	1	8%	158

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	6%	1	28%	545
	Somewhat Agree	38%	6	30%	581
	Neither Agree nor Disagree	25%	4	13%	244
	Somewhat Disagree	19%	3	18%	352
	Strongly Disagree	13%	2	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	31%	5	33%	641
	Somewhat Agree	31%	5	26%	509
	Neither Agree nor Disagree	19%	3	16%	310
	Somewhat Disagree	6%	1	14%	273
	Strongly Disagree	13%	2	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	25%	4	42%	818
	Somewhat Agree	38%	6	32%	617
	Neither Agree nor Disagree	13%	2	11%	209
	Somewhat Disagree	19%	3	9%	181
	Strongly Disagree	6%	1	5%	106
Q6f. Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	19%	3	42%	811
	Somewhat Agree	56%	9	33%	628
	Neither Agree nor Disagree	6%	1	14%	265
	Somewhat Disagree	13%	2	8%	145
	Strongly Disagree	6%	1	4%	82

NYSED CSO Teacher Survey 2022
# GENESEE COMMUNITY CHARTER SCHOOL
16 RESPONSES
76% RESPONSE RATE

Behavior Management and Safety
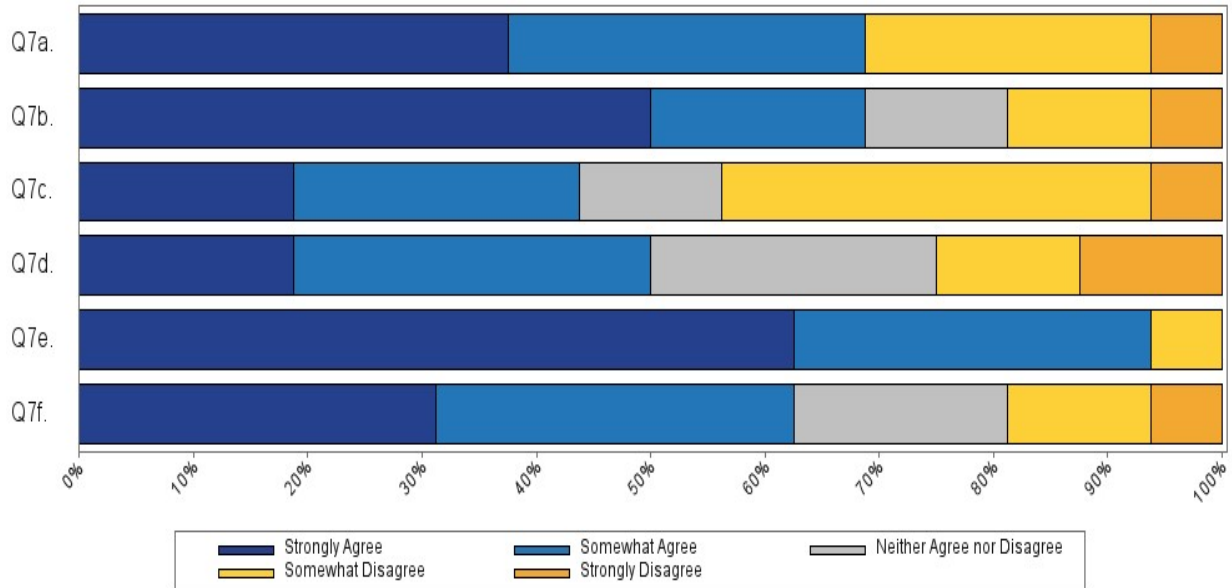
Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	38%	6	60%	1,162
	Somewhat Agree	31%	5	27%	523
	Neither Agree nor Disagree	0%	0	5%	103
	Somewhat Disagree	25%	4	5%	104
	Strongly Disagree	6%	1	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	50%	8	49%	945
	Somewhat Agree	19%	3	30%	586
	Neither Agree nor Disagree	13%	2	8%	155
	Somewhat Disagree	13%	2	9%	165
	Strongly Disagree	6%	1	4%	80

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	19%	3	38%	741
	Somewhat Agree	25%	4	34%	654
	Neither Agree nor Disagree	13%	2	9%	180
	Somewhat Disagree	38%	6	12%	233
	Strongly Disagree	6%	1	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	19%	3	47%	899
	Somewhat Agree	31%	5	30%	570
	Neither Agree nor Disagree	25%	4	9%	171
	Somewhat Disagree	13%	2	10%	194
	Strongly Disagree	13%	2	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	63%	10	55%	1,062
	Somewhat Agree	31%	5	33%	637
	Neither Agree nor Disagree	0%	0	7%	126
	Somewhat Disagree	6%	1	4%	79
	Strongly Disagree	0%	0	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	31%	5	48%	933
	Somewhat Agree	31%	5	31%	598
	Neither Agree nor Disagree	19%	3	9%	174
	Somewhat Disagree	13%	2	8%	149
	Strongly Disagree	6%	1	4%	77

NYSED CSO Teacher Survey 2022
GENESEE COMMUNITY CHARTER SCHOOL
16 RESPONSES
76% RESPONSE RATE

Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?
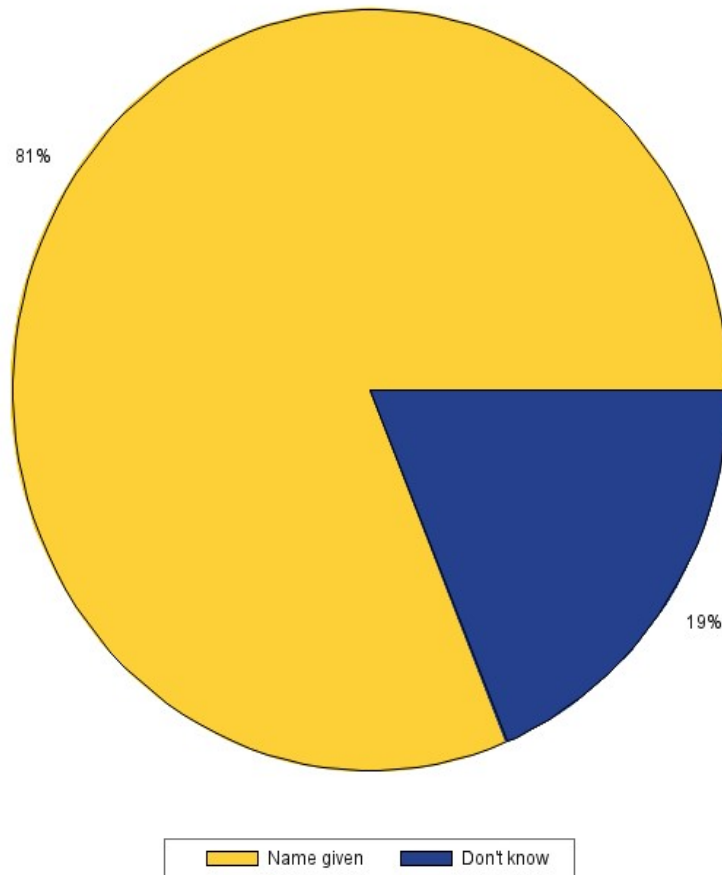
81%

19%

Name given   Don't know

Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name given	81%	13	59%	1,144
	Don't know	19%	3	41%	787

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GENESEE COMMUNITY CHARTER SCHOOL
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76% RESPONSE RATE

Q9. When is the last time you received a copy of the school's DASA policy?
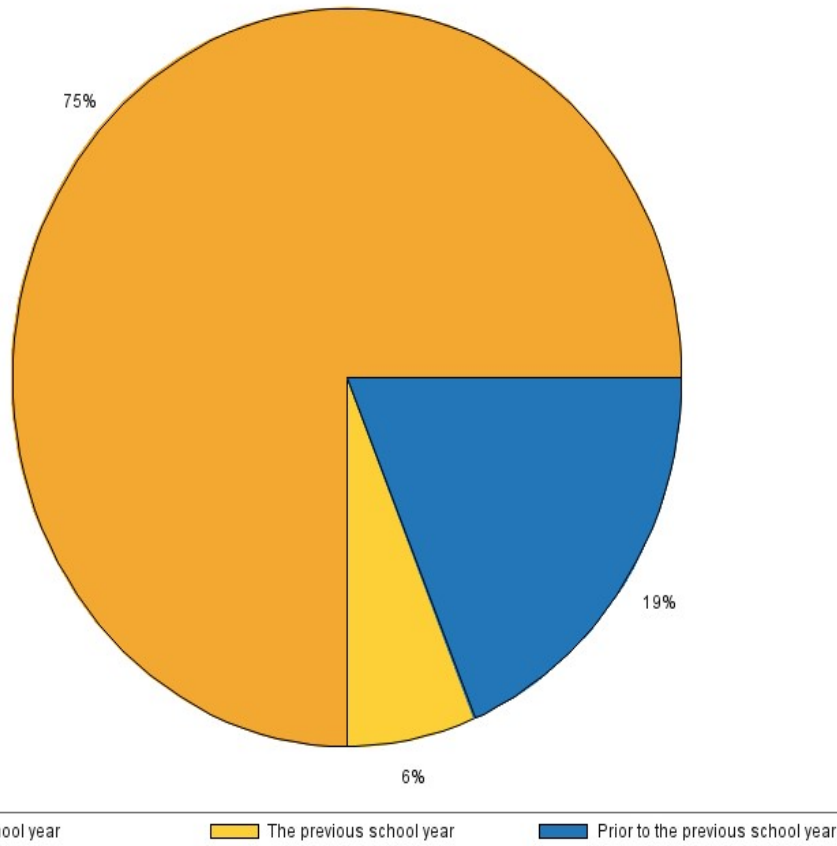
Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q9. When is the last time you received a copy of the school's DASA policy?	This school year	75%	12	62%	1,204
	The previous school year	6%	1	9%	176
	Prior to the previous school year	19%	3	6%	117
	I'm not aware of any DASA policy	0%	0	22%	434

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16 RESPONSES
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Q10. When is the last time you received DASA training?
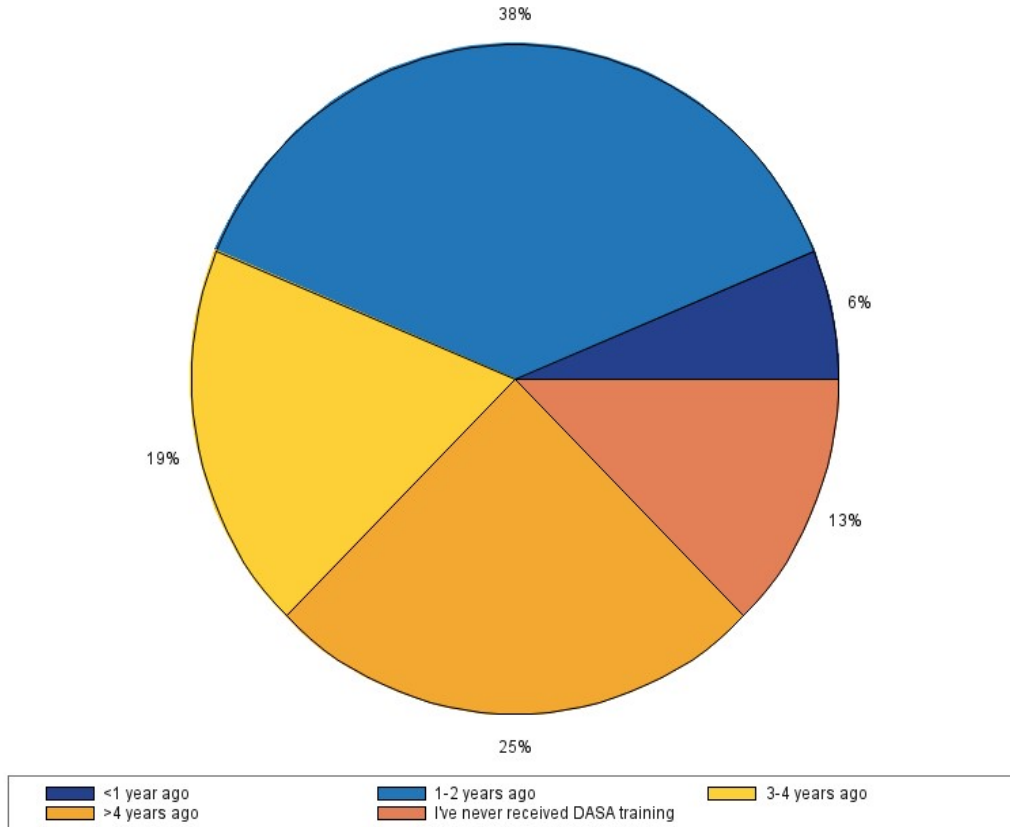
Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q10. When is the last time you received DASA training?	<1 year ago	6%	1	48%	927
	1-2 years ago	38%	6	21%	399
	3-4 years ago	19%	3	10%	193
	>4 years ago	25%	4	10%	195
	I've never received DASA training	13%	2	11%	217

Family Engagement and Communication
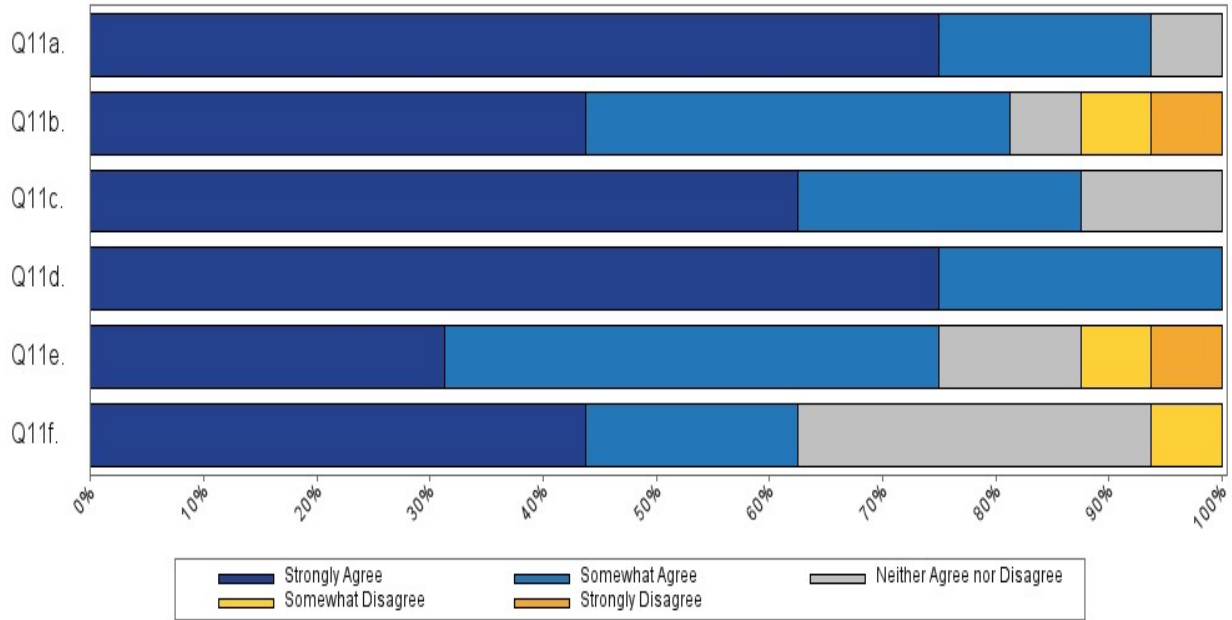
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	75%	12	50%	961
	Somewhat Agree	19%	3	30%	585
	Neither Agree nor Disagree	6%	1	11%	214
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	0%	0	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	44%	7	57%	1,100
	Somewhat Agree	38%	6	31%	601
	Neither Agree nor Disagree	6%	1	7%	135
	Somewhat Disagree	6%	1	3%	60
	Strongly Disagree	6%	1	2%	35

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11c. The school uses many methods of communication with families.	Strongly Agree	63%	10	67%	1,295
	Somewhat Agree	25%	4	26%	511
	Neither Agree nor Disagree	13%	2	4%	79
	Somewhat Disagree	0%	0	1%	26
	Strongly Disagree	0%	0	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	75%	12	56%	1,088
	Somewhat Agree	25%	4	29%	567
	Neither Agree nor Disagree	0%	0	10%	196
	Somewhat Disagree	0%	0	3%	54
	Strongly Disagree	0%	0	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	31%	5	52%	996
	Somewhat Agree	44%	7	30%	572
	Neither Agree nor Disagree	13%	2	12%	240
	Somewhat Disagree	6%	1	4%	82
	Strongly Disagree	6%	1	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	44%	7	45%	873
	Somewhat Agree	19%	3	23%	448
	Neither Agree nor Disagree	31%	5	25%	484
	Somewhat Disagree	6%	1	4%	80
	Strongly Disagree	0%	0	2%	46

Q12. What is the name of your school's McKinney-Vento Coordinator?

25%

75%

Name given   Don't know
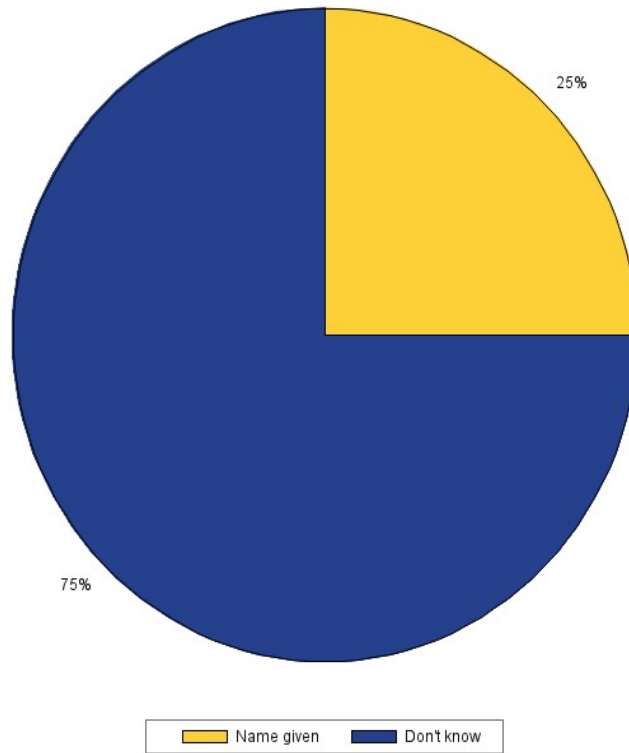
McKinney-Vento		% by School	Total by School	% All Schools	Total All Schools
Q12. What is the name of your school's McKinney-Vento Coordinator?	Name given	25%	4	40%	780
	Don't know	75%	12	60%	1,151

GENESEE COMMUNITY CHARTER SCHOOL

16 RESPONSES

76% RESPONSE RATE

Social-Emotional and Mental Health Support
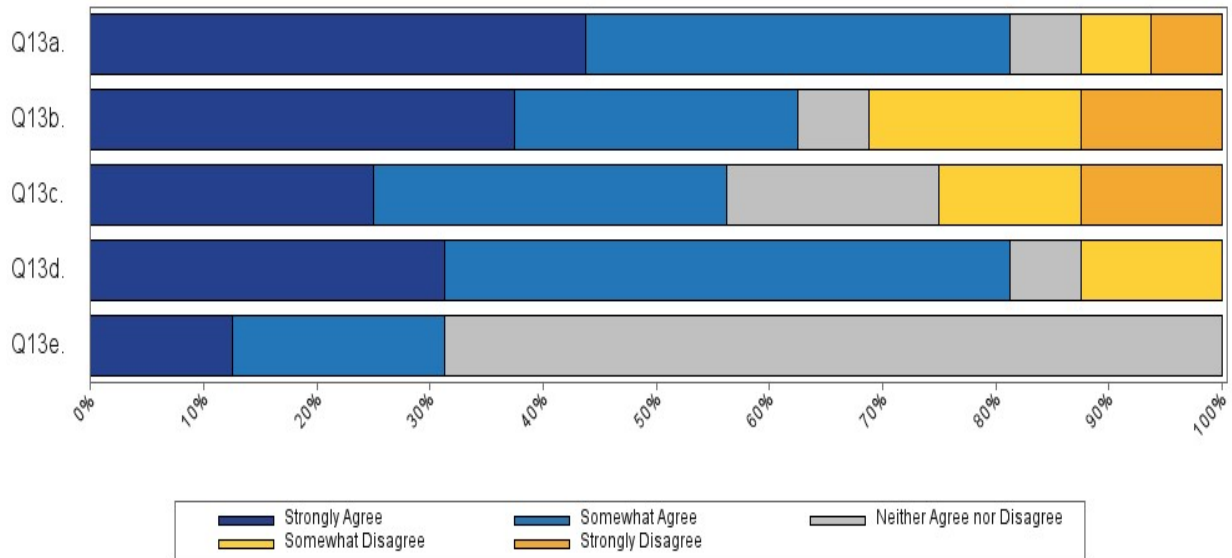
Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	44%	7	53%	1,023
	Somewhat Agree	38%	6	32%	618
	Neither Agree nor Disagree	6%	1	6%	111
	Somewhat Disagree	6%	1	6%	122
	Strongly Disagree	6%	1	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	38%	6	43%	831
	Somewhat Agree	25%	4	29%	552
	Neither Agree nor Disagree	6%	1	16%	314
	Somewhat Disagree	19%	3	8%	155
	Strongly Disagree	13%	2	4%	79

Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	25%	4	43%	829
	Somewhat Agree	31%	5	27%	526
	Neither Agree nor Disagree	19%	3	18%	352
	Somewhat Disagree	13%	2	8%	145
	Strongly Disagree	13%	2	4%	79
Q13d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	31%	5	46%	892
	Somewhat Agree	50%	8	30%	583
	Neither Agree nor Disagree	6%	1	10%	202
	Somewhat Disagree	13%	2	8%	145
	Strongly Disagree	0%	0	6%	109
Q13e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	13%	2	36%	688
	Somewhat Agree	19%	3	20%	392
	Neither Agree nor Disagree	69%	11	35%	676
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	0%	0	5%	97

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GENESEE COMMUNITY CHARTER SCHOOL

**16 RESPONSES**

76% RESPONSE RATE

Q14. How many total years of K-12 teaching experience do you have?
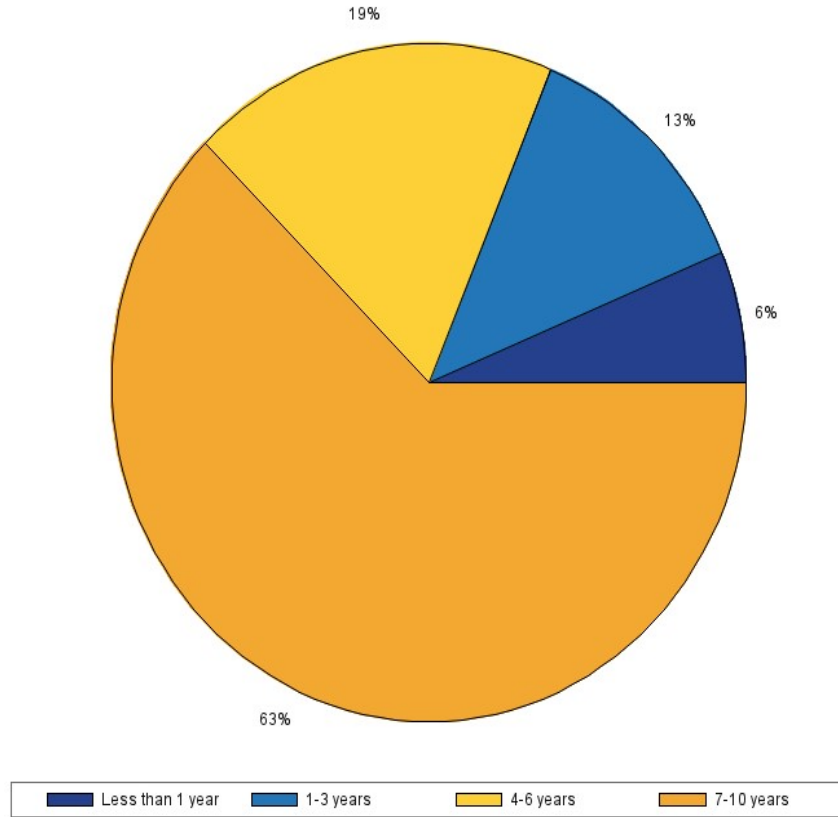
Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	0%	0	7%	137
	1-3 years	6%	1	21%	401
	4-6 years	13%	2	26%	499
	7-10 years	19%	3	21%	408
	More than 10 years	63%	10	25%	486

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GENESEE COMMUNITY CHARTER SCHOOL
16 RESPONSES
76% RESPONSE RATE

Teaching Modality
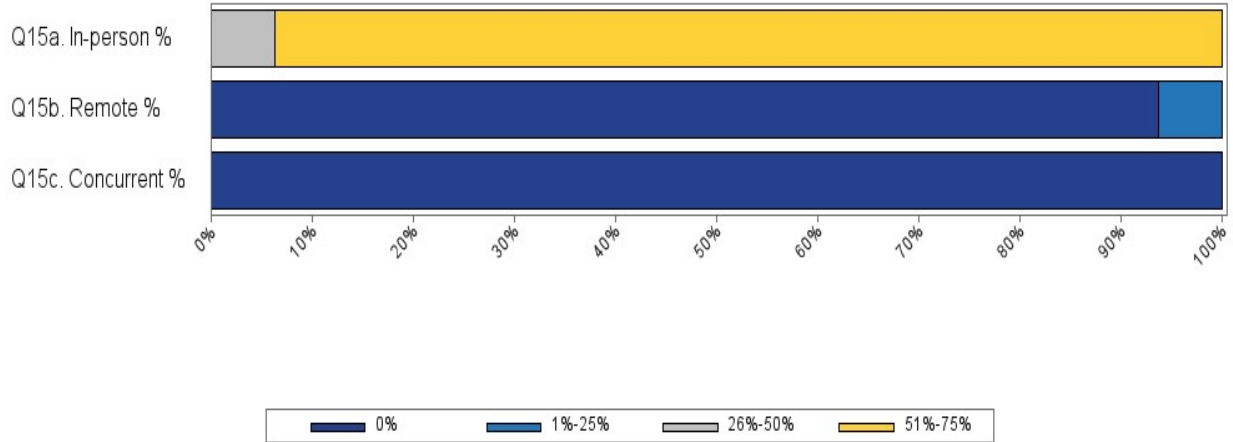
Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15a. In-person %	0%	0%	0	4%	69
	1% to 25%	0%	0	1%	15
	26% to 50%	0%	0	3%	63
	51% to 75%	0%	0	5%	92
	76% to 99%	6%	1	52%	1,002
	100%	94%	15	36%	690
Q15b. Remote %	0%	94%	15	42%	804
	1% to 25%	6%	1	55%	1,054
	26% to 50%	0%	0	3%	50
	51% to 75%	0%	0	0%	9
	76% to 99%	0%	0	0%	7
	100%	0%	0	0%	7

Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15c. Concurrent %	0%	100%	16	79%	1,522
	1% to 25%	0%	0	16%	311
	26% to 50%	0%	0	2%	38
	51% to 75%	0%	0	0%	3
	76% to 99%	0%	0	1%	13
	100%	0%	0	2%	44

GENESEE COMMUNITY CHARTER SCHOOL

16 RESPONSES

76% RESPONSE RATE

School Leadership
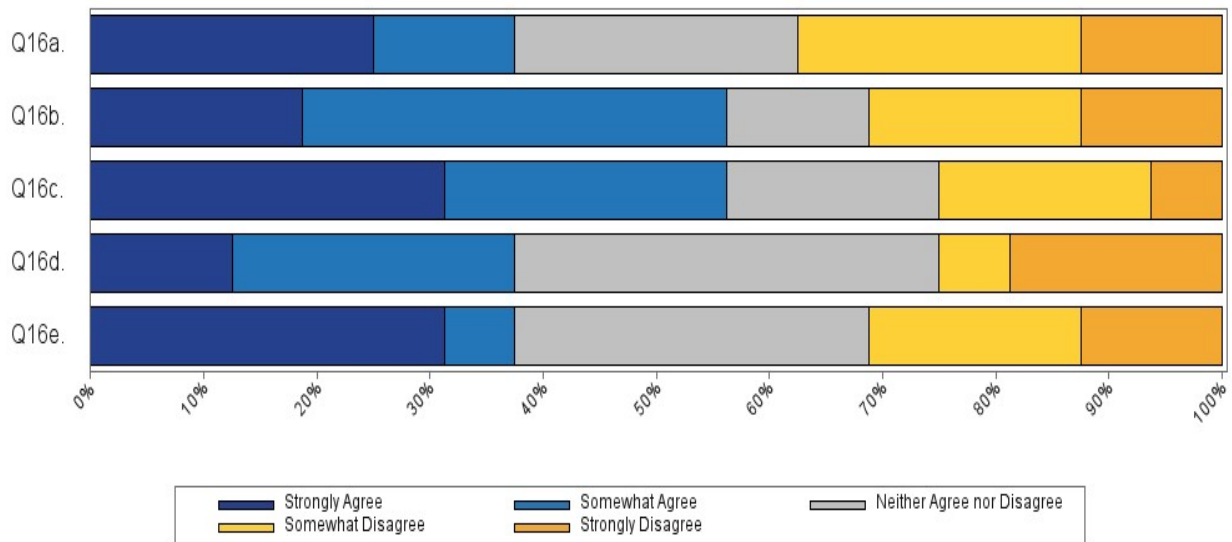
School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	25%	4	47%	914
	Somewhat Agree	13%	2	29%	565
	Neither Agree nor Disagree	25%	4	9%	173
	Somewhat Disagree	25%	4	8%	159
	Strongly Disagree	13%	2	6%	120
Q16b. The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	19%	3	42%	811
	Somewhat Agree	38%	6	30%	570
	Neither Agree nor Disagree	13%	2	10%	192
	Somewhat Disagree	19%	3	11%	217
	Strongly Disagree	13%	2	7%	141

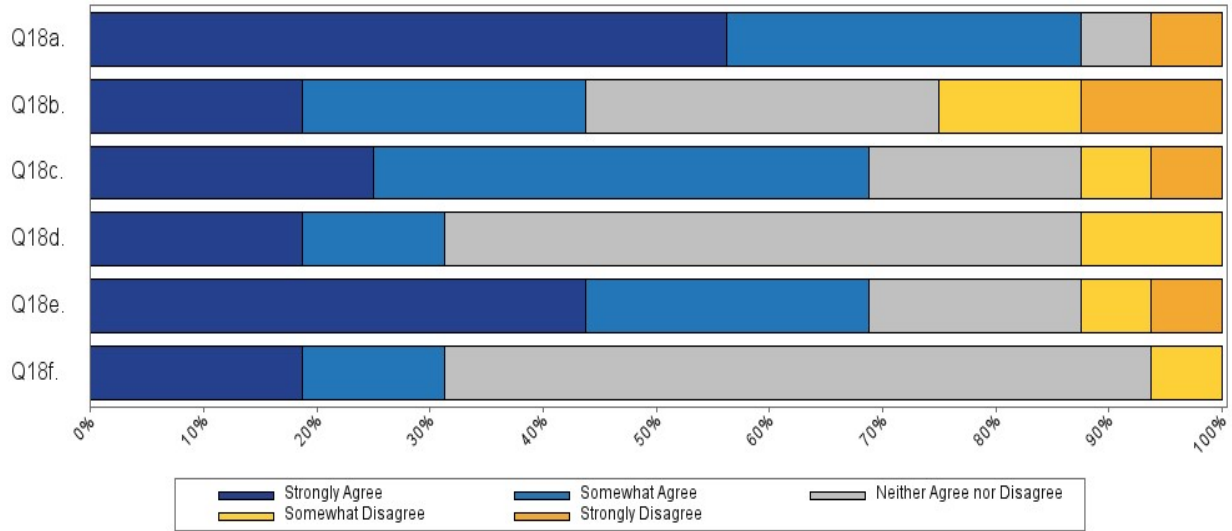| School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.	Strongly Agree	31%	5	34%	655
	Somewhat Agree	25%	4	28%	539
	Neither Agree nor Disagree	19%	3	15%	280
	Somewhat Disagree	19%	3	15%	295
	Strongly Disagree	6%	1	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	13%	2	37%	709
	Somewhat Agree	25%	4	26%	508
	Neither Agree nor Disagree	38%	6	21%	411
	Somewhat Disagree	6%	1	10%	184
	Strongly Disagree	19%	3	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	31%	5	42%	810
	Somewhat Agree	6%	1	28%	539
	Neither Agree nor Disagree	31%	5	14%	271
	Somewhat Disagree	19%	3	9%	166
	Strongly Disagree	13%	2	8%	145

Professional Climate
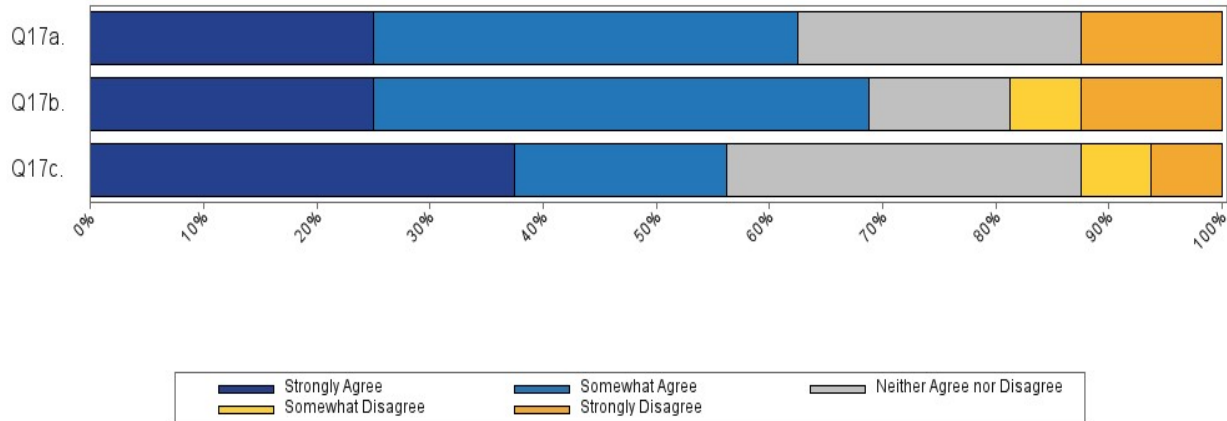
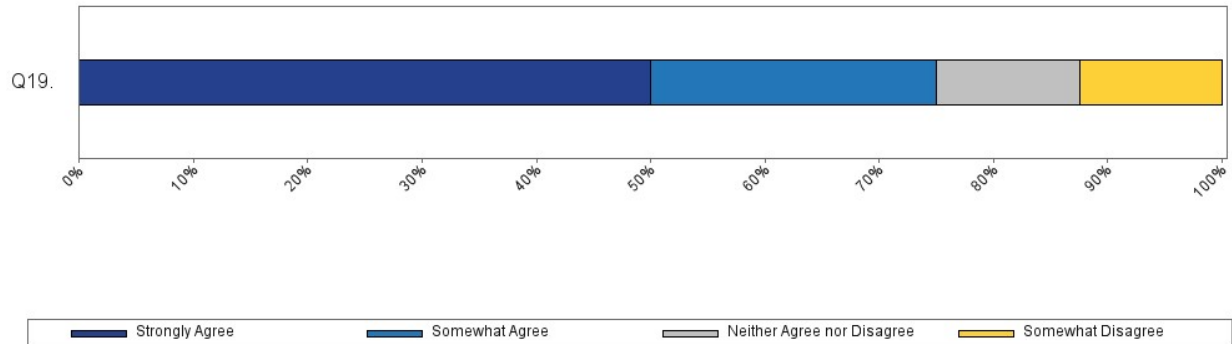| Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	25%	4	43%	838
	Somewhat Agree	38%	6	30%	585
	Neither Agree nor Disagree	25%	4	13%	249
	Somewhat Disagree	0%	0	8%	158
	Strongly Disagree	13%	2	5%	101
Q17b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	25%	4	44%	843
	Somewhat Agree	44%	7	32%	623
	Neither Agree nor Disagree	13%	2	12%	228
	Somewhat Disagree	6%	1	8%	153
	Strongly Disagree	13%	2	4%	84

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	38%	6	42%	813
	Somewhat Agree	19%	3	27%	527
	Neither Agree nor Disagree	31%	5	14%	267
	Somewhat Disagree	6%	1	10%	192
	Strongly Disagree	6%	1	7%	132

Professional Climate

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	56%	9	48%	922
	Somewhat Agree	31%	5	34%	656
	Neither Agree nor Disagree	6%	1	8%	151
	Somewhat Disagree	0%	0	7%	141
	Strongly Disagree	6%	1	3%	61
Q18b. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	19%	3	52%	1,001
	Somewhat Agree	25%	4	32%	615
	Neither Agree nor Disagree	31%	5	9%	165
	Somewhat Disagree	13%	2	5%	90
	Strongly Disagree	13%	2	3%	60

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18c. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	25%	4	45%	870
	Somewhat Agree	44%	7	31%	599
	Neither Agree nor Disagree	19%	3	11%	207
	Somewhat Disagree	6%	1	8%	155
	Strongly Disagree	6%	1	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	19%	3	47%	913
	Somewhat Agree	13%	2	27%	522
	Neither Agree nor Disagree	56%	9	18%	356
	Somewhat Disagree	13%	2	5%	90
	Strongly Disagree	0%	0	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in -person.	Strongly Agree	44%	7	53%	1,030
	Somewhat Agree	25%	4	33%	633
	Neither Agree nor Disagree	19%	3	7%	128
	Somewhat Disagree	6%	1	5%	91
	Strongly Disagree	6%	1	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	19%	3	39%	759
	Somewhat Agree	13%	2	22%	434
	Neither Agree nor Disagree	63%	10	32%	610
	Somewhat Disagree	6%	1	4%	78
	Strongly Disagree	0%	0	3%	50

NYSED CSO Teacher Survey 2022
GENESEE COMMUNITY CHARTER SCHOOL
# 16 RESPONSES
76% RESPONSE RATE

Professional Climate

| Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q19. How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	50%	8	40%	764
	Somewhat Agree	25%	4	35%	683
	Neither Agree nor Disagree	13%	2	12%	225
	Somewhat Disagree	13%	2	8%	148
	Strongly Disagree	0%	0	6%	111

Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:
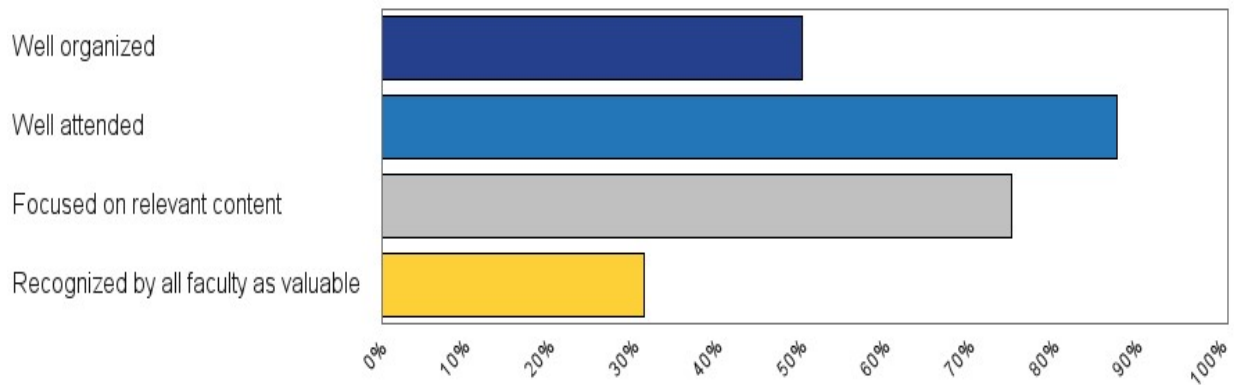
Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	% by School	Total by School	% All Schools	Total All Schools
Well organized	50%	8	68%	1,314
Well attended	88%	14	78%	1,500
Focused on relevant content	75%	12	63%	1,217
Recognized by all faculty as valuable	31%	5	36%	700
None of the above	0%	0	5%	105

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GENESEE COMMUNITY CHARTER SCHOOL

16 RESPONSES

76% RESPONSE RATE

Q21. Select all types of meetings where faculty members collaborate with one another:
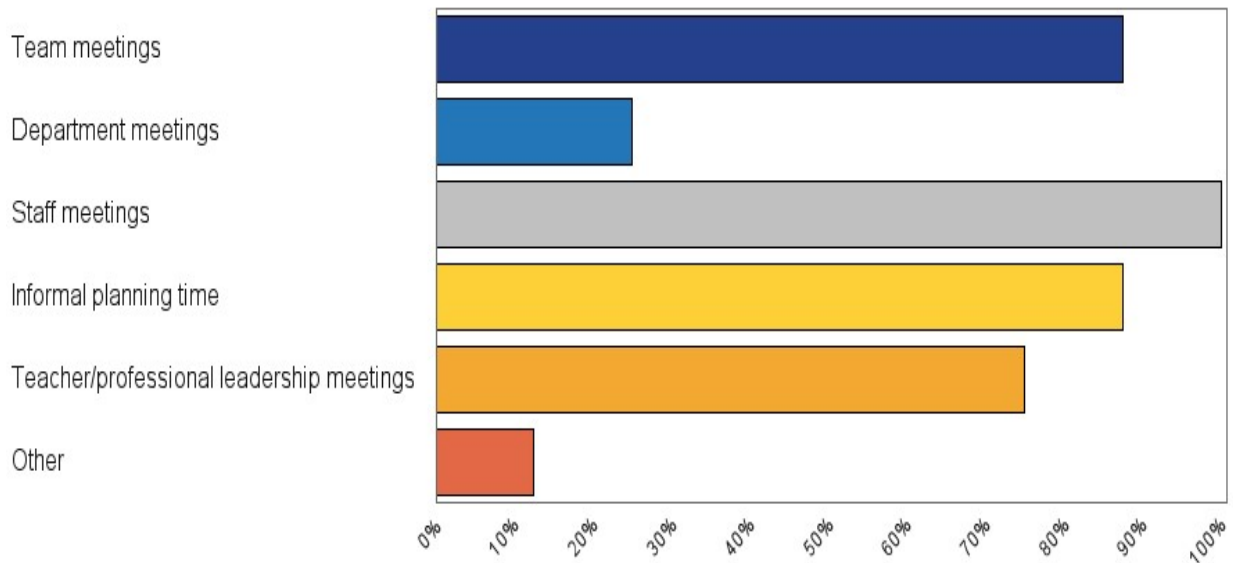
Q21. Select all types of meetings where faculty members collaborate with one another:	% by School	Total by School	% All Schools	Total All Schools
Team meetings	88%	14	90%	1,739
Department meetings	25%	4	67%	1,297
Staff meetings	100%	16	80%	1,553
Informal planning time	88%	14	73%	1,419
Teacher/professional leadership meetings	75%	12	65%	1,257
Other	13%	2	5%	95

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GENESEE COMMUNITY CHARTER SCHOOL

16 RESPONSES

76% RESPONSE RATE

Q22. Please provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.

Question Answer
This has been a difficult transition year and the school is trying to address the academic as well as demanding social and emotional needs of a diverse population. Time spent to reground in core practices next year will be time well spent.
Our school leader works really hard and generally has very good intentions. However, I feel like she does not have the vision and leadership skills to maintain our school's track record of excellence. I worry that without a change at the top of leadership, we're headed toward a messy future of mediocrity and constantly reacting and putting out fires, rather than working together as a team toward a common vision.
Our school has many strong policies and frameworks, however, the structures to check in and hold ourselves and leadership accountable to these ideas is lacking.
This is very much a year of reflection, transition, and growth. The pandemic, combined with national events that have so clearly demonstrated inequities in social justice, have really pushed us to deeply examine our practices, systems, and structures. This is needed in ALL SCHOOLS and I'm thankful that, as messy as that process is, we are embracing it. It will serve us all in the long run. You'll see I marked "somewhat agree" in many areas of this survey. That's in part due to the wide variety of experience in our current staff. We have several newer teachers and leaders and we are actively immersed in the process of re-grounding ourselves in the development of common structures and approaches. I appreciate this school and am excited about the opportunities it provides for students, families and teachers.
Historically our school has done very well. We are in a transition year as well as coming out of Covid and the aftermath of that. I suspect that the difficulties we are having this year with leadership transparency, communication and student behaviors will settle out as we complete the replication.