



New York State Education Department

2022-2023 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework

South Bronx Classical Charter School II

Renewal Site Visit Date: November 10, 2022

Date of Final Draft Report: May 2, 2023

Date of Final Report: May 10, 2023

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[Charter School Office](#)

89 Washington Avenue

Albany, New York 12234

charterschools@nysed.gov

518-474-1762

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ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

ATTACHMENT 3: 2021 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS

ATTACHMENT 4: 2022 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS (NO RESPONSES RECEIVED)

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	South Bronx Classical Charter School II
Board Chair	Jacob Elghanayan
District of location	NYC CSD 7
Opening Date	Fall 2013
Charter Terms	<ul style="list-style-type: none"> Initial Term: August 21, 2013 - June 30, 2018 First Renewal Term: July 1, 2018 - June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	K - Grade 8 / 438 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 8 / 438 students
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> K-5: 333 E 135TH ST Bronx, NY 10454 - Public Space 6-8: 757 Concourse Village West, Bronx, NY 10451 – Private Space
Mission Statement	<i>South Bronx Classical Charter School II prepares K-8th grade students in the South Bronx to excel in college-preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.</i>
Key Design Elements	<ul style="list-style-type: none"> Classical Framework Rigorous and Organized Curriculum Effective Teaching Structured Environment Development of Respectful, Compassionate Productive Citizens Family Engagement
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	None

Noteworthy: South Bronx Classical Charter School II (SBCCS II) utilizes curricula initially developed by Classical Charter Schools (CCS), a rigorous academic approach for K - Grade 8. SBCCS II has developed a comprehensive system to support Tier I instruction with targeted Tier II supports. To accomplish this the school has developed a suite of tools, resources, and strategies to target the academic, social-emotional, and growth needs of students. This system aligns instruction with teacher coaching, student assessments, and adheres ongoing data analysis.

¹ The information in this section was provided by the NYS Education Department Charter School Office.
 South Bronx Classical Charter School II 2022-2023 RENEWAL SITE VISIT REPORT

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 strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal, or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	K - Grade 6	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 8
Total Approved Enrollment	363	397	427	438	438

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

	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 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	438	438	438	438	438

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. 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. During the renewal visit, the CSO

² This proposed chart was submitted by South Bronx Classical CS II in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A one-day in person renewal site visit was conducted at South Bronx Classical Charter School II (SBCCS II) on November 10, 2022. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, parents, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

The team conducted remote eight classroom observations in K - Grade 8. The observations were approximately 20 minutes in length and conducted jointly with School Director. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

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

- **Current 2022-2023 organizational chart;**
- **A 2022-2023 master school schedule;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **School administered teacher, parent/student survey results;**
- **NYCDOE School Quality Reports showing survey results (The CSO is unable to ascertain the validity of the aggregate results of the NYCDoE surveys as the response rates are not published);**
- **2021 CSO Annual Survey of Charter Schools Parents/Guardians, Teachers, and Students;**
- **2022 CSO Annual Survey of Charter Schools Parents/Guardians, Teachers, and Students (No responses were received);**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 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;**
- **2022-2023 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2022 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**
- **School's SY 2022-2023 renewal application; and**
- **School's 2019 Notice of Concern.**

BENCHMARK ANALYSIS

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

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

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

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

For the site visit conducted from November 10, 2022 at SBCCS II, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2015 Charter School Performance Framework Rating³**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	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.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

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

Summary of Findings

SBCCS II is in year nine of operation and serves students in K - Grade 8. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one. A summary of those ratings is provided below.

Summary of Areas of Growth and Strengths: SBCCS II is an established school that has shown meaningful growth while navigating the challenges of the last few years. The NYSED's CSO team conducted focus groups with the board of trustees, school leadership team, student support team, parents, and teachers. The CSO team and board participated in the focus group remotely while all school staff members joined the focus groups in person. There are numerous areas of strengths. The school implements its Key Design Elements (KDEs) aligned with the network's curricular and instructional program with fidelity across all grades. The school has increased its attention for teacher professional development for students' social-emotional needs, revised systems of support, and inclusive school-wide behavior management systems. The board is highly familiar with the strengths, and areas of growth, of the school's academic program. Additionally, the board has made concerted efforts to improve its own diversity and local representation. The school's director, instructional coaches, and deans work collaboratively to provide significant support to teachers.

The school has a robust system of professional development that includes individual coaching for all teachers and supports teacher leadership opportunities and contributes to the high degree of collaboration among staff members. Evidence of the school's implementation of the KDEs was found through conversations with school leaders, the board of trustees, teachers, and parents as well as during classroom observations by the CSO team. The school engages in frequent review of evidence, data checks, and updates curriculum and instruction based on students' needs. The school uses diagnostic assessments to inform intervention programs, and utilizes a range of formative and summative assessments, which drive the teacher collaboration time. Instructional coaches and teachers collaborate to promote students' access to rigorous instruction with daily use of higher order thinking, requiring students to defend and elaborate on their responses, utilizing textual analysis, and responding to open-ended questions.

An area of growth for the SBCCS II is increasing enrollment at the K - Grade 5 campus as well as a system to ensure and monitor teacher certification. The board is highly familiar with the school's academic strengths, and aware of their areas of growth related to enrollment and updating teacher certification.

- SBCCS II has a committed leadership team that advances a clear and inspiring mission for the school, consistent with the network but also unique among network schools.
- The school's commitment to academics is understood by all stakeholders.
- The school has strong curriculum and instruction, initially developed by Classical Charter Schools.
- Holistic supports for students are an area of focus with changes to meet the social and emotional needs of all learners; the school provides appropriate professional development (PD) to staff to support students' social and emotional wellness.

- The school's governing board is another area of strength. Board members have the experience and diverse skill set to effectively govern the school, and members have demonstrated stability and commitment.
- SBCCS II is healthy financially, and it is located in a facility with sufficient space that is seen as safe by the school community.

Summary of Areas in Need of Improvement: Although SBCCS II has met its subgroup population enrollment targets for English language learners (ELLs), it continues to enroll a smaller percentage of students with disabilities (SWDs) as compared to its district of location (DoL). For the first time this year, the school has not met the enrollment for the K - Grade 5, recruiting less than 85 percent of the school's authorized enrollment. In addition to the enrollment deficiency, a challenge for the school is implementing a process to monitor teacher certification; however, the school leadership states efforts are being revamped to help SBCCS II teachers obtain certification.

Benchmark 1: Student Performance

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

Finding: Meets

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The school has consistently demonstrated a record of academic success, out-performing both its district of location (DoL), NYC CSD 7, and NYS on the NYSTP 3-8 Assessments for both English Language Arts (ELA) and 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 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

<i>Element</i>	<i>Indicators</i>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to the NYSLs.b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.e. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a balanced system of formative, diagnostic and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School (ES)/Middle School (MS):

- SBCCS II consistently meets Benchmark 2: Teaching and Learning.
- SBCCS II builds, uses and refines the curricula initially developed by CCS for both the elementary and middle schools.
- SBCCS II provides rigorous and organized curriculum, with an emphasis on effective teaching, and a highly structured environment.
- The curricula are rigorous, sequential, and standards-based units and lessons leading to practice in the upper grades with critical thinking, discourse, and public speaking skills.
- The school employs planned universal screeners paired with ongoing and strategic use of data from formative assessment, interim assessments, and summative assessments.
- Data analysis is utilized to inform ongoing curriculum development and adjustment, classroom instruction, and targeted small group academic support.
- In early grades, SBCCS II utilizes K-2 Words Their Way (“WTW”) spelling inventory with strategic use of use of Fountas & Pinnell Running Records for both general education and special education.
- Integrated instruction for general education and English as a New Language (ENL) for ELLs includes Phonics (K-1), Grammar (1-8), Writing (K-8), Read Aloud (K-5), Reading (6-8), Guided Reading (K-6), Close Reading (K-6), and Textual Analysis (3-8).
- Literacy instruction is based on scripted lessons taught in whole group settings to including phonics, grammar, writing, read aloud, independent reading, and textual analysis.
- Mathematics includes daily, standards-based, lessons with reteach opportunities.
- Numeracy instruction utilizes Number Stories with collaborative problem solving to prepare students for discourse instruction.
- Science and social studies lessons are based on New York State History Framework and the Next Generation Science Standards.
- Beginning in Grade 3, students study Latin continuously through Grade 8.
- Students begin the study of debate in Grade 4.
- SBCCS II maintains a database of lesson plans and strategies for ongoing support with foundational skills, mathematics, science, and history, as well as subjects designed to promote creativity and critical thinking.

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs):

- The elementary and middle grades utilize the same curriculum as general education population; added support is guided by the instructional coaches under the ongoing supervision of the Scholar Services Team.
- The school has both special education (SPED) teachers, and ENL teachers who provide push-in and daily 1:1 support.
- Scholar Services produced a dynamic suite of tools to support all students with clear and consistent evidence-based strategies for all student’s and those with an individualized education program (IEP).
- The school utilizes the integrated co-teaching (ICT) model to facilitate differentiation and small group instruction in the early grades.
- The school’s counseling staff provides ongoing and mandated counseling.
- The school utilizes external support services to meet the needs of students that require occupational, speech, and physical therapy.

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:** The school's renewal application states that "SBCCS II offers a rigorous curriculum that is aligned to the New York State Learning Standards (NYSLs)." In addition to ELA and math, the school offers two academic specials: Latin and debate. According to school leader and teacher responses in focus groups, the school utilizes curricula initially developed by CCS and aligned to the NYSLs.
- **Indicator b:** All teachers use CCS unit and lesson plans that introduce complex materials to increase practice with textual analysis and stimulate higher order thinking to build deep conceptual understanding and knowledge around content. Early grade teachers focus on foundational skills necessary for critical thinking while upper grade teachers promote students' use of higher order thinking. The NYSED CSO SV team observed some lessons in which teachers posed open-ended, thought-provoking questions to students. Examples include teachers asking students to locate textual evidence to back up individual analysis and opinion about the prompt.
- **Indicator c:** The instructional leaders, coaches, and teachers reported that the school's curriculum is aligned horizontally across same grade-level classrooms and is aligned vertically between grade levels. According to the leadership and teacher focus group participants, the CCS curriculum is continuously reviewed and revised by the team including the director of curriculum & instruction, curriculum manager, curriculum planners, and teacher leaders. This team ensures that the curriculum, in all grades and in all subjects, is fully aligned vertically and horizontally across grade levels. According to the participants in the teacher focus group, horizontal alignment occurs during weekly grade-level meetings led by the grade team leader, during weekly common planning time.
- **Indicator d:** The school continually differentiates its curricula. At the time of the visit, the leadership team shared the suite of tools designed to provide opportunities for all students to master grade-level skills and concepts. Grade-level meetings are held regularly, where teachers and coaches review student academic progress, engagement, and for mastery. Grade level teams are responsible for collaborating with instructional coaches to critically plan data-driven literacy and numeracy instruction fully individualized for each small group and meeting individual learning needs.
- **Indicator e:** In addition to the ongoing refinement of curriculum, the school reviews and revises elements of the curricula annually. In focus groups, school leaders reported that the network's curriculum committee revises some of the pre-written curricula annually. During the NYSED CSO SV, teacher leaders agreed that the curriculum is systematically reviewed and revised.

2. Element: **Instruction:**

- **Indicator a:** The school staff has a common understanding of high-quality instruction. In some observed classes, such as the fourth and fifth grade classes, students were asked to share their opinions and assertions to questions along with the textual evidence that aligned to their claims. In some other observed classrooms, teachers efficiently communicated queues to prompt student interaction. In the teacher focus group, teachers agreed that the school staff has a common understanding of high-quality instruction that supports all learners.

- **Indicator b:** Instructional delivery fosters engagement with most students. In all observed classrooms, students were engaged with the instruction. Teachers required students to follow along with the task with regular and ongoing checks for understanding. Thus, teachers could determine whether students were tracking with the lesson and task. In the teacher focus group teachers agreed that instructional delivery fosters engagement with all students.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** The school uses a balanced system of assessments. According to participants in school leader and teacher focus groups, all students take universal screeners which are then analyzed to inform instruction and ongoing monitoring of student mastery. The school's assessment system is directly linked to the suite of tools and resources to support all learners achieving mastery. The teachers agreed that the school uses an effective system of diagnostic, formative and summative assessments.
- **Indicator b:** The school uses data regularly to inform instruction. In focus groups, school leaders and teachers reported that teachers routinely use weekly grade level team meetings to examine student assessment results to inform subsequent instructional planning.
- **Indicator c:** The school uses student data to evaluate the academic program and modify the program accordingly. School leaders reported that, due to recent socio-political shifts in the United States, instructional leaders and teachers revised curriculum to be more culturally and linguistically responsive. The school's curriculum committee updated those curricula to ensure more culturally relevant materials and teacher professional learning to ensure the incorporation of culturally relevant practices. In the teacher focus group, the teachers agreed that the school also incorporated teacher voice and encouraged teacher to evaluate the quality and effectiveness of the culturally responsive revisions aligned to academic program and modifies the program accordingly.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** The school maintains dedicated staff who are trained to provide comprehensive student supports through an extensive teacher support system and suite of intervention and enrichment strategies. The school provides targeted supports to meet the specialized academic needs of all students. According to participants in the school leader focus groups, early grades benefit from the ICT model to facilitate differentiation and small group instruction. The school provides some of its special education assistance through pull-out services. According to participants in the school leader and teacher focus groups, the push-in model is most used to support students' success, including student groups: SWDs, ELLs, and economically disadvantaged (ED) students. In the teacher focus group, teachers agreed that the school provides specific supports to meet the academic needs for diverse learners.
As per the Committee on Special Education (CSE), the school has strong communication with families and assists the parents during the IEP process. The school has good knowledge of specially designed instruction (SDI) and collects progress monitoring data. The school implements SDI, but there is some room for growth, especially in the area of phonics instruction. The school and the CSE collaborate well together and the school is very responsive to CSE requests.
- **Indicator b:** According to school leaders, the school regularly monitors the progress of diverse learners on an individual basis. The teacher and parent focus group participants agreed that the school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none">a. The school has a clear approach to behavioral management, including a written discipline policy.b. The school appears safe, and all school constituents are able to articulate how the school community maintains a safe environment.c. The school has systems in place to ensure that the environment is free from harassment and discrimination.d. Classroom environments are conducive to learning and generally free from disruption.
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none">a. The school communicates with and engages families with the school community.b. Teachers communicate with parents to discuss students' strengths and needs.c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.d. The school has a systematic process for responding to family or community concerns.e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none">a. The school has systems or programs in place to support the social-emotional needs of students.b. School leaders collect and use data to track the socio-emotional needs of students.c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

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

South Bronx Classical CS II	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	361	70	19%	50%	-31
Student Survey (Grades 9-12)	N/A	N/A	N/A	N/A	N/A
Teacher Survey	38	20	53%	80%	-27

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, Students, and Teachers

South Bronx Classical Charter School II		Response Rate	Survey Population	Total Responses
Parent	Does not meet 90% or 95% Confidence	0%	303	0
Student	Not Applicable	.	0	.
Teacher	Does not meet 90% or 95% Confidence	0%	28	0

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 meet a 90 percent confidence level, therefore none of the aggregate results from either year should be taken as statistically dependable.

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

- **Indicator a:** The school has a clear approach to behavioral management. In observed classrooms, teachers employed consistent systems when addressing student behaviors. Based on leadership, staff, and parent focus groups, SBCCS II teams have revised the school-wide behavior system to include additional opportunities for learners to reset, receive feedback, and get additional support in and out of the classroom.
- **Indicator b:** The school appears safe. All school constituents articulated how the school community maintains a safe environment.
- **Indicator c:** The school has systems in place to ensure that the environment is free from harassment and discrimination. In observed classrooms, there were no instances of harassment or discrimination. In the leadership focus group, responses among leaders and deans reflected that the school has systems in place to ensure that the environment is free from harassment and discrimination.
- **Indicator d:** Based on focus groups with the school leadership team, the deans lead ongoing and consistent two-way communication feedback loops to evaluate school climate and culture with internal surveys for classroom teachers. All classrooms exhibited organization that promoted a culture of high academic and behavioral expectations; this was observed through consistent feedback to students targeting motivation and academic progress. Students adhere to a code of conduct with clear behavioral expectations. As evidenced by the site visit, the behavior

management system is consistent across each grade and classroom, which offers structure to a conducive learning environment. Celebrations and rewards recognize behavior(s) exhibiting strong work ethic and academic achievement; these are also recognized through daily praise and shout outs, extrinsic incentives and prizes, as well as school-wide events.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:** SBCCS II works closely with families to support students' academic and social-emotional learning at school and at home. It also provides ongoing support and two-way communication to families through individual contact as well as the Jupiter communication platform for family communication about calendars and events. Additionally, daily and weekly attendance data is analyzed by deans and the counseling team along with ongoing communication with families. All participants in the teacher and parent focus groups agreed that the school communicates on a regular basis. School leaders reported that teachers communicate regularly with families and attempt to establish relationships with families.
- **Indicator b:** The school regularly communicates with families via email, text, phone call, events, and virtual platforms including Jupiter (which can automatically translate messages into a parent's preferred language). All teachers and parent focus group members agreed that family communication is consistent, relevant, and the school shares timely information on their child's academic progress. According to the parent focus group, teachers and leaders are available for formal and informal check-ins. All communication is available in their home language.
- **Indicator c:** The school assesses parent satisfaction regularly. According to school leaders, in addition to the annual CSO Parent Survey, the school administers its own annual family survey; however, there were no responses to the 2022 CSO Parent Survey. According to the teacher and parent focus group members, the school seeks feedback from parents through surveys, meetings, or informal check-ins at the beginning and end of the day.
- **Indicator d:** According to leadership members in the focus group, the school maintains a clear system for responding to family or community concerns. School leaders reported that the teachers and dean are the first to respond to parent concerns and complaints in a timely fashion; however, CSO documents (e.g., emails to the school) regarding a parent's informal complaint indicate the school did not respond to the parent or the CSO. School leaders and teachers reported that the school director is available for managing acute concerns. Members of the teacher and parent focus groups agreed that the school has a complaint policy that is easy to find and agreed that the school has a complaint policy that is easy to understand, is systematic, and maintains a transparent process for responding to family or community concerns.
- **Indicator e:** The leadership members and teachers that participated in the focus groups confirmed that the school shares relevant academic data with parents. School leaders reported that student progress reports are timely and transparent to include information on grade-level performance. Report cards indicate how the school is performing as a whole and how the network is performing overall. The teachers that participated in the focus group agreed that the school informs parents about how it performs compared to other schools in the district and New York State.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** The school has increased supports and systems to attend to the social-emotional needs of students. According to school leaders, it provides a weekly character education class that the school restructured to include a more student-centered approach through a community circle model; incorporates social and emotional activities into daily morning meetings; and holds parent

workshops that include trainings on how to support students' success at school and at home. Teacher and parent focus group participants agreed that the school has social, emotional, and mental health programs and supports for all students. For example, the renewal application explains the daily recess and morning meeting periods are used to engage students in social-emotional learning in order to strengthen their classroom community and learn skills that will allow them to engage more productively with their peers. Additionally, teachers reported more opportunities for teacher-led staff professional development to support the social-emotional and mental health of students in a culturally responsive manner.

- **Indicator b:** The school leadership team, including the deans, has systems in place to track the social-emotional needs of its students. School leaders reported that the school tracks the behavioral issues of students through behavior charts, check-in/check-out system, incentive charts, as well as parent meetings, home visits, and celebrations and rewards are set for behavior exhibiting strong work ethic and academic achievement through daily praise and shout outs, extrinsic incentives and prizes, and recognition at school-wide events. Systems are in place for after school learning and through the Summer Learning Academy. All participants in the focus groups teachers agreed that school leaders collect and use data to track the socio-emotional needs of all students.
- **Indicator c:** School leaders reported that the school monitors trends in student behaviors through student behavior charts. School leaders reported that grade-level teams examine student behavior data weekly. School leaders that participated in the focus group agreed that school leaders collect and use data regarding the impact of programs designed to support all students' social and emotional health.

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

South Bronx Classical Charter School II is part of the Classical Charter Schools education corporation. Classical Charter Schools appears to be in good financial condition as evidenced by performance on key indicators derived from the education corporation's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Classical Charter Schools' 2021-2022 composite score is 2.12.

**Composite Scores
2017-2018 to 2021-2022**

<i>Year</i>	<i>Composite Score</i>
2017-2018	3.00
2018-2019	2.84
2019-2020	2.47
2020-2021	2.73
2021-2022	2.12

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

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Classical Charter Schools' 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

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ul style="list-style-type: none">a. The board recruits and selects board members with skills and expertise that meet the needs of the school.b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.d. The board regularly updates school policies.e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

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

1. Element: **Board Oversight and Governance:**

- **Indicator a:** The board uses formal and informal procedures to evaluate school leadership through mid-year and end-of-year evaluation cycles and provides an annual school leadership evaluation. The board focus group included new board members that provided a detailed description of the onboarding process. New board members explained that they engage with the school and receive training in aspects of the school's KDEs. Progress monitoring occurs through regular board meetings. The board actively recruits members with skills and expertise that meet the needs of the school. Current board members have expertise in K-12 education, finance, law, and real estate. According to board members, the board has recruited individuals representing the South Bronx while racial and ethnic diversity reflects the student population.
- **Indicator b:** The board members stated that the stability of governance allows for the organization to sustain and grow strategic initiatives. Professional development, onboarding new members, and ongoing support prioritizes strategic issues, builds on members' strengths, and sustains a continuous improvement process based on data analysis.

- **Indicator c:** The board is engaged in the strategic planning of the school and demonstrates active oversight of the school. Board members reported that the school's executive director provides the board with detailed and regular academic reports. Each board member shared specific details of its models in place, and explained how the current student achievement results of the school indicate the board's closes examination of its individual standing as well as the school's standing within the network's academic program. During the focus group meeting with the board, board members reported awareness of SBCCS II's drop in enrollment for elementary grades and expressed concern. They also presented some ideas to mitigate the issue moving forward. However, the board was unaware that some teachers are not fully certified.
- **Indicator d:** The board regularly updates school policies. Board members reported that the board annually reviews school policies (in the summer) and makes updates as necessary. The board agreed to review the policy and monitoring plan for timely teacher certification. The board also agreed to review the student enrollment policy for SBCCS II in relation to the network enrollment system.
- **Indicator e:** The board regularly evaluates network leadership and itself. Board members systematically evaluate the executive director that includes the perspectives of parents, teachers, and school leaders. Board members also reported that the board annually evaluates its own performance, and this annual evaluation has led to several changes, including better use of board committees and the attempt to have a more diverse board with more local representation. According to the narrative describing the process to evaluate the school leadership, the executive director evaluates the school director based on the effectiveness and quality of the teaching staff; educational program; SWD and ELL program and progress; professional development; discipline; class schedules; and school operations.
- **Indicator f:** The board appears to be aware of its legal obligations; however, a number of compliance concerns exist. (See Benchmark 10 below). Board members reported that the board monitors all NYSED CSO communications regarding legal matters and regular updates on charter law and regulations from the New York City Charter School Center.

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

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none">a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. <i>Professional Climate</i>	<ul style="list-style-type: none">a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.b. The school has established structures for frequent collaboration among teachers.c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs.d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. <i>Contractual Relationships</i> □N/A	<ul style="list-style-type: none">a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

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

1. Element: **School Leadership:**

- **Indicator a:** SBCCS II's school director was replaced in March 2022. In its focus group, teachers reported that the school's instructional coaches and/or grade team leaders observe teachers on

a weekly basis to provide substantive, helpful and actionable feedback to teachers based on observations. Teachers also agreed the school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.

- **Indicator b:** School roles and responsibilities are clearly communicated and supported. Participants in the teacher focus group reported that the roles of instructional coaches, grade-level team leader, the dean, and school leader are well defined. According to the discussions in the focus groups, participants agreed that roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.
- **Indicator c:** The school has effective communication processes. School leaders reported that having a common office with the director, instructional leaders, and deans helps with formal and informal communication. Leaders reported that communication with teachers has been a focus by leveraging daily teacher meetings through which grade team leads communicate messages from leadership. Teachers agreed that the school has clear and well-established communication systems while decision-making processes are transparent and effective across the school.
- **Indicator d:** The school has experienced some teacher turnover. According to the school leader focus group, a challenge for the school is high teacher turnover due to the long hours expected of teachers at the school. However, leaders and teachers agreed that the school successfully recruits, hires, and retains key personnel, and makes decisions to remove ineffective staff members. There is ongoing recruitment, development, and retention of effective teachers who have the ability to manage their classrooms, know their content, develop skills sequentially over time, and use data strategically to inform their instruction in order to maximize educational impact. SBCCS II recruits teachers primarily from its ClassiCorps Fellowship, a three-year program that recruits, develops, and promotes teachers since 2014.

2. Element: ***Professional Climate:***

- **Indicator a:** According to the school's submitted organizational chart, the school is fully staffed. In addition to the school director, grade team leaders, and general education teachers, the school has the following on-site personnel: operations manager, operations assistant, brand manager, student services and intervention specialists, special education teacher, speech and language therapist, school psychologist, instructional coaches, and deans. Leaders and teachers agreed that the school ensures staff has the requisite skills, expertise, and professional development necessary to meet all students' needs. Teachers agreed that the school prepares teachers with professional learning; however, monitoring the certification through human resources is incomplete and there are teachers with incomplete certification.
- **Indicator b:** The school facilitates regular and frequent collaboration among teachers and grade level team leaders. School leaders and teachers reported that the daily and weekly grade level team meetings facilitate collaboration among teachers of the same grade level. Teachers agreed that the school has established structures for frequent collaboration among teachers.
- **Indicator c:** The school provides regular professional development offerings based on instructional data and instructional planning. Teachers reported that every month, teachers can participate in teacher-led professional development sessions and that these sessions include relevant information that is beneficial to teachers' daily instructional practices.
- **Indicator d:** The school has a formal teacher evaluation process. According to the leadership team, the school evaluates its teachers according to student achievement, based on student growth in state test scores, internal tests, and reading levels; scores on the teacher rubric; and special contributions, such as curricular planning and special expertise. According to the school's teacher

evaluation documentation, the teacher rubric includes indicators regarding professional responsibilities, curriculum, classroom management, and culture of analysis, and teachers' work with their grade team lead and director of curriculum and instruction to develop goals, in the form of an individual professional improvement plan. Teachers agreed that the school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.

- **Indicator e:** The school has mechanisms to solicit teacher feedback. According to school leaders and teachers in the focus group, the school issues two teacher surveys per year though these surveys are not anonymous. Teachers agreed that the school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.

3. Element: ***Contractual Relationships:***

- **Indicator a:** N/A
- **Indicator b:** N/A
- **Indicator c:** N/A

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The school has consistently demonstrated a clear and shared understanding of the school's mission and KDEs and they have been implemented with fidelity.

1. Element: **Missions and Key Design Elements:**

- **Indicator a:** Participants of each stakeholder focus group were able to articulate the mission and aspects of the school's KDEs. Participants in the board and school leadership focus groups were able to not only clearly articulate the mission and KDEs, but to also provide examples of how the school has remained faithful to its mission and continues to implement the KDEs. All focus groups discussed the important role that the school community, including parents, play in effective education. School leadership, student support staff, and teachers discussed how the curriculum, differentiated instruction, SEL program, and student recognition create a culture of character building and responsibility for one's own learning. All focus group participants felt that students at SBCCS II are well-prepared for a challenging secondary education and beyond. School leadership explained that, when students leave SBCCS II for high school, the goal is for them to be well-rounded scholars with the critical thinking needed to be successful. The teacher and parent who responded in focus groups agreed that the school was operating in support of its mission. Board members and teachers reported the school's continued focus and efficacy with delivering the classical model while providing students with rigorous curricula.
- **Indicator b:** The school implements some its key design elements. Two KDEs were observed in classrooms (Classical Framework and Structured Environment). SBCCS II engages positive student behavior through modeling, explicit behavioral instruction, and a transparent set of expectations. These rules include development of respectful, compassionate, and productive citizens. All students have forty-five minutes of weekly character education with age-appropriate community service based on themes such as the environment and care of senior citizens. In order to promote academic success for all students, in addition to providing after-school tutoring for students in Grades 3-8, the school now offers teacher led after-school tutoring in reading and math to students in kindergarten through Grade 2. The network has a full-time high school placement

counselor to support this school's eighth graders' matriculation into high schools, and high school enrichment programs, of the students' choice in order to ultimately promote student success in higher education. School leaders also reported that, in order to create respectful and compassionate citizens, the school: hired a diversity, equity and inclusion (DEI) consultant to promote those values among staff members; added "classical conversations" to the curriculum, in which teachers cover topics with students on identity, and culture. Updated curricular materials and professional development are utilized daily and in the character education curriculum.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	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. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>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.</p> <p>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.</p>

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to the persistent under-enrollment of SWDs and ED students.

1. Element: **Targets are met:**

- **Indicator a:** The school has increased its enrollment of ELLs from 11 percent in 2020-2021 to 21 percent in 2021-2022 and is currently -2 percentage points below the DOL.

2. Element: **Targets are not met:**

- **Indicator a:** NYSED 2021-2022 data indicates that the school did not reach its maximum authorized enrollment. It was at 69 percent, having a reported enrollment of 303 students for 438 approved seats. The 2021-2022 enrollment data shows that the school has a -12 percentage-point differential compared to the district of location in the enrollment of SWD and ED students.
- **Indicator b:** Leadership described the efforts the school has made this semester to reduce the student attrition rate by taking a number of actions aimed at retaining current students,

recruitment for early grades, branding management, community outreach, and family communication. The school acknowledges the recent change in enrollment. According to the leadership focus group, the school and network are implementing the following strategies to increase the school's elementary enrollment: increasing community outreach to the early education centers; capping school transfers between network schools.

According to the school's renewal application, the school has made increased efforts to recruit SWDs and ELLs. The school outlines ways in which they've recruited to meet mandates targets, including:

- Translation of all materials and information about the school's program in mass mailings of school information and student applications to nursery schools, Head Starts, and community organizations;
 - Multilingual specialist and operation team members conduct an information session in multiple languages (upon request);
 - Distribute flyers throughout the South Bronx (in both English and Spanish);
 - Run social media campaigns; and
 - Communicate and translate the school application, important dates sheet, school quick facts, and the special services brochure distributed at recruiting fairs, nursery schools, Head Starts, and community organizations.
- **Indicator c:** The school acknowledges lower enrollment, having recruited less than 85 percent of the school's authorized enrollment and states they have implemented a systematic process for evaluating recruitment and review outreach strategies to rectify the situation.

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: Meets

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

Summative Evidence for Benchmark 10:

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

- **Indicator a:** According to the school's 2019-2020 Annual Report, the board conducted only 11 board meetings during the 2019-2020 school year due to COVID-19 pandemic and only 11 board meeting during the 2020-2021 and 2021-2022 school years. While the school has implemented online board meetings to remedy the issue, the board meeting schedule on the school's website shows there are less than 12 board meetings scheduled in the 2022-2023 school year with six of the eleven listed as remote. According to the by-laws, the school's board of trustees will have no less than five and no more than 13 trustees; the website shows the school has 11 trustees and no pending applications for new members at the time of this report. There have been teacher certification issues over the charter term with seven uncategorized, uncertified teachers listed in the 2020-2021 Annual Report. While the 2021-2022 Annual Report shows there were zero uncategorized, uncertified teachers, the school has a history of teacher certification issues dating back to 2018-2019. Not all required links are posted to the school's website. For example, the DASA policy is not included in the handbook or on the school website's policy page.
- **Indicator b:** In January 2019, the CSO issued SBCCS II a Notice of Concern for enrolling a smaller percentage of SWDs than the district of location. Interviewed school leaders indicated that the school has worked to remedy this situation and indicated that the number of SWD students had increased; however, CSO records show that the school has remained -14 percentage points below the district of location since the beginning of this charter term through the 2020-2021 school year. In 2021-2022, the SWD enrollment was a -12 percentage-point differential to the district of location. On 1/30/23 the CSO emailed the school a letter that it received from Advocates for Children regarding the school's discipline policy. We encouraged the school to discuss these

comments with its counsel and submit a revision request in accordance with our Revision Guidelines as soon as possible, if advised to do so.

- **Indicator c:** The school has not sought Board of Regents and/or Charter School Office approval for revisions this term. The school has no requests for revisions at this time of renewal.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

SOUTH BRONX CLASSICAL CHARTER SCHOOL II

BEDS Code

320700861035

2021-2022 Enrollment

303

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:	NEW YORK CITY GEOGRAPHIC DISTRICT # 7
Total Public School Enrollment of Resident Students attending Charter Schools:	37%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-8
Address:	333 E 135TH ST BRONX NY 10454
Website:	www.classicalcharterschools.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BRONX
Regent:	ARAMINA VEGA FERRER
Active Date:	7/1/2013
Authorizer:	NYS BOR
CEO:	LESTER LONG
CEO Phone:	(718) 860-4340
CEO Email:	llong@southbronxclassical.org
BOT President:	JACOB ELGHANAYAN
BOT President Phone:	(718) 860-4340
BOT President Email:	boardchair@southbronxclassical.org
Institution ID:	800000074677

*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:	Paolo Giovine
Performance Framework:	2015
Current Term:	7/1/18-6/30/23
2018-2019	Check-in
2019-2020	Check-in
2020-2021	Midterm
2021-2022	Check-in
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	0%	303	0
Student Survey (Grades 9-12)	Not Applicable	N/A	0	N/A
Teacher Survey	Does not meet 90% or 95% Confidence	0%	28	0

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

SOUTH BRONX CLASSICAL CHARTER SCHOOL II

South Bronx Classical CS II			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary/Middle	+/- 5	Albany ES	+48	+52	+31	.
		Amber CS Kingsbridge	+33	+52	+19	.
		Bronx CS for Excellence	+13	+20	+13	.
		Bronx Community CS	+48	+68	+60	.
		Brooklyn Dreams CS	+39	+57	+45	.
		General Herkimer ES	+55	+61	+21	.
		Grand Concourse Academy CS	+24	+37	+24	.
		Huntington K-8 School	+62	+74	+56	.
		PS 181	+57	+74	+69	.
		PS 89	+50	+70	+52	.
		PS/MS 194	+47	+59	+47	.
		School 16	+47	+61	+37	.
		Mean	+44	+57	+40	.
	+/- 7.5	Achievement First North Brooklyn Preparatory CS	+37	+51	+40	.
		Bronx CS for the Arts	+41	+63	+51	.
		Bushwick Ascend CS	+31	+40	+20	.
		Christopher Columbus ES	+54	+57	+24	.
		Ella Fitzgerald Academy	+51	+71	+32	.
		Explore CS	+22	+49	+28	.
		Family Life Academy CS II	+21	+60	+50	.
		Greenport ES	+60	+67	+34	.
		Hamilton School	+45	+68	+73	.
		Harriet Tubman CS	+32	+58	+19	.
		Hurlbut W Smith K-8 School	+65	+84	+62	.
		Las Hermanas Mirabal Community School	+54	+69	+31	.
		Morse Young Magnet School	+65	+78	+46	.
		Mount Vernon Leadership Academy	+46	+62	+30	.
		New York French-American CS	+39	+60	+26	.
		PS 126 Jacob August Riis	+14	+19	+13	.
		PS 214	+59	+77	+64	.
		PS/IS 116 William C Hughley	+56	+73	+46	.
		PS/IS 45 Horace E Greene	+47	+70	+30	.
		PS/MS 498 Van Nest Academy	+44	+53	+36	.
		Rosemarie Ann Siragusa School	+39	+57	+29	.
		Thomas Jefferson ES	+59	+64	+39	.
		Voice CS of New York	+45	+55	+42	.
		West Buffalo CS	+46	+57	+36	.
		Mean	+45	+61	+38	.
	+/- 10	Academic Leadership CS	+14	+35	+12	.
		Academy of the City CS	+28	+53	+32	.
		Achievement First Apollo CS	+37	+43	+51	.
		Achievement First-Bushwick CS	+23	+43	+36	.
		Anna Murray-Douglass Academy	+70	+78	+66	.
		Beginning With Children CS II	+34	+32	+23	.
		Benjamin Cosor ES	+69	+75	+49	.
		Brilla College Preparatory CS	+32	+51	+38	.
		Bronx Academy of Promise CS	+28	+47	+23	.
		Bronx CS for Children	+44	+61	+42	.
		Bronx Global Learning Institute for Girls CS, the Shirley	+45	+75	+65	.
		Central Queens Academy CS	+18	+40	+100	.
		Citizenship and Science Academy of Syracuse CS	+65	+78	+75	.
		Equity Project CS (The)	+43	+46	+49	.
		Eugenio Maria De Hostos Microsociety School	+43	+58	+28	.
		Explore Excel CS	+49	+61	+49	.
		Frazer K-8 School	+70	+84	+72	.
		Global Community CS	+44	+51	+16	.
		Harlem Hebrew Language Academy CS	+50	+72	+63	.
		Harvey Austin School #97	+74	+81	+68	.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

	Icahn CS 1	+12	+16	+15	.
	Icahn CS 6	+9	0	+3	.
	Icahn CS 7	+19	+36	+26	.
	John F Hughes ES	+63	+69	+47	.
	KIPP Bronx CS II	+28	+44	+100	.
	KIPP NYC Washington Heights Academy CS	+46	+52	+50	.
	Lyncourt School	+53	+64	+50	.
	MS 394	+65	+82	+62	.
	Marva J Daniel Futures Preparatory School	+68	+82	+73	.
	MLK Jr High Tech & Computer Magnet School	+59	+75	+67	.
	Nelson Mandela/Dr Hosa Zollicoffer School	+36	+62	+28	.
	PS 102 Bayview	+26	+38	+18	.
	PS 189 Bilingual Center (The)	+30	+51	+20	.
	PS 209 Margaret Mead	+31	+50	+29	.
	PS 211	+60	+71	+63	.
	PS 315 Lab School	+36	+63	+50	.
	PS 43	+67	+81	+50	.
	PS/IS 119 Glendale (The)	+14	+29	+31	.
	PS/IS 268	+35	+64	+43	.
	PS/MS 138 Sunrise	+57	+76	+54	.
	Pave Academy CS	+51	+62	+44	.
	Rise Community School	+81	+85	+72	.
	Roosevelt Children's Academy CS	+38	+59	+40	.
	Roscoe Conkling ES	+62	+70	+36	.
	Salem Hyde ES	+66	+76	+23	.
	School 21	+45	+59	+18	.
	School 23	+67	+70	+50	.
	School 33-John James Audubon	+72	+84	+73	.
	School 5-John Williams	+72	+85	+80	.
	School In the Square Public CS	+48	+65	+45	.
	South Bronx Classical CS	-2	+1	0	.
	South Bronx Classical CS III	-6	-4	+1	.
	Staten Island School of Civic Leadership	+35	+56	+17	.
	Success Academy CS-Bronx 2	+15	+15	+100	.
	Success Academy CS-Harlem 2	+15	+3	+100	.
	Washington Heights Academy	+19	+38	+22	.
	Watson Williams ES	+60	+66	+39	.
	Mean	+43	+55	+46	.
	Mean	+43	+57	+43	.

*See NOTES (1) and (11).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

SOUTH BRONX CLASSICAL CHARTER SCHOOL II

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%

South Bronx Classical CS II	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	-	-	-	-	-	-	-	-
2016-2017	89%	-	-	95%	85%	-	-	86%
2017-2018	92%	85%	-	92%	93%	100%	-	92%
2018-2019	87%	83%	89%	90%	94%	82%	89%	95%
2021-2022	87%	64%	-	86%	87%	55%	-	85%

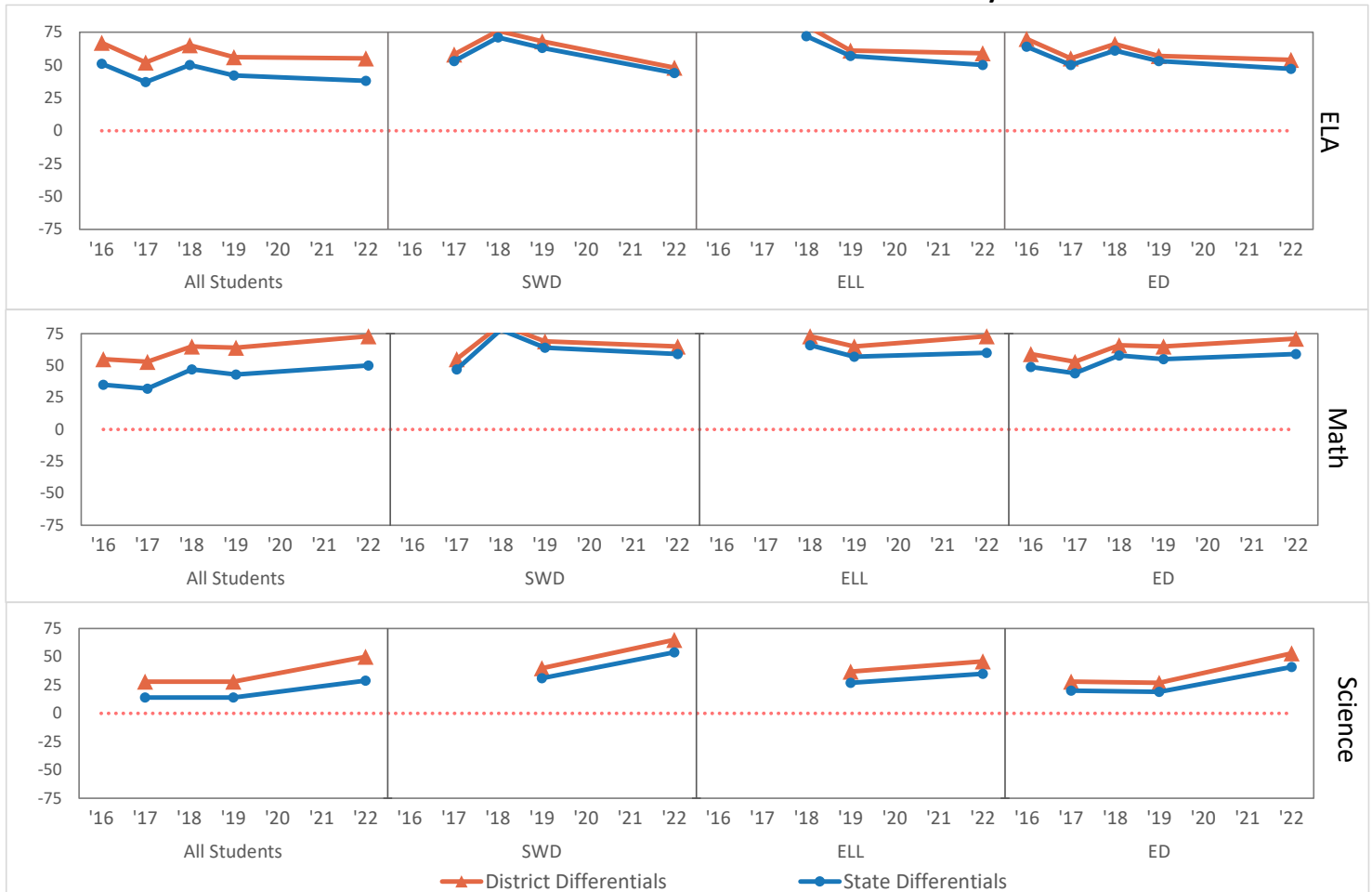
*See NOTES (2), (3), (7), and (8).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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
South Bronx Classical Charter School II and New York City CSD 7



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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		South Bronx Classical CS II	NYC CSD 7	Differential to District	NYS	Differential to NYS	South Bronx Classical CS II	NYC CSD 7	Differential to District	NYS	Differential to NYS	South Bronx Classical CS II	NYC CSD 7	Differential to District	NYS	Differential to NYS
All Students	2015-2016	93%	26%	+67	42%	+51	79%	24%	+55	44%	+35	-	-	-	-	-
	2016-2017	79%	27%	+52	42%	+37	78%	25%	+53	46%	+32	100%	72%	+28	86%	+14
	2017-2018	95%	30%	+65	45%	+50	96%	31%	+65	49%	+47	-	-	-	-	-
	2018-2019	88%	32%	+56	46%	+42	93%	29%	+64	50%	+43	100%	72%	+28	86%	+14
	2021-2022	85%	30%	+55	47%	+38	89%	16%	+73	39%	+50	98%	48%	+50	69%	+29
SWD	2016-2017	67%	9%	+58	14%	+53	67%	12%	+55	20%	+47	-	-	-	-	-
	2017-2018	89%	13%	+76	18%	+71	100%	18%	+82	22%	+78	-	-	-	-	-
	2018-2019	80%	12%	+68	17%	+63	84%	15%	+69	20%	+64	100%	60%	+40	69%	+31
	2021-2022	60%	12%	+48	16%	+44	73%	8%	+65	14%	+59	100%	35%	+65	46%	+54
ELL	2017-2018	100%	20%	+80	28%	+72	100%	27%	+73	34%	+66	-	-	-	-	-
	2018-2019	86%	25%	+61	29%	+57	93%	28%	+65	36%	+57	100%	63%	+37	73%	+27
	2021-2022	80%	21%	+59	30%	+50	87%	14%	+73	27%	+60	100%	54%	+46	65%	+35
ED	2015-2016	95%	25%	+70	31%	+64	82%	23%	+59	33%	+49	-	-	-	-	-
	2016-2017	81%	26%	+55	31%	+50	78%	25%	+53	34%	+44	100%	72%	+28	80%	+20
	2017-2018	96%	30%	+66	35%	+61	96%	30%	+66	38%	+58	-	-	-	-	-
	2018-2019	89%	32%	+57	36%	+53	94%	29%	+65	39%	+55	100%	73%	+27	81%	+19
	2021-2022	84%	30%	+54	37%	+47	87%	16%	+71	28%	+59	100%	47%	+53	59%	+41

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

		ELA					Math					Science				
		South Bronx Classical CS II	NYC CSD 7	Differential to District	NYS	Differential to NYS	South Bronx Classical CS II	NYC CSD 7	Differential to District	NYS	Differential to NYS	South Bronx Classical CS II	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 3	2016-2017	75%	28%	+47	43%	+32	75%	28%	+47	49%	+26	-	-	-	-	-
	2017-2018	100%	38%	+62	51%	+49	100%	39%	+61	54%	+46	-	-	-	-	-
	2018-2019	90%	43%	+47	52%	+38	93%	35%	+58	55%	+38	-	-	-	-	-
	2021-2022	87%	27%	+60	46%	+41	89%	24%	+65	48%	+41	-	-	-	-	-
Grade 4	2016-2017	88%	26%	+62	41%	+47	85%	22%	+63	43%	+42	100%	72%	+28	86%	+14
	2017-2018	88%	33%	+55	48%	+40	95%	30%	+65	48%	+47	-	-	-	-	-
	2018-2019	91%	36%	+55	48%	+43	93%	29%	+64	51%	+42	100%	72%	+28	86%	+14
	2021-2022	87%	21%	+66	42%	+45	92%	17%	+75	43%	+49	100%	60%	+40	80%	+20
Grade 5	2017-2018	96%	20%	+76	37%	+59	87%	23%	+64	44%	+43	-	-	-	-	-
	2018-2019	74%	22%	+52	38%	+36	92%	27%	+65	46%	+46	-	-	-	-	-
	2021-2022	76%	19%	+57	38%	+38	91%	15%	+76	37%	+54	-	-	-	-	-
Grade 6	2018-2019	100%	28%	+72	47%	+53	100%	26%	+74	47%	+53	-	-	-	-	-
	2021-2022	100%	39%	+61	57%	+43	96%	13%	+83	39%	+57	-	-	-	-	-
Grade 7	2021-2022	71%	39%	+32	48%	+23	74%	13%	+61	36%	+38	-	-	-	-	-
Grade 8	2021-2022	100%	36%	+64	50%	+50	93%	15%	+78	27%	+66	93%	33%	+60	50%	+43

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

		Students with Disabilities Grade-Level Proficiency														
		ELA					Math					Science				
		South Bronx Classical CS II	NYC CSD 7	Differential to District	NYS	Differential to NYS	South Bronx Classical CS II	NYC CSD 7	Differential to District	NYS	Differential to NYS	South Bronx Classical CS II	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 3	2016-2017	57%	10%	+47	15%	+42	57%	14%	+43	22%	+35	-	-	-	-	-
	2017-2018	100%	19%	+81	24%	+76	100%	27%	+73	28%	+72	-	-	-	-	-
	2021-2022	71%	7%	+64	20%	+51	100%	10%	+90	24%	+76	-	-	-	-	-
Grade 4	2017-2018	71%	11%	+60	19%	+52	100%	14%	+86	21%	+79	-	-	-	-	-
	2018-2019	82%	13%	+69	18%	+64	82%	15%	+67	22%	+60	100%	60%	+40	69%	+31
	2021-2022	57%	10%	+47	14%	+43	100%	11%	+89	18%	+82	100%	49%	+51	60%	+40
Grade 5	2018-2019	67%	8%	+59	11%	+56	83%	18%	+65	17%	+66	-	-	-	-	-
	2021-2022	57%	6%	+51	11%	+46	57%	8%	+49	13%	+44	-	-	-	-	-
Grade 7	2021-2022	33%	16%	+17	16%	+17	33%	6%	+27	10%	+23	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		South Bronx Classical CS II	NYC CSD 7	Differential to District	NYS	Differential to NYS	South Bronx Classical CS II	NYC CSD 7	Differential to District	NYS	Differential to NYS	South Bronx Classical CS II	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 3	2016-2017	74%	27%	+47	32%	+42	74%	28%	+46	37%	+37	-	-	-	-	-
	2017-2018	100%	38%	+62	40%	+60	100%	39%	+61	43%	+57	-	-	-	-	-
	2018-2019	90%	42%	+48	42%	+48	93%	34%	+59	44%	+49	-	-	-	-	-
	2021-2022	85%	27%	+58	35%	+50	88%	24%	+64	36%	+52	-	-	-	-	-
Grade 4	2016-2017	95%	25%	+70	31%	+64	86%	22%	+64	32%	+54	100%	72%	+28	80%	+20
	2017-2018	90%	33%	+57	38%	+52	95%	29%	+66	37%	+58	-	-	-	-	-
	2018-2019	92%	35%	+57	38%	+54	94%	29%	+65	40%	+54	100%	73%	+27	81%	+19
	2021-2022	85%	20%	+65	30%	+55	91%	16%	+75	31%	+60	100%	59%	+41	72%	+28
Grade 5	2017-2018	95%	20%	+75	27%	+68	85%	22%	+63	33%	+52	-	-	-	-	-
	2018-2019	79%	21%	+58	28%	+51	94%	27%	+67	36%	+58	-	-	-	-	-
	2021-2022	77%	19%	+58	27%	+50	90%	15%	+75	26%	+64	-	-	-	-	-
Grade 6	2018-2019	100%	27%	+73	37%	+63	100%	26%	+74	36%	+64	-	-	-	-	-
	2021-2022	100%	39%	+61	47%	+53	96%	14%	+82	27%	+69	-	-	-	-	-
Grade 7	2021-2022	68%	38%	+30	39%	+29	68%	12%	+56	25%	+43	-	-	-	-	-
Grade 8	2021-2022	100%	35%	+65	42%	+58	92%	15%	+77	22%	+70	100%	32%	+68	41%	+59

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

SOUTH BRONX CLASSICAL CHARTER SCHOOL II

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	South Bronx Classical CS II	NYS	Differential to NYS	Charter Total Tested	South Bronx Classical CS II	NYS	Differential to NYS	Charter Total Tested	South Bronx Classical CS II	NYS	Differential to NYS	Charter Total Tested	South Bronx Classical CS II	NYS	Differential to NYS
Living Environment	2020-2021	8	100%	99%	+1	-	-	-	-	-	-	-	-	7	100%	98%	+2
	2021-2022	15	93%	77%	+16	-	-	-	-	-	-	-	-	13	100%	65%	+35

*See NOTES (1), (2), (3), (4), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

SOUTH BRONX CLASSICAL CHARTER SCHOOL II

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

South Bronx Classical CS II	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	350	314	90%
2018-2019	363	354	98%
2019-2020	397	349	88%
2020-2021	427	361	85%
2021-2022	438	303	69%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	South Bronx Classical CS II	NYC CSD 7	Differential to District	South Bronx Classical CS II	NYC CSD 7	Differential to District	South Bronx Classical CS II	NYC CSD 7	Differential to District
2017-2018	13%	27%	-14	21%	23%	-2	91%	96%	-5
2018-2019	14%	28%	-14	25%	23%	+2	91%	95%	-4
2019-2020	14%	28%	-14	28%	23%	+5	88%	95%	-7
2020-2021	14%	28%	-14	11%	23%	-12	85%	96%	-11
2021-2022	16%	28%	-12	21%	23%	-2	84%	96%	-12

*See NOTES (2) and (6).

*The 2020-2021 ELL enrollment for this charter school is under-represented due to a reporting error.

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	South Bronx Classical CS II	NYC CSD 7	Differential to District	South Bronx Classical CS II	NYC CSD 7	Differential to District	South Bronx Classical CS II	NYC CSD 7	Differential to District	South Bronx Classical CS II	NYC CSD 7	Differential to District
2017-2018	87%	85%	+2	78%	85%	-7	85%	88%	-3	88%	86%	+2
2018-2019	84%	82%	+2	78%	82%	-4	88%	82%	+6	85%	82%	+3
2019-2020	80%	83%	-3	66%	84%	-18	87%	82%	+5	82%	83%	-1
2020-2021	82%	87%	-5	77%	85%	-8	83%	87%	-4	82%	87%	-5
2021-2022	70%	79%	-9	61%	80%	-19	68%	82%	-14	71%	80%	-9

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

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

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.

Charter School Fiscal Accountability Summary

SOUTH BRONX CLASSICAL CHARTER SCHOOL II

Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

2017-18	2018-19	2019-20	2020-21	2021-22
K-5	K-6	K-7	K-8	K-8
K-8	K-8	K-8	K-8	K-8
350	363	397	427	438
438	438	438	438	438
314	354	349	361	303

ASSETS

Current Assets

Cash and Cash Equivalents
Grants and Contracts Receivable
Prepaid Expenses
Other Current Assets

2,055,672	749,467	3,440,798	3,928,765	3,739,920
1,728,157	1,236,192	969,900	1,533,942	2,261,438
333,120	56,918	453,190	924,410	634,168
2,340,446	4,274,351	4,442,377	4,462,247	4,334,027
6,457,395	6,316,928	9,306,265	10,849,364	10,969,553

Non-Current Assets

Property, Building and Equipment, net
Restricted Cash
Security Deposits
Other Non-Current Assets

2,239,340	3,099,698	3,227,593	3,530,243	3,110,554
249,353	305,375	308,521	308,542	308,835
530,963	1,329,525	1,329,525	1,296,193	1,307,428
-	-	-	-	-

Total Non - Current Assets

Total Assets

3,019,656	4,734,598	4,865,639	5,134,978	4,726,817
9,477,051	11,051,526	14,171,904	15,984,342	15,696,370

LIABILITIES AND NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Payroll Taxes
Due to Related Parties
Refundable Advances
Other Current Liabilities

539,938	587,334	407,496	756,862	810,505
631,104	790,112	800,563	963,277	961,621
-	-	-	-	-
15,000	58,781	6,373	1,220,049	207,090
-	-	41,201	1,898,676	1,783,886

Total Current Liabilities

Long-Term Liabilities

Deferred Rent
Other Long-Term Liabilities

-	-	684,492	492,818	2,525,254
-	-	3,335,400	-	-
-	-	4,019,892	492,818	2,525,254

Total Long-Term Liabilities

Total Liabilities

1,186,042	1,436,227	1,255,633	4,838,864	3,763,102
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NET ASSETS

Unrestricted
Restricted

8,291,009	9,315,299	7,346,379	8,952,660	8,883,014
-	300,000	1,550,000	1,700,000	525,000

Total Net Assets

Total Liabilities and Net Assets

8,291,009	9,615,299	8,896,379	10,652,660	9,408,014
9,477,051	11,051,526	14,171,904	15,984,342	15,696,370

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income

18,811,820	20,696,902	21,334,010	23,740,005	26,898,299
-	-	2,232,039	2,980,755	3,903,113
-	2,077,352	-	-	-
1,613,465	2,039,413	1,255,809	2,102,819	4,217,769
248,303	74,479	94,011	108,621	104,731
-	-	-	20,014	-

Total Operating Revenue

EXPENSES

Program Services

Regular Education
Special Education
Other Expenses

14,151,897	18,978,737	20,326,009	24,688,817	28,505,460
1,212,902	1,644,293	1,973,438	2,866,558	3,303,762
-	-	-	-	-

Total Program Services

Supporting Services

Management and General
Fundraising

4,548,320	4,417,436	5,142,817	4,979,445	5,522,918
-	83,145	94,321	199,673	239,876

Total Support Services

Total Expenses

Surplus/Deficit from Operations

19,913,119	25,123,611	27,536,585	32,734,493	37,572,016
760,469	(235,465)	(2,620,716)	(3,782,279)	(2,448,104)

SUPPORT AND OTHER REVENUE

Interest and Other Income
Contributions and Grants
Fundraising Support
Other Support and Revenue

-	-	-	-	-
1,401,968	1,319,998	1,418,096	1,791,748	1,235,753
-	-	-	-	-
48,404	239,757	483,700	3,746,812	(32,295)

Total Support and Other Revenue

Change in Net Assets

Net Assets - Beginning of Year

Net Assets - End of Year

1,450,372	1,559,755	1,901,796	5,538,560	1,203,458
2,210,841	1,324,290	(718,920)	1,756,281	(1,244,646)
6,080,168	8,291,009	9,615,299	8,896,379	10,652,660
8,291,009	9,615,299	8,896,379	10,652,660	9,408,014

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue

65,839	70,305	71,392	80,200	115,921
4,619	4,406	5,449	15,342	3,972

Total Revenue

Expenses - Per Pupil

Program Services
Management and General, Fundraising

48,932	58,257	63,895	76,331	104,981
14,485	12,714	15,006	14,347	19,019

Total Expenses

% of Program Services
% of Management and Other

77.2%	82.1%	81.0%	84.2%	84.7%
22.8%	17.9%	19.0%	15.8%	15.3%

% of Revenue Exceeding Expenses

11.1%	5.3%	-2.6%	5.4%	-3.3%
-------	------	-------	------	-------

FINANCIAL COMPOSITE SCORE

Composite Score
BENCHMARK and FINDING:
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 /
Needs Monitoring: -1.0 - 0.9

3.00	2.84	2.47	2.73	2.12
Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio
BENCHMARK and FINDING:
Ratio should be equal to or greater than 1.2

5,271,353	4,880,701	8,050,632	6,010,500	7,206,451
5.4	4.4	7.4	2.2	2.9
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

Debt to Asset Ratio
BENCHMARK and FINDING:
Ratio should be equal to or less than 1.0

0.1	0.1	0.4	0.3	0.4
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

Days of Cash
BENCHMARK and FINDING:
Ratio should be equal to or greater than 60 days

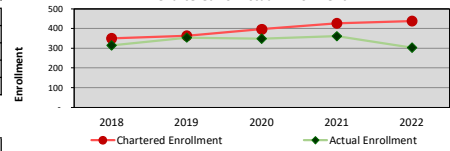
37.7	10.9	45.6	43.8	36.3
Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

TOTAL MARGIN

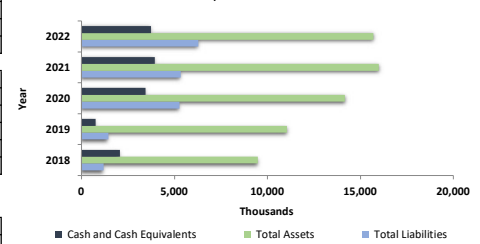
Total Margin Ratio
BENCHMARK and FINDING:
Ratio should be equal to or greater than 0.0

0.1	0.1	(0.0)	0.1	(0.0)
Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard

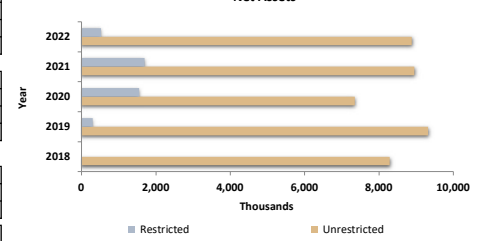
Chartered vs. Actual Enrollment



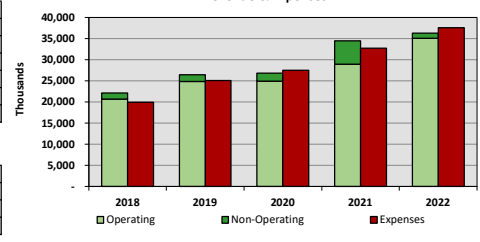
Cash, Assets and Liabilities



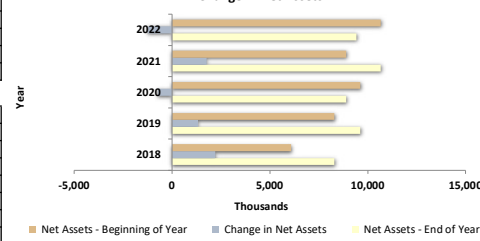
Net Assets



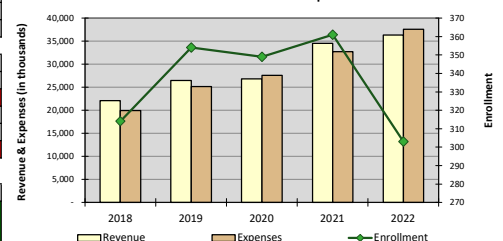
Revenue & Expenses



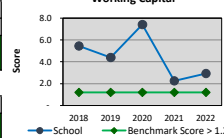
Change in Net Assets



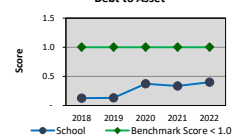
Enrollment vs. Revenue & Expenses



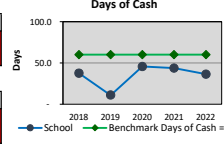
Working Capital



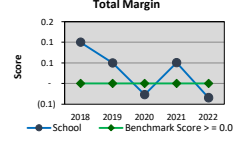
Debt to Asset



Days of Cash



Total Margin





NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

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

Prepared for South Bronx Classical Charter School II

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,

A handwritten signature in black ink, which appears to read "David M. Frank".

David Frank
Executive Director, Charter Schools Office

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

South Bronx Classical CS II Response n = 70 Response Rate = 19%

		All Charter Schools		South Bronx Classical CS II		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	94%	66	17
	Somewhat Agree	18%	1,633	6%	4	-12
	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	81%	57	10
	Somewhat Agree	21%	1,916	17%	12	-4
	Neither Agree nor Disagree	4%	401	0%	0	-4
	Somewhat Disagree	2%	198	1%	1	-1
	Strongly Disagree	1%	127	0%	0	-1
Q1c The teaching quality at this school is very high.	Strongly Agree	72%	6,617	84%	59	12
	Somewhat Agree	20%	1,887	16%	11	-4
	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	90%	63	18
	Somewhat Agree	17%	1,557	10%	7	-7
	Neither Agree nor Disagree	9%	792	0%	0	-9
	Somewhat Disagree	1%	122	0%	0	-1
	Strongly Disagree	1%	94	0%	0	-1

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

South Bronx Classical CS II Response n = 70 Response Rate = 19%

		All Charter Schools		South Bronx Classical CS II		Difference
Q2b The school's discipline policy is fair to all students.	Strongly Agree	67%	6,210	73%	51	6
	Somewhat Agree	18%	1,628	20%	14	2
	Neither Agree nor Disagree	11%	1,058	4%	3	-7
	Somewhat Disagree	2%	159	1%	1	-1
	Strongly Disagree	2%	150	1%	1	-1
Q2c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	6,147	79%	55	12
	Somewhat Agree	17%	1,574	21%	15	4
	Neither Agree nor Disagree	13%	1,240	0%	0	-13
	Somewhat Disagree	1%	133	0%	0	-1
	Strongly Disagree	1%	111	0%	0	-1
Q2d I am aware of how the school supports student social-emotional development.	Strongly Agree	67%	6,125	73%	51	6
	Somewhat Agree	20%	1,835	17%	12	-3
	Neither Agree nor Disagree	9%	840	7%	5	-2
	Somewhat Disagree	2%	218	1%	1	-1
	Strongly Disagree	2%	187	1%	1	-1
Q2e The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	61%	5,570	54%	38	-7
	Somewhat Agree	20%	1,873	24%	17	4
	Neither Agree nor Disagree	15%	1,367	16%	11	1
	Somewhat Disagree	2%	207	4%	3	2
	Strongly Disagree	2%	188	1%	1	-1

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

South Bronx Classical CS II Response n = 70 Response Rate = 19%

		All Charter Schools		South Bronx Classical CS II		Difference
Q3a The school provides a safe environment.	Strongly Agree	76%	7,006	89%	62	13
	Somewhat Agree	15%	1,366	10%	7	-5
	Neither Agree nor Disagree	7%	677	1%	1	-6
	Somewhat Disagree	1%	95	0%	0	-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	74%	52	8
	Somewhat Agree	20%	1,801	17%	12	-3
	Neither Agree nor Disagree	11%	1,018	9%	6	-2
	Somewhat Disagree	2%	193	0%	0	-2
	Strongly Disagree	1%	118	0%	0	-1
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	65%	5,997	79%	55	14
	Somewhat Agree	21%	1,916	19%	13	-2
	Neither Agree nor Disagree	11%	1,026	3%	2	-8
	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	94%	66	19
	Somewhat Agree	17%	1,570	6%	4	-11
	Neither Agree nor Disagree	6%	581	0%	0	-6
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	1%	74	0%	0	-1

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

South Bronx Classical CS II Response n = 70 Response Rate = 19%

		All Charter Schools		South Bronx Classical CS II		Difference
Q4a The school provides opportunities for parent participation within the school community.	Strongly Agree	69%	6,353	67%	47	-2
	Somewhat Agree	19%	1,753	21%	15	2
	Neither Agree nor Disagree	9%	827	11%	8	2
	Somewhat Disagree	2%	152	0%	0	-2
	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	87%	61	10
	Somewhat Agree	15%	1,398	10%	7	-5
	Neither Agree nor Disagree	4%	354	3%	2	-1
	Somewhat Disagree	2%	204	0%	0	-2
	Strongly Disagree	2%	145	0%	0	-2
Q4c The school uses many methods of communication with families.	Strongly Agree	80%	7,393	83%	58	3
	Somewhat Agree	14%	1,274	17%	12	3
	Neither Agree nor Disagree	4%	325	0%	0	-4
	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	77%	54	1
	Somewhat Agree	16%	1,508	19%	13	3
	Neither Agree nor Disagree	5%	418	4%	3	-1
	Somewhat Disagree	2%	159	0%	0	-2
	Strongly Disagree	1%	91	0%	0	-1

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

South Bronx Classical CS II Response n = 70 Response Rate = 19%

		All Charter Schools		South Bronx Classical CS II		Difference
Q4e The school has a complaint policy that is easy to find.	Strongly Agree	53%	4,900	56%	39	3
	Somewhat Agree	20%	1,820	21%	15	1
	Neither Agree nor Disagree	21%	1,970	21%	15	0
	Somewhat Disagree	3%	288	1%	1	-2
	Strongly Disagree	2%	227	0%	0	-2
Q4f The school has a complaint policy that is easy to understand.	Strongly Agree	55%	5,098	60%	42	5
	Somewhat Agree	19%	1,744	17%	12	-2
	Neither Agree nor Disagree	21%	1,970	21%	15	0
	Somewhat Disagree	2%	211	1%	1	-1
	Strongly Disagree	2%	182	0%	0	-2
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	60%	42	6
	Somewhat Agree	20%	1,803	20%	14	0
	Neither Agree nor Disagree	19%	1,754	13%	9	-6
	Somewhat Disagree	4%	364	3%	2	-1
	Strongly Disagree	3%	295	4%	3	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	17%	12	2
	I occasionally attend board meetings	27%	2,477	30%	21	3
	I know when board meetings take place, but do not attend	31%	2,808	20%	14	-11
	I do not know when board meetings take place and I do not attend	28%	2,545	33%	23	5

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

South Bronx Classical CS II Response n = 70 Response Rate = 19%

		All Charter Schools		South Bronx Classical CS II		Difference
Q6 Do you feel the school is fulfilling its mission?	Yes	87%	7,969	94%	66	7
	No	4%	353	1%	1	-3
	I don't know the school's mission	10%	883	4%	3	-6
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	52%	4,758	53%	37	1
	Somewhat Agree	12%	1,073	11%	8	-1
	Neither Agree nor Disagree	7%	685	9%	6	2
	Somewhat Disagree	1%	57	1%	1	0
	Strongly Disagree	0%	46	0%	0	0
	Did not experience in-person learning	28%	2,586	26%	18	-2
Q7b I am confident the school is following the proper safety standards.	Strongly Agree	58%	5,347	61%	43	3
	Somewhat Agree	10%	953	13%	9	3
	Neither Agree nor Disagree	6%	507	3%	2	-3
	Somewhat Disagree	0%	43	0%	0	0
	Strongly Disagree	0%	39	0%	0	0
	Did not experience in-person learning	25%	2,316	23%	16	-2
Q7c My child has difficulty learning in the current school setting.	Strongly Agree	13%	1,186	10%	7	-3
	Somewhat Agree	13%	1,191	6%	4	-7
	Neither Agree nor Disagree	11%	1,021	10%	7	-1
	Somewhat Disagree	7%	604	9%	6	2
	Strongly Disagree	27%	2,455	41%	29	14
	Did not experience in-person learning	30%	2,748	24%	17	-6

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

South Bronx Classical CS II Response n = 70 Response Rate = 19%

		All Charter Schools		South Bronx Classical CS II		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	Strongly Agree	23%	2,082	17%	12	-6
	Somewhat Agree	15%	1,419	17%	12	2
	Neither Agree nor Disagree	13%	1,207	20%	14	7
	Somewhat Disagree	7%	631	13%	9	6
	Strongly Disagree	14%	1,301	10%	7	-4
	Did not experience in-person learning	28%	2,565	23%	16	-5
Q8a The school has provided me with help to support my child's remote learning.	Strongly Agree	69%	6,334	76%	53	7
	Somewhat Agree	19%	1,739	11%	8	-8
	Neither Agree nor Disagree	6%	552	4%	3	-2
	Somewhat Disagree	3%	256	3%	2	0
	Strongly Disagree	2%	202	1%	1	-1
	Did not experience remote learning	1%	122	4%	3	3
Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	28%	2,552	29%	20	1
	Somewhat Agree	21%	1,913	16%	11	-5
	Neither Agree nor Disagree	11%	1,004	9%	6	-2
	Somewhat Disagree	12%	1,094	20%	14	8
	Strongly Disagree	27%	2,529	23%	16	-4
	Did not experience remote learning	1%	113	4%	3	3

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

South Bronx Classical CS II Response n = 70 Response Rate = 19%

		All Charter Schools		South Bronx Classical CS II		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	42%	3,829	50%	35	8
	Somewhat Agree	25%	2,258	21%	15	-4
	Neither Agree nor Disagree	11%	974	11%	8	0
	Somewhat Disagree	7%	656	4%	3	-3
	Strongly Disagree	15%	1,381	9%	6	-6
	Did not experience remote learning	1%	107	4%	3	3
Q8d The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	65%	6,023	59%	41	-6
	Somewhat Agree	22%	2,003	24%	17	2
	Neither Agree nor Disagree	5%	479	3%	2	-2
	Somewhat Disagree	4%	388	4%	3	0
	Strongly Disagree	2%	227	6%	4	4
	Did not experience remote learning	1%	85	4%	3	3
Q8e My child has access to a tech device for school when needed for remote learning.	Strongly Agree	84%	7,747	77%	54	-7
	Somewhat Agree	10%	928	11%	8	1
	Neither Agree nor Disagree	3%	263	0%	0	-3
	Somewhat Disagree	1%	97	3%	2	2
	Strongly Disagree	1%	88	4%	3	3
	Did not experience remote learning	1%	82	4%	3	3
Q9a I have a clear idea how the school is educating my child.	Strongly Agree	67%	6,173	76%	53	9
	Somewhat Agree	24%	2,170	17%	12	-7
	Neither Agree nor Disagree	6%	508	4%	3	-2
	Somewhat Disagree	3%	234	3%	2	0
	Strongly Disagree	1%	120	0%	0	-1

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

South Bronx Classical CS II Response n = 70 Response Rate = 19%

		All Charter Schools		South Bronx Classical CS II		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	Strongly Agree	39%	3,628	46%	32	7
	Somewhat Agree	27%	2,507	31%	22	4
	Neither Agree nor Disagree	15%	1,420	11%	8	-4
	Somewhat Disagree	9%	867	9%	6	0
	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	26%	18	-9
	Somewhat Agree	23%	2,123	29%	20	6
	Neither Agree nor Disagree	14%	1,313	14%	10	0
	Somewhat Disagree	10%	877	11%	8	1
	Strongly Disagree	18%	1,634	20%	14	2
Q9d I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	52%	4,773	49%	34	-3
	Somewhat Agree	24%	2,249	29%	20	5
	Neither Agree nor Disagree	15%	1,360	14%	10	-1
	Somewhat Disagree	5%	447	4%	3	-1
	Strongly Disagree	4%	376	4%	3	0

NYSED CSO Parent Survey 2021

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

South Bronx Classical CS II

OPEN1 Why did you choose this school for your child to attend?

Great academically and staff
A better quality of education.
Academic standards. Is a Great school.
Because I like their mission and code of conduct and it's a high performing school.
Because I like their mission. I also like their code of conduct.
Because is a very good school!
Because it is a good school i hear about it from my friends
Because it is really good school and stuff.
Because of it's ratings, dedication, commitment and discipline.
Because of their high performance.
Could no longer afford private school tuition.
Good feedback and highly recommended
Good teaching experience.
Good. Education
Great staff and academics
Great test scores and resources
Great with the children education is always the key gives the children independency and showing them their scholars and not just students helps them with confidence! School records, reviews and meeting with the staff they proved every word they stood by and my scholar is amazing!
I WANTED THE BEST FOR HER AND I LIKE THIS SCHOOL'S EXPECTATIONS FOR BOTH THEIR SCHOLARS AND FAMILIES. I LIKE THEIR TEACHING APPROACH AND I ENFORCE IT AT HOME WITH RESPECT AND BY LISTENING TO MY CHILD.
I appreciate the schools core values and mission. SBCCS has been amazing in providing scholars with academic and social emotional resources during the pandemic. In my opinion the schools ability to navigate from in-person to remote learning has been flawless.
I choose SBCCS 2 because I knew it's was a good school for my child with good grades. And the teachers and staff's are very friendly and nice
I choose the school for my child because i was told by a friends that the school is good and truly the school is good and great
I choose this school because the education is great

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

South Bronx Classical CS II

I choose this school for both my boys after researching many schools in the Bronx, this school had the highest rank when it came to excellence in learning.
I choose this school for how professional the all school staff are, supported, friendly, and how committed they are with my child education.
I chose this school because it has everything that I need
I chose this school because it is free of bullying and it has a lot of rules where each student has to follow
I chose this school because it was convenient with travel and they accommodate with all my child's needs.
I chose this school because it was the best school for my child and my family. The schedule they have fit perfectly with my work life at the time. The location of the school is a travel but not too much. I have a choice of two busses to take straight to the school. I don't have to transfer or anything.
I chose this school because of high standard learning and discipline.
I heard so much good stuff about this school. So I then search the school up. love the rating. Best choice I may for my child.
I heard this school provided safe place for my child to learn
I looked the school up on a school ranking website. I saw the testing percentages compared to other schools in the Bronx. I also saw the graduation rates and the high school rates and they were very favorable.
I love the school education
I needed my child to be a part of this school because of their track record of being one of the best in South Bronx. I believe they can prepare him to excel academically through a robust structure.
It has awesome personal and great
It is one of the best school
It provided transportation, Seemed to have a high level educational performance. Seemed supportive for a child educational growth
It school worries about the students to learn and give them extra help .
It used to be great, the change on the administration has declined the quality of learning.
It was the only one that accepted her at the time of registration
It was recommended by a friend who had a child there and I've found the school to be worthy of the recommendations.

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

South Bronx Classical CS II

My child has been with the school since Kindergarten; the school is within walking distance of our home.
My daughter has been in South Bronx Classical Charter School since 1st grade and the academics, student life and instructors are top notch!
Never settle for the default option (public or zoned schooling) opportunities for further advancement are the clear choice.
Next best to Catholic school
Por la formación
Quality of learning and the size of the class
Ranking
Really good teachers! The staff explain me all about the school and I like it.
The academics
The reviews and performance levels were both high. I am pleased with three school so far, they've done a great job in this crazy year.
The safety, the score.
Their criteria
We selected the school because of the core values, curriculum, and city test ranking.
When having a review of the schools in NYC and this school was one of them
because i like all they do
it is one of the best school
quedo por sorteo. Excelente escuela, los profesores y todo el personal se esmeran en la educacion de los ninos

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

South Bronx Classical CS II

OPEN2 Please use the box below if you have any additional comments or concerns regarding this school or click **SUBMIT** to submit your survey.

I am aware as a Hispanic parent of the injustices that we phase as minorities. I think it's important to Inform our children of current events and how to learn from them. It's important for all children to feel comfortable and safe in there school setting. But when part of the school curriculum focuses on teaching children against our law enforcement we also forget that our children might be related to a law enforcement agent in one way or another. I agree our scholars should be taught of current events but I disagree in teaching our scholars that law enforcement agents are bad people.

I hope they will not retain children based on the NY state test.

I hope they will not retain the kids base on the NY state exam.

I like this school discipline and strictness.

It is a great school but it has an intensive program. Parents have to help their kids a lot.

It is an intensive program

My concerns is about transportation is really bad service is never on time , and most of the time don't show up. Need to have Bus attendant . kids can't be alone in a bus.

My daughter and I are so fortunate to belong to this school family!

My only concern: will my son not move on to 2nd grade because he has been learning on-line since the beginning of the pandemic? A lot of kids are not doing as well as expected due to the high standards of learning required by the school. I hope exceptions will be made & our kids are not penalized. I've even hired an in-person tutor on Saturdays to help one of my boys.

N/a

No

The website I looked for is called SchoolDigger.com

They have done an excellent job with remote learning. Even when I'm person is cancelled for periods of time I know my daughter's education will continue to progress.

This school has very good teaching. But I think sometimes they take hard decisions or mistakes regarding kids recruitment. It's not easy for the parent to see their children left back. The school could have other additional reinforcement programs to help children stay in the requested grade.Thank you.

We need the school help we the bus

New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses

South Bronx Classical CS II

Why is my child's gender identification an issue. Why is his race as well. This is a survey concerning the school year. Not statistical data for a type of person. Dr Rachel Levine gene therapy for transitioning pre teens into mutants is mind boggling. Please keep 8 year olds out of perversion and mental illness

You say this survey is anonymous but then you go and ask more specific questions to where if you really wanted to know you could figure out the identity of the child and or the parent.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

South Bronx Classical CS II Response n = 20

		All Charter Schools		South Bronx Classical CS II		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	75%	1,804	70%	14	-5
	Somewhat Agree	19%	456	20%	4	1
	Neither Agree nor Disagree	4%	87	5%	1	1
	Somewhat Disagree	2%	41	5%	1	3
	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	75%	15	9
	Somewhat Agree	22%	528	20%	4	-2
	Neither Agree nor Disagree	8%	182	0%	0	-8
	Somewhat Disagree	3%	66	5%	1	2
	Strongly Disagree	1%	34	0%	0	-1
Q1c The school's curriculum is aligned vertically between grade levels.	Strongly Agree	59%	1,413	65%	13	6
	Somewhat Agree	28%	664	25%	5	-3
	Neither Agree nor Disagree	9%	219	5%	1	-4
	Somewhat Disagree	3%	83	5%	1	2
	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	40%	8	-20
	Somewhat Agree	29%	692	30%	6	1
	Neither Agree nor Disagree	5%	130	5%	1	0
	Somewhat Disagree	4%	108	20%	4	16
	Strongly Disagree	2%	46	5%	1	3

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

South Bronx Classical CS II Response n = 20

		All Charter Schools		South Bronx Classical CS II		Difference
Q1e The curriculum is systematically reviewed and revised.	Strongly Agree	61%	1,480	55%	11	-6
	Somewhat Agree	24%	576	35%	7	11
	Neither Agree nor Disagree	8%	196	10%	2	2
	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	35%	7	-7
	Somewhat Agree	27%	660	25%	5	-2
	Neither Agree nor Disagree	21%	509	15%	3	-6
	Somewhat Disagree	6%	135	15%	3	9
	Strongly Disagree	4%	99	10%	2	6
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	65%	1,572	45%	9	-20
	Somewhat Agree	27%	650	45%	9	18
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	3%	69	5%	1	2
	Strongly Disagree	1%	34	5%	1	4
Q2b Instructional delivery fosters engagement with all students.	Strongly Agree	61%	1,468	35%	7	-26
	Somewhat Agree	31%	751	45%	9	14
	Neither Agree nor Disagree	4%	104	5%	1	1
	Somewhat Disagree	3%	69	15%	3	12
	Strongly Disagree	1%	20	0%	0	-1

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

South Bronx Classical CS II Response n = 20

		All Charter Schools		South Bronx Classical CS II		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	25%	5	-38
	Somewhat Agree	28%	673	35%	7	7
	Neither Agree nor Disagree	5%	110	0%	0	-5
	Somewhat Disagree	4%	90	30%	6	26
	Strongly Disagree	1%	30	10%	2	9
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	30%	6	-28
	Somewhat Agree	26%	634	25%	5	-1
	Neither Agree nor Disagree	6%	146	10%	2	4
	Somewhat Disagree	7%	166	30%	6	23
	Strongly Disagree	3%	61	5%	1	2
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	64%	1,535	75%	15	11
	Somewhat Agree	23%	560	20%	4	-3
	Neither Agree nor Disagree	6%	154	5%	1	-1
	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	65%	13	-4
	Somewhat Agree	25%	606	30%	6	5
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	2%	37	0%	0	-2
	Strongly Disagree	1%	16	5%	1	4

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

South Bronx Classical CS II Response n = 20

		All Charter Schools		South Bronx Classical CS II		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	67%	1,623	60%	12	-7
	Somewhat Agree	26%	633	30%	6	4
	Neither Agree nor Disagree	4%	89	5%	1	1
	Somewhat Disagree	2%	41	5%	1	3
	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	55%	11	-8
	Somewhat Agree	26%	632	25%	5	-1
	Neither Agree nor Disagree	6%	152	5%	1	-1
	Somewhat Disagree	4%	87	10%	2	6
	Strongly Disagree	1%	33	5%	1	4
Q3d The school modifies its academic program after using data measurements.	Strongly Agree	59%	1,419	50%	10	-9
	Somewhat Agree	26%	631	30%	6	4
	Neither Agree nor Disagree	8%	190	10%	2	2
	Somewhat Disagree	5%	124	5%	1	0
	Strongly Disagree	2%	48	5%	1	3
Q3e The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	64%	1,555	55%	11	-9
	Somewhat Agree	25%	614	20%	4	-5
	Neither Agree nor Disagree	6%	142	15%	3	9
	Somewhat Disagree	3%	76	10%	2	7
	Strongly Disagree	1%	25	0%	0	-1

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

South Bronx Classical CS II Response n = 20

		All Charter Schools		South Bronx Classical CS II		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	72%	1,743	40%	8	-32
	Somewhat Agree	16%	375	30%	6	14
	Neither Agree nor Disagree	10%	238	25%	5	15
	Somewhat Disagree	1%	30	5%	1	4
	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	20%	4	-48
	Somewhat Agree	17%	404	25%	5	8
	Neither Agree nor Disagree	12%	296	40%	8	28
	Somewhat Disagree	2%	38	15%	3	13
	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	20%	4	-47
	Somewhat Agree	23%	553	60%	12	37
	Neither Agree nor Disagree	5%	128	15%	3	10
	Somewhat Disagree	3%	83	5%	1	2
	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	25%	5	-38
	Somewhat Agree	23%	560	40%	8	17
	Neither Agree nor Disagree	8%	181	10%	2	2
	Somewhat Disagree	4%	102	20%	4	16
	Strongly Disagree	2%	49	5%	1	3

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

South Bronx Classical CS II Response n = 20

		All Charter Schools		South Bronx Classical CS II		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	45%	9	-27
	Somewhat Agree	19%	466	35%	7	16
	Neither Agree nor Disagree	6%	148	10%	2	4
	Somewhat Disagree	2%	49	10%	2	8
	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	40%	8	-27
	Somewhat Agree	22%	533	50%	10	28
	Neither Agree nor Disagree	7%	159	5%	1	-2
	Somewhat Disagree	3%	67	5%	1	2
	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	65%	13	10
	Somewhat Agree	27%	644	25%	5	-2
	Neither Agree nor Disagree	8%	199	5%	1	-3
	Somewhat Disagree	7%	157	5%	1	-2
	Strongly Disagree	3%	75	0%	0	-3
Q5b In general, attendance is not an issue at the school.	Strongly Agree	32%	776	45%	9	13
	Somewhat Agree	30%	719	40%	8	10
	Neither Agree nor Disagree	15%	353	10%	2	-5
	Somewhat Disagree	15%	353	5%	1	-10
	Strongly Disagree	9%	211	0%	0	-9

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

South Bronx Classical CS II Response n = 20

		All Charter Schools		South Bronx Classical CS II		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%	8	-10
	Somewhat Agree	22%	541	35%	7	13
	Neither Agree nor Disagree	23%	547	15%	3	-8
	Somewhat Disagree	3%	75	5%	1	2
	Strongly Disagree	2%	47	5%	1	3
Q5d The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	51%	1,240	50%	10	-1
	Somewhat Agree	27%	642	25%	5	-2
	Neither Agree nor Disagree	12%	301	5%	1	-7
	Somewhat Disagree	6%	136	15%	3	9
	Strongly Disagree	4%	93	5%	1	1
Q6a The school's discipline policy is clear.	Strongly Agree	54%	1,306	70%	14	16
	Somewhat Agree	29%	696	25%	5	-4
	Neither Agree nor Disagree	7%	178	0%	0	-7
	Somewhat Disagree	7%	169	5%	1	-2
	Strongly Disagree	3%	63	0%	0	-3
Q6b The school's discipline policy is fair to all students.	Strongly Agree	57%	1,371	40%	8	-17
	Somewhat Agree	25%	601	20%	4	-5
	Neither Agree nor Disagree	10%	248	5%	1	-5
	Somewhat Disagree	6%	134	15%	3	9
	Strongly Disagree	2%	58	20%	4	18

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

South Bronx Classical CS II Response n = 20

		All Charter Schools		South Bronx Classical CS II		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	55%	11	11
	Somewhat Agree	32%	766	40%	8	8
	Neither Agree nor Disagree	12%	281	0%	0	-12
	Somewhat Disagree	9%	216	5%	1	-4
	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	30%	6	-19
	Somewhat Agree	25%	595	30%	6	5
	Neither Agree nor Disagree	14%	337	20%	4	6
	Somewhat Disagree	7%	179	20%	4	13
	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	55%	11	-7
	Somewhat Agree	25%	613	30%	6	5
	Neither Agree nor Disagree	8%	185	15%	3	7
	Somewhat Disagree	4%	89	0%	0	-4
	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	40%	8	-18
	Somewhat Agree	26%	626	35%	7	9
	Neither Agree nor Disagree	9%	229	10%	2	1
	Somewhat Disagree	5%	110	15%	3	10
	Strongly Disagree	2%	38	0%	0	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

South Bronx Classical CS II Response n = 20

		All Charter Schools		South Bronx Classical CS II		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	65%	13	-13
	Somewhat Agree	17%	409	30%	6	13
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	1%	29	5%	1	4
	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	60%	12	-6
	Somewhat Agree	24%	590	30%	6	6
	Neither Agree nor Disagree	6%	141	5%	1	-1
	Somewhat Disagree	2%	57	5%	1	3
	Strongly Disagree	1%	28	0%	0	-1
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	65%	13	4
	Somewhat Agree	27%	662	25%	5	-2
	Neither Agree nor Disagree	5%	130	5%	1	0
	Somewhat Disagree	5%	110	5%	1	0
	Strongly Disagree	2%	40	0%	0	-2
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	80%	16	13
	Somewhat Agree	22%	528	20%	4	-2
	Neither Agree nor Disagree	6%	134	0%	0	-6
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	39	0%	0	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

South Bronx Classical CS II Response n = 20

		All Charter Schools		South Bronx Classical CS II		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	76%	1,836	55%	11	-21
	Somewhat Agree	20%	480	35%	7	15
	Neither Agree nor Disagree	2%	59	10%	2	8
	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	70%	14	4
	Somewhat Agree	23%	554	25%	5	2
	Neither Agree nor Disagree	6%	138	5%	1	-1
	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	35%	7	-31
	Don't Know	34%	815	65%	13	31
Q9 When is the last time you received a copy of the school's DASA policy?	This school year	61%	1,469	30%	6	-31
	The previous school year	16%	381	15%	3	-1
	Prior to the previous school year	5%	121	15%	3	10
	I'm not aware of any DASA policy	18%	441	40%	8	22
Q10 When is the last time you received DASA training?	<1 year ago	48%	1,147	40%	8	-8
	1-2 years ago	23%	549	20%	4	-3
	3-4 years ago	11%	270	15%	3	4
	>4 years ago	9%	214	15%	3	6
	I've never received DASA training	10%	232	10%	2	0
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	Name Given	49%	1,191	40%	8	-9
	Don't Know	51%	1,221	60%	12	9

**New York State Department of Education
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South Bronx Classical CS II Response n = 20

		All Charter Schools		South Bronx Classical CS II		Difference
Q11a The school provides opportunities for parent participation within the school community.	Strongly Agree	66%	1,601	40%	8	-26
	Somewhat Agree	24%	579	50%	10	26
	Neither Agree nor Disagree	6%	139	5%	1	-1
	Somewhat Disagree	3%	68	5%	1	2
	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	65%	13	-6
	Somewhat Agree	22%	528	20%	4	-2
	Neither Agree nor Disagree	4%	90	10%	2	6
	Somewhat Disagree	2%	54	5%	1	3
	Strongly Disagree	1%	19	0%	0	-1
Q11c The school uses many methods of communication with families.	Strongly Agree	81%	1,960	55%	11	-26
	Somewhat Agree	15%	365	40%	8	25
	Neither Agree nor Disagree	2%	48	0%	0	-2
	Somewhat Disagree	1%	27	5%	1	4
	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	35%	7	-38
	Somewhat Agree	18%	443	40%	8	22
	Neither Agree nor Disagree	6%	134	15%	3	9
	Somewhat Disagree	2%	39	10%	2	8
	Strongly Disagree	1%	24	0%	0	-1

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

South Bronx Classical CS II Response n = 20

		All Charter Schools		South Bronx Classical CS II		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	66%	1,599	40%	8	-26
	Somewhat Agree	22%	536	30%	6	8
	Neither Agree nor Disagree	7%	175	20%	4	13
	Somewhat Disagree	3%	65	10%	2	7
	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	55%	11	-4
	Somewhat Agree	18%	437	25%	5	7
	Neither Agree nor Disagree	20%	475	10%	2	-10
	Somewhat Disagree	2%	43	10%	2	8
	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	35%	7	-33
	Somewhat Agree	23%	553	30%	6	7
	Neither Agree nor Disagree	4%	106	10%	2	6
	Somewhat Disagree	3%	84	20%	4	17
	Strongly Disagree	2%	37	5%	1	3
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	35%	7	-19
	Somewhat Agree	24%	578	25%	5	1
	Neither Agree nor Disagree	14%	335	20%	4	6
	Somewhat Disagree	6%	144	10%	2	4
	Strongly Disagree	2%	56	10%	2	8

**New York State Department of Education
Charter School Office
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All Charter Schools Response n = 2,412**

South Bronx Classical CS II Response n = 20

		All Charter Schools		South Bronx Classical CS II		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	30%	6	-23
	Somewhat Agree	23%	552	20%	4	-3
	Neither Agree nor Disagree	17%	400	25%	5	8
	Somewhat Disagree	5%	129	20%	4	15
	Strongly Disagree	2%	55	5%	1	3
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	30%	6	-28
	Somewhat Agree	26%	624	30%	6	4
	Neither Agree nor Disagree	8%	189	25%	5	17
	Somewhat Disagree	6%	133	10%	2	4
	Strongly Disagree	2%	57	5%	1	3
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	20%	4	-26
	Somewhat Agree	16%	393	20%	4	4
	Neither Agree nor Disagree	32%	766	45%	9	13
	Somewhat Disagree	3%	76	5%	1	2
	Strongly Disagree	3%	71	10%	2	7
Q13 How many total years of K-12 teaching experience do you have?	Less than 1 year	6%	146	20%	4	14
	1-3 years	21%	513	45%	9	24
	4-6 years	29%	711	15%	3	-14
	7-10 years	19%	466	15%	3	-4
	More than 10 years	24%	576	5%	1	-19

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South Bronx Classical CS II Response n = 20

		All Charter Schools		South Bronx Classical CS II		Difference
Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	45%	9	20
	1-3 years	44%	1,065	40%	8	-4
	4-6 years	22%	523	15%	3	-7
	7-10 years	6%	134	0%	0	-6
	More than 10 years	4%	88	0%	0	-4
Q15 How long have you been teaching in this school in your current subject area/teaching assignment?	Less than 1 year	19%	470	40%	8	21
	1-3 years	42%	1,016	50%	10	8
	4-6 years	24%	584	10%	2	-14
	7-10 years	7%	180	0%	0	-7
	More than 10 years	7%	162	0%	0	-7
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	50%	10	-10
	Somewhat Agree	26%	625	30%	6	4
	Neither Agree nor Disagree	6%	137	15%	3	9
	Somewhat Disagree	5%	121	0%	0	-5
	Strongly Disagree	4%	90	5%	1	1
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	45%	9	-8
	Somewhat Agree	27%	658	30%	6	3
	Neither Agree nor Disagree	7%	172	15%	3	8
	Somewhat Disagree	8%	185	5%	1	-3
	Strongly Disagree	5%	124	5%	1	0

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		All Charter Schools		South Bronx Classical CS II		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	30%	6	-18
	Somewhat Agree	26%	639	30%	6	4
	Neither Agree nor Disagree	12%	294	15%	3	3
	Somewhat Disagree	8%	201	10%	2	2
	Strongly Disagree	5%	124	15%	3	10
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	56%	1,353	30%	6	-26
	Somewhat Agree	24%	578	35%	7	11
	Neither Agree nor Disagree	8%	189	25%	5	17
	Somewhat Disagree	7%	166	5%	1	-2
	Strongly Disagree	5%	126	5%	1	0
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	54%	1,304	40%	8	-14
	Somewhat Agree	26%	635	35%	7	9
	Neither Agree nor Disagree	10%	251	10%	2	0
	Somewhat Disagree	6%	141	5%	1	-1
	Strongly Disagree	3%	81	10%	2	7
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	40%	8	-17
	Somewhat Agree	27%	657	35%	7	8
	Neither Agree nor Disagree	8%	194	5%	1	-3
	Somewhat Disagree	5%	129	5%	1	0
	Strongly Disagree	3%	62	15%	3	12

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		All Charter Schools		South Bronx Classical CS II		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	30%	6	-30
	Somewhat Agree	24%	575	50%	10	26
	Neither Agree nor Disagree	8%	199	5%	1	-3
	Somewhat Disagree	5%	121	5%	1	0
	Strongly Disagree	3%	71	10%	2	7
Q18a The school has established procedures for effective collaboration among teachers.	Strongly Agree	62%	1,501	40%	8	-22
	Somewhat Agree	27%	645	45%	9	18
	Neither Agree nor Disagree	5%	125	5%	1	0
	Somewhat Disagree	4%	92	0%	0	-4
	Strongly Disagree	2%	49	10%	2	8
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	50%	10	-15
	Somewhat Agree	26%	621	40%	8	14
	Neither Agree nor Disagree	5%	129	5%	1	0
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	2%	38	5%	1	3
Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	58%	1,391	35%	7	-23
	Somewhat Agree	25%	607	40%	8	15
	Neither Agree nor Disagree	7%	171	5%	1	-2
	Somewhat Disagree	6%	136	10%	2	4
	Strongly Disagree	4%	107	10%	2	6

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South Bronx Classical CS II Response n = 20

		All Charter Schools		South Bronx Classical CS II		Difference
Q18d The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	63%	1,514	45%	9	-18
	Somewhat Agree	24%	573	40%	8	16
	Neither Agree nor Disagree	6%	145	5%	1	-1
	Somewhat Disagree	5%	123	5%	1	0
	Strongly Disagree	2%	57	5%	1	3
Q18e The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	64%	1,554	50%	10	-14
	Somewhat Agree	22%	537	45%	9	23
	Neither Agree nor Disagree	9%	219	0%	0	-9
	Somewhat Disagree	3%	65	5%	1	2
	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	35%	7	-22
	Somewhat Agree	22%	529	40%	8	18
	Neither Agree nor Disagree	16%	390	20%	4	4
	Somewhat Disagree	3%	71	0%	0	-3
	Strongly Disagree	2%	57	5%	1	3
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	20%	4	-25
	Somewhat Agree	33%	804	60%	12	27
	Neither Agree nor Disagree	10%	244	0%	0	-10
	Somewhat Disagree	7%	180	5%	1	-2
	Strongly Disagree	4%	107	15%	3	11

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South Bronx Classical CS II Response n = 20

		All Charter Schools		South Bronx Classical CS II		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	Well organized	78%	1,878	90%	18	12
	Well attended	83%	2,012	80%	16	-3
	Focused on relevant content	70%	1,696	70%	14	0
	Recognized by all faculty as valuable	45%	1,092	30%	6	-15
	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	90%	18	-4
	Department meetings	76%	1,834	50%	10	-26
	Staff meetings	86%	2,081	70%	14	-16
	Informal planning time	78%	1,892	50%	10	-28
	Teacher/professional leadership meetings	73%	1,764	70%	14	-3
	Other	9%	226	5%	1	-4

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Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:	A lot of reading, writing, critical thinking, and discussions.
	A rigorous lesson looks like students asking many questions to completely understand the lesson.
	Academic rigor looks like setting expectations once and urgently moving through lessons. Not only does this keep me on track with pacing, it keeps my scholars on task while simultaneously allowing them to ask questions and share their thoughts and opinions.
	Academically rigorous lessons look like 12 kids actively engaged in figuring out a puzzle of some kind or playing a competitive team game around music reading. Students are tasked to understand the concept in order to demonstrate the skill.
	An academically rigorous lesson in my classroom (SETSS) looks like a lesson designed with the goals of my individual scholars in mind such that the objective(s) and work product/artifact of understanding they're expected to produce is realistic yet ambitious for that particular scholar with the instruction and scaffolds afforded.
	Challenging questions, inspiring discussions
	Children are constantly learning and interacting.
	Differentiating material for all students in your classroom
	Gradual release, advocacy
	I do, we do, you do format.
	N/A
	One that supports students meeting common core standards
	Scholar explore problems, scholar inquiry, scholar to scholar discourse, teacher questioning for answers
	Scholars explore mathematical concepts through productive struggle and apply habits and skills through application questions.

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	Students sitting in scholar and tracking while doing work the entire time
	The lessons are very rigorous.
	We give plenty of time for independent practice and allow students to make mistakes and then evaluate each other's work respectfully.
	When the scholar succeeds and enjoys learning
	n/a
	students are sitting in scholar (hands folded, sitting up straight, and tracking the speaker) and have successfully at bats and ample time for independent practice at the end

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Q2_Open2 Explain how you differentiate instruction for students in your classes:

By tailoring questions and materials for them

Design lessons based on students' learning styles. Group students by shared interest, topic, or ability for assignments. Assess students' learning using formative assessment.

I am a special education teacher.

I classify my scholars on a high, middle and low scale. I tend to cater to my low scholars by having them repeat what a mid or high scholar may say so that particular concepts are concrete. My high scholars have different responsibilities as far as checking over their work and being encouraged to think deeper about the topic at hand.

I differentiate instruction for students in my classes by collecting data and using it to inform scholar specific goals. I also have developed a strong understanding of how skills are taught in the general education curriculum so that I can have an awareness of what is effective and ineffective for my scholars in the gen ed classroom and can expose scholars to alternative approaches to skills that they are struggling to access in class.

Instruction is differentiated for students by reviewing misconceptions that the students may encounter.

Manipulatives, visuals, graphic organizers etc.

Modifying lesson plans according to scholar need some

N/A

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	Not all scholars are singers, not all are instrumentalists, and not all are drummers however, all must participate. When scholars become more attached to an instrument or to a style I give them a greater opportunity to lead the class. When they are shy I give them the option of being in front of the class or performing from their desks. When they understand easily I give them larger mental tasks associated with what they are playing and have them co-teach with me. When they struggle I will assign another scholar to help or set up independent practice time to spend more individualized time with a struggling scholar.
	Rare.
	Scaffolding, Pacing support
	Small group instruction, visuals, intervention
	Targeted teaching plans, goal-based instruction, and small group instruction.
	There are much differentiation that goes on.
	We give extended time to scholars on exams.
	as a remote teacher, I often have revamped certain lessons to increase student engagement and understanding
	by addressing the specific needs to the scholars
	n/a

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Q3_Open How do you use data in your classroom to guide instruction?

As a music teacher, the data mostly confirms my feeling about individual student's musicality. From time to time the data will also show me where I have focused too much on an individual and not enough on another.

Compare to past years and make intervention plans.

Daily data tracking as well as summative assessments

Data is used through virtual applications such as Formative

Data is used to assess if students achieved mastery or not

I administer foundational skill assessments to ascertain a baseline benchmark of scholar performance within a given skill, and then administer formative assessments over the course of instruction to progress monitor. I also analyze classroom assessment data to see if gains are carrying over to the classroom. When the data reveals that a given strategy is ineffective, I work with my coach to develop alternative approaches to teaching a skill.

I review data from assessments and use that to review and remediate concepts.

If there is a specific question from an assessment where a majority of my scholars slipped up, I am most likely going to push thinking in that area during class discussions and make connections around it during different blocks.

Intervention/ targeted small groups

Look at standard based data to determine what needs to be retaught during extra support blocks.

N/A

Only test data is used. Formative data is not used in any meaningful manner.

Reteaching skills

Share Findings with GTLs and find strategies to tackle issues.

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	To guide me on what strategies the scholars need help with.
	We have data meetings after every exam to identify strong and weak areas for groups of students and individual students according to mastery of different standards. We also gather qualitative data by tracking student progress in their work habits and assess their understanding.
	Work analysis, test data, comparison across years
	after every assessment, my grade team has data analysis meetings to see how we can best support or students moving forward
	focus in on standards that students struggled with the most
	n/a

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Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.

A system that allows scholars to 'cool down' and frequent chances for reflection.

Behavioral chart used when giving warnings/checks. Points incentive was used as well.

Communication with deans.

Dean intervention

Deans

Intervention classes.

N/A

None

None.

Parent contact, dean referrals, suspension, intervention

Staff surveys, weekly check ins, etc.

Strong relationships between teachers, students, and deans make discipline issues very easy to bring up. There is an easy communication system through Jupiter as well as teams for follow up.

They can use the behavior management system. They can reach out to the Deans, their coach, Grade Team Leader or School Director for support.

Typically, students are referred to deans for this process. As a teacher, if I feel like I cannot personally handle a student or a situation I can call in a dean for support. Deans actually do a great job of contacting parents around these issues.

We work with Dean and counseling teams to come up with a support plan.

deans office

none

traffic light chart, cool down desk, reflection desk, dean support

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Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."

Character education.

Dean referrals

Dean referrals, familial contact

Deans become the main source of intervention. They work with families directly. Exactly how, I'm not sure.

Don't know

Don't know

N/A

Students participate in character education. Where we discuss things such as bullying, and if bullying occurs the issue is brought directly to the deans.

The Deans do an inquiry to gather information and make an informed decision. Then they determine the appropriate consequences and/or next steps and communicate them out to parties that need to know.

There is a particular behavior system that we follow that outlines the behavior expectations of scholars and clearly states what process to follow if a scholar cannot follow those said rules. It is referred to in lower grades as the traffic light system and scholars typically respond well to it.

They address it through deans of instruction and the principal, who investigate and deliver consequences where necessary.

don't know

don't know/dean support and referrals

investigation, parent communication, student communication

there are many tiers in place.

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Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:	Classical conversations, morning meetings
	Counseling
	Counseling.
	Don't know
	I am not sure, I assume with meeting with deans.
	Intervention classes
	Ms. Isa, our amazing School social worker, championed an effort to provide increased support to scholars in temporary housing, including supporting families with transportation, school supplies, extra snacks and food etc. She's the reason I know what McKinney-Vento is! She also championed the testing anxiety screeners which are administered to scholars in state test grades and the results of which are used to determine testing anxiety support groups!
	N/A
	Not sure, Don't really see much of this taking place
	School just adopted recess.
	The school counselor does so much to support the McKinney Vento scholars. She also frequently educates other teachers on this topic and is an excellent and welcoming resource.
	There are specific profiles made to track behavior and this incentive system is usually personalized by our Scholar Services team to include a favorite character of follow a specific theme that is curated to the scholar's liking in order to make them more inclined to follow instructions in order to receive the said incentive. This is a premature way to begin holding scholars accountable for their actions.
	We have a psychologist who works directly with certain scholars. She definitely needs more support.
	counseling
	na

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	school social worker
	test anxiety groups, grief counseling
	we have a counselor who works with scholars

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Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.

Being observed and getting feedback and ways to improve.

Biannually as well as regular teacher observation

I am observed regularly by my instructional coach and receive feedback and support in my role

IPIP

N/A

Rubric meetings twice a year

Rubrics

Teacher that rubrics twice a year

Teachers are evaluated 2 times through out the year.

Teachers are observed and evaluated on a weekly/bi-weekly basis. Then, we usually have a debrief with our instructional coaches who outline areas of improvement and strengths.

Teachers are observed, given feedback, and next steps to improve on teaching.

There are many formal observations that take place from top down. Nothing really from down up

We have Bi-Annual rubric meetings where we are evaluated quantitatively and qualitatively using a variety of metrics by our coaches and managers. Following rubric meetings, all staff are given a week to create individual goals for themselves based on the feedback provided at meetings.

We have instructional coaches that check in on us at least once a week pre-Covid. These coaches work on specific skills, starting with behavior management and eventually moving on to instruction.

coaches and GTL observe the teachers on a weekly basis to help guide the instruction.

every week we are evaluated by instructional coaches, mid-year reviews with goals

mid year and end of year evaluation

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	na
	rubric bi-annually.
	weekly observations and monthly goals

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Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.

Meetings (one on one), follow up emails and constant observation.

N/A

None

None for classroom teachers to give school leadership

None that I have seen so far

Not sure

Office hours, survey

Surveys

The school director has office hours. He is also very open to emails or conversations regarding issues in the school. Otherwise deans, managers, and instructional coaches are asked to report issues up the chain.

There are multiple staff surveys which do provide opportunities to give feedback. However I think there is some fear regarding the anonymity of these surveys, and I think the questions are framed in such a way as to produce a desired answer to the questions and to not address the bigger shortcomings of the school - which to me are sustainability of the work load/work-life balance and the fact that we do not provide all special education settings and our retention policies push IEP scholars out of the school by not considering social emotional factors in promotion decisions. For example, the question on staff surveys that seems to measure morale asks to rate the statement "I have received praise for my work within the last 7 days." Technically this will always be true for all staff because we all have debriefs with our coaches weekly that start with praise and then provide constructive feedback. The question fails to give an honest reflection

action groups, surveys

na

none

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	surveys
	surveys, discussions, etc.
	weekly check in, office hours, walk through

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Q22_Open Describe your understanding of the mission and key design elements of the school:

Academic rigor and structure

Advance student achievement

Getting schools college ready and liberated with impeccable character

I understand that we are truly dedicated to pushing advancement around character here at SBCCS.

It's effective and teachers are aligned.

N/A

Our mission is to empower students to become "liberated citizens of impeccable character" that can achieve whatever goals they set out to achieve. The key design elements of the school are highly structured curriculum and behavioral management system, and very high expectations for staff and students.

Rigorous instruction.

Rigorous, accurate

The character pillars are used to guide character ed within the school.

The mission is to get scholars into preparatory high schools. As a network, we want to make sure all South Bronx residents are walking distance from a high quality school.

The mission of the school is to cultivate students of strong character who will be qualified to attend high performing elite high schools

To provide a high quality education for students can be the most successful.

To provide an equitable education

To support scholars in a structured, safe and organized manner.

high understanding

making sure our scholars are well-rounded, liberated citizens

n/a

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	nA
	to provide children in the south bronx with a world class education

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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.

Classical does many things well. Where it has always historically struggled is in valuing the social emotional well being and experience of scholars. BUT that has improved markedly this year due to initiatives like recess and adjustments to the behavior management system. The biggest problems that remain, in my opinion, are a) we do not provide all special education settings, b) we do not consider social emotional factors in promotion decisions and frequently retain our IEP scholars multiple times until their parents have no choice but to pull them from our school, c) the work-load is not sustainable for many staff members resulting in low morale and high turnover. Whenever you hear that a staff member quit or is leaving, you never think "oh no, I wonder why?" You always know they're leaving because the work load is unsustainable and incompatible with strong mental health.

Great school

I believe that the discipline policy can be restrictive when it comes to students' movement and bodies. The scripted curriculum is loaded with quantity of information that does not always give the students adequate time to digest what they read and synthesize the information. Opportunities to show their learning are limited to repetitive kinds of problem solving and question work, and there is limited time for discussion and social learning. I believe there should be a solid mix of more traditional academic work and discussion and building off each other's ideas. There is opportunity for this written into the lesson plans, but it is not feasible given the sheer quantity of information the students are expected to get through in the limited time they have.

It is important that the school works to improve their retention rate of staff. The school is understaffed- partly due to the pandemic- however, this was a prevalent issue prior and needs to be addressed/ focused on.

N/A