

Application: Broome Street Academy Charter High School

Lester Samson - lsamson@broomestreetacademy.org
2022-2023 Annual Report

Summary

ID: 0000000265

Last submitted: Nov 2 2023 07:28 AM (EDT)

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Aug 23 2023

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2022-2023 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2023**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

BROOME STREET ACADEMY CHARTER HIGH SCHOOL 800000069913

a1. Popular School Name

Broome Street Academy

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. DISTRICT / CSD OF LOCATION

CSD # 2 - MANHATTAN

e. Date of Approved Initial Charter

Oct 1 2010

f. Date School First Opened for Instruction

Sep 1 2011

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

SUNY authorized

h. School Website Address

www.broomestreetacademy.org

i. Total Approved Charter Enrollment for 2022-2023 School Year

320

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

289

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

9

10

11

12

I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	121 Avenue of the Americas, 5th Floor	212-453-0295	NYC CSD 2	9-12	9-12	12

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Derek Jones	Head of School	212-453-0295		djones@broomstreetacademy.org .
Operational Leader	Lester Samson	Sr. Director of Operations	212-453-0295		lsamson@broomestreetacademy.org .
Compliance Contact	Lester Samson	Sr. Director of Operations	212-453-0295		lsamson@broomestreetacademy.org .
Complaint Contact	M. David. Zurndorfer	Chair Board of Trustees			mzurndorfer@proskauer.com
DASA Coordinator	Meredith Soffrin	Sr. Director Social Emotional Learning	212-453-0295		msoffrin@broomestreetacademy.org .
Phone Contact for After Hours Emergencies	Derek Jones	Head of School	212-453-0295		djones@broomstreetacademy.org .

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

Private Space

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.**

Site 1 Certificate of Occupancy (COO)

[555 Broome St - TCO - May 2023 - Aug 2023.pdf](#)

Filename: 555 Broome St - TCO - May 2023 - Aug 2023.pdf **Size:** 57.7 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

N/A

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

No

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Lester Samson
Position	Sr. Director of Operations
Phone/Extension	(No response)
Email	lsamson@broomestreetacademy.org

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

Responses Selected:

Yes

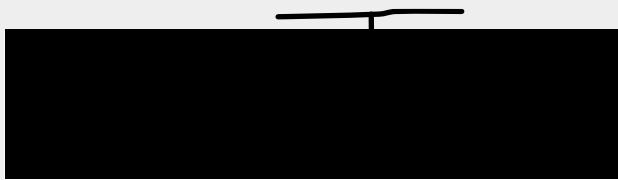
As outlined in ENTRY 10:

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


Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Aug 1 2023

Thank you.



Entry 2 Links to Critical Documents on School Website

Completed - Aug 23 2023

Instructions

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

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

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)

Form for Entry 2 Links to Critical Documents on School Website

School Name: **Broome Street Academy Charter High School**

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

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

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	https://broomestreetacademy.org/compliance/
2. Board meeting notices, agendas and documents	https://broomestreetacademy.org/compliance/
3. New York State School Report Card	https://broomestreetacademy.org/compliance/
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://broomestreetacademy.org/compliance/
6. Authorizer-approved FOIL Policy	https://broomestreetacademy.org/compliance/
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://broomestreetacademy.org/compliance/

Thank you.



Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

2022-2023 Progress Toward Attainment of Academic Goals

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

2. Do have more academic goals to add?

(No response)

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
Academic Goal 41				

Academic Goal 42				
Academic Goal 43				
Academic Goal 44				
Academic Goal 45				
Academic Goal 46				
Academic Goal 47				
Academic Goal 48				
Academic Goal 49				
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Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

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

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

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

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed - Oct 23 2023

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system by September 15, 2023.

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

BSA SY22-23 APPR

Filename: BSA_SY22-23_APPR.pdf Size: 437.9 kB

Entry 4 - Audited Financial Statements

Completed - Nov 1 2023

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2023**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.

BSACHS FS23 Final

Filename: BSACHS_FS23_Final.pdf Size: 508.1 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Nov 1 2023

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

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

2022-23-Audited-Financial-Statement-Template BSA 11

Filename: 2022-23-Audited-Financial-Stateme_3B4kYlj.xlsx Size: 175.2 kB

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

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

Entry 4c – Additional Financial Documents

Incomplete - Hidden from applicant

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

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

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

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

Entry 4d - Financial Contact Information

Incomplete - Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial Contact Information"

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
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3. If applicable, please provide contact information for the school's outsourced financial services firm.

Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 – Fiscal Year 2023-2024 Budget

Incomplete

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

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

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

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 23 2023

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

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

[Herb Elish 2023 Disclosure Form](#)

Filename: Herb_Elish_Broome_Street_Form.pdf Size: 2.0 MB

[Fernando Lorence 2023 Disclosure Form](#)

Filename: Fernando_Lorence_2023_Disclosure_Form.pdf Size: 11.9 MB

[Catherine Aquila 2023 Board Disclosure](#)

Filename: Catherine_Aquila_2023_Board_Disclosure.pdf Size: 555.3 kB

[Kathryn Jaxheimer 2023 Board Disclosure](#)

Filename: Kathryn_Jaxheimer_2023_Board_Disclosure.pdf Size: 598.0 kB

[Stephanie Durden Barfield 2023 Board Disclosure](#)

Filename: Stephanie_Durden_Barfield_2023_Boa_RHtby4r.pdf Size: 651.7 kB

[Monica de la Torre 2023 Board Disclosure](#)

Filename: Monica_de_la_Torre_2023_Board_Disclosure.pdf Size: 727.6 kB

[Alexandra Wood 2023 Board Disclosure](#)

Filename: Alexandra_Wood_2023_Board_Disclosure.pdf Size: 574.9 kB

[M David Zurdorfer 2023 Board Disclosure](#)

Filename: M_David_Zurdorfer_2023_Board_Disclosure.pdf Size: 614.0 kB

[Jeff Katzin 2023 Board Disclosure](#)

Filename: Jeff_Katzin_2023_Board_Disclosure.pdf Size: 556.5 kB

[John Quinn 2023 Board Disclosure](#)

Filename: John_Quinn_2023_Board_Disclosure.pdf Size: 591.1 kB

[Elaine Schott 2023 Board Disclosure](#)

Filename: Elaine_Schott_2023_Board_Disclosure.pdf Size: 593.2 kB

[Lauren Blum 2023 Board Disclosure](#)

Filename: Lauren_Blum_2023_Board_Disclosure.pdf Size: 575.4 kB

Entry 7 BOT Membership Table

Completed - Aug 23 2023

Instructions

Required of ALL charter schools

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

Entry 7 BOT Table

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

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2022-2023 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	M.David Zurndorfer	[REDACTED]	Chair	Executive Committee	Yes	6	09/30/2021	09/30/2023	12
2	Monica de la Torre	[REDACTED]	Vice Chair	Executive Committee Grievance Committee Development Committee	Yes	6	09/30/2021	09/30/2023	7
3	Lauren Blum	[REDACTED]	Treasurer	Finance Committee Audit Committee Executive Committee	Yes	1	09/30/2022	09/30/2024	11
4	Herb Elish	[REDACTED]	Trustee/Member	Executive Committee Program Committee	Yes	5	09/30/2022	09/30/2024	7

				e Finance Committee					
5	Catherine Aquila	[REDACTED]	Secretary	Executive Committee Development Committee	Yes	2	09/30/2021	09/30/2023	12
6	Stephanie Durden Barfield	[REDACTED]	Trustee/ Member	Audit Committee	Yes	3	09/30/2022	09/30/2024	8
7	Kathryn Jaxheimer Agarwal	[REDACTED]	Trustee/ Member	Program Committee Finance Committee Grievance Committee	Yes	3	09/30/2022	09/30/2024	10
8	Jeffrey Katzin	[REDACTED]	Trustee/ Member	Program Committee Audit Committee Development Committee	Yes	3	09/30/2022	09/30/2024	6
9	Fernando Snowden-Lorence	[REDACTED]	Trustee/ Member	Program Committee Development	Yes	1	09/30/2022	09/30/2024	8

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

Yes

1b. Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
10	Elaine Schott	[REDACTED]	Trustee/Member	Program Committee Development Committee	Yes	5	09/30/2022	09/30/2024	10
11	John Quinn	[REDACTED]	Trustee/Member	Grievance Committee Development Committee	Yes	2	09/30/2022	09/30/2024	7
12	Alexandra C. Wood	[REDACTED]	Trustee/Member	Development Committee	Yes	1	09/30/2022	9/30/2024	9
13	Noah Leff	[REDACTED]	Treasurer	Finance Committee	Yes	6	09/30/2021	06/13/2023	9
14	Vanda Belusic-Vollor	[REDACTED]	Trustee/Member	Program Committee	Yes	3	09/30/2022	06/13/2023	5 or less
15									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2023	12
b.Total Number of Members Added During 2022-2023	0
c. Total Number of Members who Departed during 2022-2023	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	14

3. Number of Board meetings held during 2022-2023

12

4. Number of Board meetings scheduled for 2023-2024

12

Total number of Voting Members on June 30, 2023:

12

Total number of Voting Members added during the 2022-2023 school year:

0

Total number of Voting Members who departed during the 2022-2023 school year:

2

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

14

Thank you.

Entry 8 Board Meeting Minutes

Completed - Aug 23 2023 - Hidden from applicant

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

Schools must upload a complete set of monthly board meeting minutes (July 2022-June 2023), which should match the number of meetings held during the 2022-2023 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2023**.

July 2022

Filename: July_2022.pdf Size: 92.9 kB

September 2022

Filename: September_2022.pdf Size: 162.8 kB

March 2023

Filename: March_2023.pdf Size: 151.8 kB

November 2022

Filename: November_2022_MGBcjbD.pdf Size: 238.0 kB

December 2022

Filename: December_2022.pdf Size: 238.4 kB

January 2023

Filename: January_2023.pdf Size: 218.2 kB

[October 2022](#)

Filename: October_2022.pdf Size: 292.5 kB

[February 2023](#)

Filename: February_2023.pdf Size: 1.0 MB

[August 2022](#)

Filename: August_2022.pdf Size: 122.2 kB

[April 2023](#)

Filename: April_2023.pdf Size: 972.0 kB

[June 2023](#)

Filename: June_2023.pdf Size: 294.4 kB

[May 2023](#)

Filename: May_2023_BSA_Board_Minutes.pdf Size: 43.0 kB

Entry 9 Enrollment & Retention

Completed - Aug 23 2023

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

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2023-2024.

*SUNY-authorized charter schools

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	<p>BSA is dedicated to serving students in the most vulnerable populations in New York City, who are at the most risk for academic failure. Our lottery policy includes a 50% set-aside preference for students who indicate that they are homeless, transitionally housed, unaccompanied youth, in foster care, or otherwise involved in the child welfare system. BSA's recruitment efforts are targeted to areas, community organizations, city agencies and schools that serve high percentages of students who are economically disadvantaged, homeless, students with disabilities, and English Language Learners. BSA consistently meets our targets for enrollment of students who are economically disadvantaged. We continue to refine our targeted recruitment strategies and the middle schools we partner with to ensure we reach families with economically disadvantaged students.</p>	<p>In 2022-2023, our enrollment of economically disadvantaged students exceeded that of CSD 2. Going forward, we will continue to implement the strategies listed to the left. BSA will use these strategies with adjustments as needed to respond to enrollment trends.</p>
English Language Learners	<p>To recruit English Language Learners, we conduct outreach in communities and the Family Welcome Centers in Queens, Manhattan, Brooklyn, and the Bronx with efforts to reach families who speak languages other than English. These languages include Spanish, Arabic, Mandarin, and Cantonese, and many other languages. In addition, members of the BSA team canvas neighborhoods on the Lower East</p>	<p>In 2022-2023, our enrollment of ELLs was lower, but within several percentage points of the enrollment average of CSD 2. For the 2023-24 school year we will continue to implement the strategies listed to the left and will build additional relationships with community based organizations and schools that serve significant numbers of families that speak languages other than English. In addition, we have added two new roles at the school that</p>

	<p>Side of Manhattan, and in Brooklyn and Queens that have large concentrations of families that speak languages other than English. We also run advertisements in El Diario, a Spanish-language newspaper. The majority of our ELL students are Spanish-speaking, and we provide all recruitment and enrollment materials in Spanish, Mandarin, and Arabic in addition to English.</p>	<p>support the recruitment, enrollment, and engagement of families that filled by staff members who speak both English and Spanish, and have added an academic counselor who speaks English and Mandarin.</p>
<p>Students with Disabilities</p>	<p>BSA consistently exceeds our enrollment targets for students with disabilities. Our recruitment efforts are concentrated on target and feeder middle schools, high school fairs and Family Welcome Centers throughout the city. This comprehensive approach has resulted in BSA consistently enrolling more students with disabilities than both our district and the city. At the annual High School Fairs and at Family Welcome Centers we distribute marketing materials that clearly state that all learners are welcome.</p>	<p>In 2022-2023, our enrollment of students with disabilities again exceeded that of CSD 2. Going forward, we will continue to implement the strategies listed to the left. BSA has developed a strong reputation as a school with a robust program for students with disabilities and we are confident that our well-developed outreach strategies will continue ensuring enrollment of this population.</p>

Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	<p>Our entire program is designed to support students who are economically disadvantaged or in vulnerable categories. Strategies to support these students include:</p> <ul style="list-style-type: none"> -Providing three meals a day prepared fresh by a chef at no cost to any BSA student. We continue to modify and improve recipes to ensure that students enjoy the offerings. As a school food authority, we are able to provide high-quality meals for breakfast and lunch, and through our partnership with The Door, we also provide dinner. -Offering extracurricular activities such as varsity and junior varsity sports and clubs. -Access to after school activities in the same building with our partner organization, The Door. These activities include dance, music, visual arts, tutoring, enrichment, community service. These activities are available until 6pm every day. -We have four full time social workers to address the social emotional needs of students and support them in accessing resources both in and out of school. -Through BSA's partnership with The Door, students have access to all wraparound services offered at The Door at no cost. These services include: medical, dental, vision, psychiatry through the Adolescent Health Center; and therapists through the Mental Health Clinic; Legal Services; and academic and career supports including tutoring, 	<p>We will continue to implement the strategies to ensure the retention of economically disadvantaged students going forward.</p>

	<p>test prep, peer education, work readiness programs, Sumer Youth Employment, and internships.</p> <p>-We also added office hours led by teachers so that students can access individual and small group support up to four times a week in all core classes.</p>	
English Language Learners	<p>The retention strategies listed above also benefit our English Language Learners. We continue to focus on maintaining frequent communication with students and their parents/caregivers in their preferred language.</p>	<p>In addition to the strategies we implemented in 2022-23, in the 2023-24 school year we are adding another ESL licensed teacher to expand and improve our program for ELL students. We are also adding three new positions that are staffed by individuals who are bilingual in Spanish and Mandarin to communicate and collaborate with our ELL families thus further supporting retention and success of our ELL students.</p>
Students with Disabilities	<p>BSA continues to implement the retention strategies listed above that also benefit our students with disabilities. In the 2022-2023 school year, we increased the number of co-taught courses. All co-teaching pairs of teachers participated in professional development to support their successful collaboration in planning and teaching their classes using co-teaching models. All teachers also had professional development on understanding students IEPs, providing accommodations and modifications, and differentiation. We continue to work with teachers to strengthen their practices to support the success of all learners. Grade team meetings were also resumed this year to allow for teachers to share best practices and collaboratively define interventions for struggling</p>	<p>We will continue to implement the strategies listed to the left and above to ensure the retention of students with disabilities. In addition, we will be increasing the number of special education teachers for the 2023-24 school year to ensure more support in all core classes for students.</p>

students. We continue to collaborate closely with the NYC Committee on Special Education to ensure that student's IEPs are reflective of their current levels of performance and reflect the supports, modifications and accommodations that allow students to thrive in our inclusive setting.

Entry 10 – Teacher and Administrator Attrition

Completed - Aug 23 2023

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

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

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

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

1. Emergency Conditional Clearances

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeefingerprintoct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete - Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category A: 5 or 30% whichever is less	0

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

	FTE Count
i. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

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

	FTE Count
Total	

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you.



Entry 12 Organization Chart

Incomplete - Hidden from applicant

[Instructions](#)

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

Upload the 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed - Aug 23 2023

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

[BSA 2023-24 Calendar NYSED Compliance](#)

Filename: BSA_2023-24_Calendar_NYSED_Compliance.pdf Size: 132.7 kB

Entry 14 Staff Roster

Incomplete - Hidden from applicant

[INSTRUCTIONS](#)

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.

Reminders: Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer NOTE: MUST BE DONE FIRST	Select your school's authorizer from the drop-down list first , before completing the roster.
School Name and Institution ID	Select your school's name from the drop-down list .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the 7 digit TEACH ID for the Faculty/Staff person.
Role in School	Select the best choice of role of the Faculty/Staff person from the drop-down list .

CPR/AED Certification Status	Select the appropriate choice from the drop-down list .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	Select the appropriate choice from the drop-down list .
Subject Taught	Select the appropriate choice from the drop-down list .
Notes	Optional

Optional Additional Documents to Upload (BOR)

Incomplete



**Broome Street Academy
Charter High School**

**2022-23 ACCOUNTABILITY
PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute

on: September 15, 2023

By **Derek Jones**

121 Avenue of the Americas (Mailing)
555 Broome Street (Entrance)
New York, NY 10013

212-453-0295

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

BSA’s Cabinet worked with an outside consultant, Future Leaders Incubator to support the compilation of this report and is engaging with the organization for a longer-term support plan with the team. The Cabinet Team, Derek Jones (Head of School), Lester Samson (Senior Director of Operations), Nicholas Brautigam (Senior Director of Academics), Laisa Kahn (School Data Manager), and Dafina Westbrooks (Senior Director of Diversity, Equity and Inclusion), Danielle Glantz (Director of Social Emotional Learning) prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
M. David Zurndorfer	Chair	Executive Committee
Monica de la Torre	Vice Chair	Executive Committee Grievance Committee Development Committee
Lauren Blum	Treasurer beginning July 2023	Finance Committee Audit Committee
Herb Elish	Trustee	Executive Committee Program Committee Finance Committee
Catherine Aquila	Secretary	Executive Committee Development Committee
Kathryn Jaxheimer Agarwal	Trustee	Program Committee Finance Committee Grievance Committee
Jeffrey Katzin	Trustee	Program Committee Audit Committee Development Committee
Fernando Snowden-Lorence	Trustee	Program Committee Development Committee
Elaine Schott	Trustee	Program Committee Development Committee
John Quinn	Trustee	Grievance Committee Development Committee
Alexandra C. Wood	Trustee	Development Committee
Noah Leff	Treasurer	Finance Committee
Vanda Belusic-Vollor	Trustee	Program Committee

Kelsey Louie has served as the CEO serving both BSA and our partner organization, The Door; A Center for Alternatives, since June, 2021.

Derek Jones has served as the school leader (“Head of School”) since July 1, 2023.

SCHOOL OVERVIEW

MISSION AND POPULATION

Our mission: Broome Street Academy Charter High School will empower our students to reach their highest aspirations for post-secondary success. Our equitable, holistic, and student centered approach will provide students with access to a rigorous, standards-based curriculum that will equip our graduates with the skills they need to make a positive impact on their communities and the broader world.

In the 2022-23 school year, we had 274 students, of whom 72 (26%) of those students were identified as having a disability, and additionally 79 (29%) were reported to be currently experiencing or have experienced one or more of the following criteria:

- Currently living in, or have lived in a shelter, a hotel/motel, a car, with another family (due to economic hardship), or in another temporary living arrangement; or
- Unaccompanied youth (not in the physical custody of a parent or guardian); or
- Currently in, or have ever been in, foster care, or otherwise involved in the child welfare system.
- If, after offering this preference to students within and outside of CSD 2, seats remain open, our 5th and 6th preferences are for students who reside in New York City public housing and/or are eligible to receive Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) benefits.

In order to meet our mission of serving some of the city's most vulnerable and most at-risk youth, we have a unique public lottery, with a set-aside of 50% for students who indicate the above criteria.

In SY 22-23, 48% of our students fall into one of our specialized population criteria (when we include students who also have an IEP). Of that, 57% of students that meet our specialized population criteria received social work intervention at school including long- or short-term counseling, and crisis intervention. 20% receive additional services through an individualized education plan designed to support unique learning challenges resulting from a disability.

At BSA we serve a very distinct population that is underserved by most NYC Charter Schools. For that reason we think it important that we track other factors that are distinctly connected to alternate measures of success that consider the more holistic needs of vulnerable youth populations, their social and emotional needs, and their ability to connect to their community in meaningful ways.

PARTNERSHIP WITH THE DOOR

BSA's partner institution The Door—a Center for Alternatives, Inc. (The Door) has supported New York City's most vulnerable youth for over 50 years and is a key to BSA's model and success. Each year, The Door serves nearly 11,000 young New Yorkers with a wide range of services, including primary and reproductive health care and education, mental health counseling and crisis assistance, legal assistance, academic and college-preparatory services, career development, job training and placement, supportive housing, sports and recreational activities, arts programming, and daily nutritious meals. As a co-located partner organization, BSA continues to seek ways to better leverage the relationship and better meet the mission of our school through a robust collaboration with The Door. Currently, all BSA students have access to the services offered by The Door, all at no cost and in the same building as their school. BSA and The Door share a CEO, Kelsey Louie, who has been in his role for 2 years. We are working to enhance our relationship with Kelsey's support. Similarly, our new Head of School, Derek Jones, is in his first few months in his role and is working through a set of goals for which he is accountable to Kelsey and the Board, including leveraging the supports that uniquely poise BSA to support our vulnerable population of students.

ENROLLMENT SUMMARY

Broome Street Academy Charter School 2022-23 Accountability Plan Progress Report

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	X	X	X	X	X	X	X	X	X	115	63	77	76	331
2021-22	X	X	X	X	X	X	X	X	X	76	89	53	104	322
2022-23	X	X	X	X	X	X	X	X	X	35	70	85	84	274

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2020-21	2017-18	2017	86	3	83
2021-22	2018-19	2018	71	1	70
2022-23	2019-20	2019	63	1	62

The total “Senior Class” in SY22-23 included 64 (sixty four) 2019 cohort students (4th year seniors), 8 (eight) 2018 cohort students (5th year seniors), 10 (ten) 2017 cohort students, and 2 (two) 2016 cohort students. This is aligned to our mission of serving primarily students with complex learning needs, including those who are overaged and undercredited.

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	78	3	81
2021-22	2018-19	2018	71	1	72
2022-23	2019-20	2019	62	3	65

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	65	3	68
2021-22	2017-18	2017	18	7	25
2022-23	2018-19	2018	67	3	70

PROMOTION POLICY

BSA's promotional criteria are aligned with the State Commissioner's Part 100.5 Diploma Requirements, with the majority of our students seeking a Regents diploma.

For students who complete high school in 4 years, the following apply: In order to earn a Regents Diploma, students must successfully complete 22 units of credit as well as meeting all 5 Regents assessment requirements with the exceptions outlined by the Commissioner in response to the COVID-19 crisis. Credits must be attained in the following content areas and subject-matter classes that are provided by BSA:

- English, four units of credit and the English Regents comprehensive examination:
 - English 9 (1 credit, 2 sections)
 - English 10 (1 credit, 5 sections)
 - English 11 (1 credit, 4 sections)
 - English 12 (1 credit, 2 sections)
 - AP Composition and Literature (1 credit, 1 section)
 - English Electives - Journalism 1 (0.5 credits), Journalism 2 (0.5 credits), African American Experience (1 credit) *Note: this has since been adjusted to align to history standards and is offered as a History Elective in SY23-24*

- Social studies, four units of credit from the course offerings provided by BSA:

- Global 1 (1 credit, 3 sections)
- Global 2 (1credit, 4 sections)
- US History (1 credit, 4 sections)
- AP US History (1 credit , 1 sections)
- AP Government and Politics (1 credit, 1 Sections)
- Economics (0.5 credits, 4 sections)
- Participation in Government (.5 Credits X sections)
- Social Studies Electives: History of Latin America (1 credit)
- Based on the above list, students are required to gain 1 unit of credit in American history; two units of credit in global history and geography; and a half unit of credit in economics and a half unit of credit in participation in government;

- Mathematics, three units of credit and a commencement level Regents examinations in Algebra, Geometry, or Algebra II
 - Algebra 1 REQUIRED (1 credit, 2 sections)
 - Geometry (1credit, 5 sections)
 - Algebra II and Trigonometry I (1 credit, 4 sections)
 - Pre-Calculus (1 credit, 1 sections)
 - Math Elective: Advanced Math (1 credit, 3 sections)

- Science, three units of credit and one of the Regents examinations in Living Environment, Earth Science, Chemistry, and Physics
 - Living Environment (1 credit, 3 sections)
 - Earth Science (1 credit,4 sections)
 - Chemistry (1 credit, 3 sections)
 - Physics* (1 credit, 1 sections)
 - Science Elective: Integrated Physical Science (1 credit, 2 sections)
 - BSA offers Lab hours as reported by the teacher, and accounted as a “Pass/ Fail” on Student Report Cards to meet the required 1,200 minutes of laboratory experience through a combination of hands-on and simulated laboratory experience with documented laboratory reports (for the 2019-2020 and 2020-2021 school years this was not required for students who were exempted from the associated Regents Exam).

**Students enrolled in Physics attained the tech requirement through an integrated course combining technology within this science classroom. The school’s Cabinet Team is working to make a plan that will include either more integrated components in additional science courses required for all students, or a Technology Course (as we have had in previous years) that will become a required component for all students to meet the State learning standards in technology.*

- The Arts one unit of credit
 - Theater 1 (0.5 credit, 3 sections), Theater 2 (0.5 credits)
 - -Music 1 (0.5 credit, 2 sections)
 - Art 1, Art 2 (0.5 credit, 4 sections)
 - Culinary Arts (collaboration with The Door), (0.5 credits)
 - Independent Study Photography (0.5 credits)

- Health, one unit of .5 credit
 - Health (0.5 credit)
 - In SY22-23, the learning standards for parenting have been met through integration into our health class, but we are currently working to meet these requirements through our partnership with The Door for SY23-24.
- World Languages, one unit of commencement-level credit.
 - French 1 (1credit, 4 sections)
 - Spanish 1 (1credit, 4 sections)
 - Spanish 2 (1credit, 1 sections)
- Physical Education: two units of credit (with half a unit earned each of 4 years of high school)
 - Physical Education 1 (0.5 credits)
 - Physical Education 2 (0.5 credits)
 - Physical Education 3 (0.5 credits)
 - Physical Education 4 (0.5 credits)
- Additional units in order to attain 22 credit units can be attained by taking additional courses, as outlined above.
- BSA allows unlimited opportunities for all students to retake required Regents examinations to improve their scores.

Regents Exams and Administration. BSA administered Regents exams three times in SY 2022-23, as follows:

- January 2023: ELA, Living Environment, Earth Science, Algebra I, and Global History.
- June 2023: ELA, Living Environment, Earth Science, Chemistry, Physics, Algebra I, Geometry, Algebra II, Global History, and US History.
- August 2023: ELA Living Environment, Earth Science, Algebra I, Geometry, Global History, and US History.

Students with Disabilities documented with an IEP have additional options for acquiring their diploma, as aligned with the 100.5 Diploma Requirements. A Regents exception does apply to this special population; a score by a student with an IEP of 55-64 may be considered as a passing score on any Regents examination required for graduation.

Transfer credit. The guidance counselor and/or the Head of School evaluates incoming transcripts or other records of a transfer student enrolling in BSA. Based on the student's transcript or other records, the principal shall award the appropriate units of transfer credit towards a high school diploma.

COVID-19 Emergency Exam Process. Students who passed the content level course and scored between 50-64 on the exam were eligible to apply for an appeal to receive a “pass” in accordance with the state’s COVID-19 appeals process. Some students also qualified for Regents waivers, for which we followed state and Chancellor guidance. An appeal may be initiated by the student, the student's parent or guardian, or the student's teacher, and had to be submitted in a form prescribed by the commissioner to the student's school principal. We do not anticipate this practice to be continued in SY 2023-24.

Credit Recovery. BSA provides students the opportunity to complete a unit of study in a given high school subject if they previously failed to demonstrate mastery of the learning outcomes. In order to

make up the credit, students consult with their Advisor and/or other school-based staff to determine the best recovery pathway, which include repeating an entire course; taking the course again as part of our summer school program; and receiving intensive instruction in the deficiency areas of the course via rare independent study courses. Finally, students had the opportunity to make up credits through digital learning via an online study program provided through Edgenuity, with assigned teacher-tutors to supervise and support student’s independent study. Credit recovery options are provided for all Core Classes via the following options: provided during afterschool and summer school times, students would be eligible, based on a mastery of content standards approach (which aligns with BSA’s future plans to adopt a mastery-based grading scale), the opportunity to recover credits through a teacher-created standards aligned alternate Assignment and Assessment.

Academic Policies that were adjusted for the 22-23 SY to better meet the needs of students included:

- Teachers enter updated grades weekly into PowerSchool. NYSED standards were aligned with courses to be able to award credit.
- BSA used New Visions Curriculum on a full-scale for all core content areas to guide lesson and state standards.
- BSA used Achieve 3000 as a diagnostic tool to assess student needs in math and ELA and was administered at the beginning and end of year. In SY 2023-24, BSA will administer this assessment 3 times, at the beginning, middle, and end of year.
- Classroom and course-level assessments aligned to the New Visions Curriculum are used when available, otherwise teacher created assessments are based on State standards, and were reviewed by our Director of Curriculum Instruction and/ or our Senior Director of Academics. All assessment scores were recorded in PowerSchool.
- Grades are stored and available to students, parents and staff each quarter/semester on PowerSchool.
- Regents exams are offered in June, January and August. All exams were offered for June 2023.
- Makeup regents were administered January 2023, June 2023, and August 2023.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

For SY 2022-23, our reported goal was the following: “BSA will prepare students for Postsecondary Success.”

Moving into SY 2023-24, we have assembled the Cabinet Team to reassess our goal, seeking to write a measurable, accountable goal for which we will be able to report during SY23-24.

Graduation Goal Measure 1 - Leading Indicator

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	73	82%
2022	35*	44%

**15 students in the '22 Cohort received at least 5 credits, and 60 in the '21 Cohort*

Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2019	2020-21	48	90%
2020	2021-22	89	34%
2021	2022-23	70	33%*

**23 students in the 2021 cohort passed at least 3 Regents*

Graduation Goal Measures 3 & 4 - Absolute

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

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

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	83	54	65%

¹ These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2018	2021-22	72	62	86%
2019	2022-23	65	45	68%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	63	55	88%
2017	2021-22	83	61	73%
2018	2022-23	70	60	86%

Graduation Goal Measure 5 - Comparative Measure

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

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	83	54	65%	8852	83%
2018	2021-22	72	62	86%	TBD	TBD
2019	2022-23	65	45	68%	TBD	TBD

Graduation Goal Measure 6 - Absolute Measure

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

Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
[Write name of exam here]	N/A	N/A	N/A
[Write name of exam here]			
[Write name of exam here]			

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Overall	[Total number tested]	[Number passing]	[Percentage passing]
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Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	0	0
2018	2021-22	0	0
2019	2022-23	0	0

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	NO
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	NO
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	NO
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	NO
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	TBD
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

EVALUATION OF THE GRADUATION GOAL

Although we are not yet meeting the goals set forth for high school graduation rates, we have taken proactive and successful steps to remain connected with students and ensure that they have a pathway for post-secondary success. We have a robust team and system to ensure that efforts to re engage youth after they leave our school are supportive to the youth's success. We work with our 5-7th year seniors diligently to either help them achieve a diploma, or to enter a high-school equivalency equivalent. At this point, two additional students who were designated as seniors (4-7th years students) from SY 2022-23 have achieved their high school equivalency (HSE) and two others are on track to receive theirs (with anticipated achievement any day). Another student is working with our team and she is in the process of

enrolling in a GED program with our support; we anticipate she will start programming before the end of September 2023.

While we work to ensure that undercredited and overage youth in our program have a pathway, we do lose students either to aging-out or dropping out. Of students designated as “seniors” in SY 2022-23, eight either signed themselves out or were signed out by their caregiver. One of these eight actually re-enrolled and attended school several times last year but has not returned this year and we have not been able to reestablish contact with them or their caregivers. Based on the high-risk needs of our complex student population, this is not an uncommon situation. We will continue to reach out, offer space for her to continue her learning trajectory, and encourage alternate pathways to support long-term success.

Unfortunately we had a mid-year departure from our Guidance Counselor, and also had a lack of continuity within our partnership with the Door. The Community Schools Supervisor role remains vacant at this time, after several years of a revolving position as well as a lack of continuity in the College Counseling role due to an FMLA departure. With these holes in key programming for AIDP students, our planning process and systems are in need of support and restructuring, of which we are in the process of making happen. Danielle Glantz, BSA’s Director of Social and Emotional learning will provide clinical supervision to the AIDP social worker; SY23-34 will also be the first year that we are adding an additional AIDP social worker through our partnership with The Door. This deep collaboration between both programs will better serve undercredited and overage youth who are at risk of drop-out and enrolled in BSA to achieve a graduation pathway that promotes post-secondary success outcomes.

BSA did not meet the indicator for Goal Measure 1. Students are entering undercredited and overage, and with the combination of COVID-19, students have struggled academically. However, we have had a smaller freshman class, historically in 2022-23, and we added additional support from the Great Oaks Fellowship specifically to support our freshman cohort. We also revamped our credit recovery to allow any student who was not on-track with credits to attend a credit recovery program during summer school as well as during the second semester via Edgenuity in an afterschool program.

BSA did not meet the indicator for Goal Measure 2. Due to COVID-19, we had been able to provide appeals for students in response to the COVID-19 crisis. These appeals played a crucial role in supporting many students to pass the New York Regents exams under unprecedented circumstances. In SY22-23, we provided the opportunity for 10th graders to take the ELA Regents exam, allowing more students to meet this indicator, but we are still not where we need to be. We focused on enhancing our teaching capacity specifically in the area of geometry as well as providing additional support via push-in and/ or pull-out tutoring during the core block of time.

Our team has some concerns that academic achievement is not yet to the level that we would like to see to be able to achieve this indicator moving forward in SY2023-24, but are working to address anticipated discrepancies and re-evaluate after the January 2023 Regents administration. We are focusing efforts on the following supports that the appeals process allowed for, but we believe even without appeals we should be able to address with our student population:

- Addressing Stress and Mental Health: The pandemic's mental health impact on students was significant. Appeals recognized that students may have experienced increased stress, anxiety, or trauma during this period. They provided a compassionate avenue for students to explain how these challenges affected their exam performance and request reconsideration. We are continuing robust mental health support even without the appeals moving forward.

- Ensuring Educational Equity: COVID-19 disproportionately affected vulnerable populations. Appeals helped address potential disparities in students' access to resources and support during remote learning, promoting educational equity and fairness. Through our school model and wrap-around supports, we are able to continue to provide intensive assistance to our vulnerable student population, even without the assistance of a guaranteed appeals process.
- Data-Driven Improvement: Appeals provided valuable data on how the crisis impacted student performance. This data could be used to inform educational policies and interventions to better support students during emergencies in the future. We are working to bolster our data systems to allow systems to support student achievement gaps and provide more credit-recovery and study options for our students.

BSA did not meet Graduation Goal Measure 3. Because of the adjusted requirements, we have almost been able to meet this goal for 4th year graduates, with 68% graduating. We will continue to focus on support that can be provided beyond the COVID safety net policies that we believe supported us to coming close to meeting this goal, and as outlined above. In order to address anticipated drops in “pass” rates without the Appeals process in SY 2023-24, we will need a clear action plan rooted in adherence to content-level State Standards alignment, teacher capacity development, and robust data systems.

BSA did not meet Graduation Goal Measure 4. Attendance for 5th year has not been where we want it, which has not allowed us to award credit to students who are not making up the time to meet the standards for failed or missed coursework. The Attendance Improvement/ Drop-Out Prevention Team (AIDP team) saw a great deal of turn-over in staffing and our partnership with The Door’s team didn’t meet goals to get into approved alternative programs that would have better supported our greatest risk population of students. We are working to strengthen the partnership as well as set goals that better align to our specific population of students, as well as currently seeking to hire new members for the AIDP Team and refreshing our partnership efforts with The Door specifically for these vulnerable students.

BSA did not meet Goal Measure 5. We are currently being compared to CSD2, which is where the school is located, however this is not encompassing a comparative population. The district encompasses various neighborhoods in Manhattan, fostering an inclusive educational environment for students from a small geographic region. Our school specifically serves students from across NYC’s boroughs, with vulnerable and low-income students being the majority of the population served. Further, unlike our host district, we intentionally seek to serve over-aged and under-credited students who are already at risk of academic failure. Our cabinet team is currently working to identify schools that would provide a better comparative model, are working with outside consultants to support with setting robust goals, and implementing systems to ensure that we are rigorous with our expectations, but that they are attainable and realistic given our student population.

BSA did not meet Goal Measure 6. Regents passing scores, particularly those scores that were attained in summer months, generally did not meet the bar to be considered a “passing” score, and even with the appeals process, we were not where we needed to be to ensure that our students were able to show notable progress towards standard based on these standardized assessments. Not only are we disappointed in our ability to move forward with student learning goals in this regard, but we also are looking forward to a renewed opportunity to partner with CSI to be able to set goals that better show progress specifically for our student population. In SY23-24 we are working to address concerns by creating an “alternative learning coordinator” role that tracks credit recovery throughout the year and works with academic teams to put a plan in place, in particular for 5th year students. We have also

added an AIDP social worker who tracks academic failure as the result of attendance issue, which is a large percent of the cohort unable to meet this measure because of our student population.

Some students do age-out of school programming, including 7 of those that “dropped out” last year; however this does not stop our efforts to support them in their post-secondary journey. We are using phone calls, letters, and home visits to try to reengage them and create with a discharge/transition plan.

ACTION PLAN

Our school has recognized the need for significant improvements in order to meet graduation requirements and effectively fulfill our mission of supporting post-secondary success, irrespective of college acceptance and individual goals. To address these challenges, we are taking several strategic steps and initiatives in addition to those that are outlined above.

Firstly, we've **established a cabinet team to assess our progress and develop a comprehensive action plan**. This team will help us stay organized and focused on our goals as we move forward. Because we have a relatively new Cabinet team, in addition to a new Head of School, we are strategically partnering and working with consultants to guide this process in order to make sustainable changes that will support systems and processes moving forward.

We believe that we need to improve our systems and data collection in regard to our catchment populations; prior to the COVID-19 crisis, this data was captured through a variety of systems that we are still working to reinstate. We have already sought out professional development opportunities to learn more about how to use the McKinney-Vento Scales to identify homeless youth and address their complex needs, and are seeking additional resources to support our reporting mechanisms for court-involve, housing unstable, food insecure, foster-involved, and other special subpopulations that require the wrap-around services that are integral to our school model.

The first initiative of the Cabinet team is to **reevaluate our graduation pathways**. In SY 22-23, no 4+1 or Advanced Regents diplomas were awarded. We see this as problematic and limiting options for students who need more. Particularly, we see the 4+1 pathway as essential to future success, and will adhere to the following action plan specifically to re-institute this pathway for our learners. This process will be largely overseen and implemented by School Counselors, the Operations Team and the AIDP Team, which is a collaboration between BSA and the Door.

The 4+1 graduation pathway in NYC is a vital program, particularly for complex learners who require specialized support and flexibility to achieve their educational goals. This innovative approach recognizes that the traditional four-year high school model may not be suitable for all students. Here's how the 4+1 pathway works and why it's essential for complex learners at BSA:

- Flexible Progression: The 4+1 pathway allows complex learners to progress through high school at a pace that suits their individual needs. During the first four years, students work on earning the credits required for a standard diploma, but they are not bound by a strict timeline. This flexibility is crucial for complex learners who may require additional time to master academic content.
- Transitional Fifth Year: After completing the initial four years, students enter a transitional fifth year. This year is designed to provide targeted support and skill-building opportunities. Complex learners can focus on specific academic areas where they need additional help, such as literacy or mathematics. They can also explore vocational training, job readiness skills, or engage in internships to better prepare for the workforce.

- Individualized Planning: The 4+1 pathway emphasizes the importance of individualized education planning. Complex learners work with educators, counselors, and specialists to create a personalized plan that considers their unique strengths, challenges, and career aspirations. This tailored approach ensures that students receive the specific support they require to succeed academically and transition successfully after graduation to a program or career pathway that is best suited for them.
- Emphasis on Post-Secondary Readiness: Beyond academic achievement, the 4+1 pathway places a strong emphasis on preparing complex learners for life beyond high school. It assists them in exploring various post-secondary options, including college, vocational training, or supported employment. Career exploration and guidance are integrated into the curriculum to help students make informed decisions about their future.
- Supportive Learning Environment: Complex learners benefit from a supportive and inclusive learning environment that accommodates their diverse needs. Educators receive specialized training to work with these students effectively, and the program encourages collaboration among teachers, counselors, therapists, and families to ensure a holistic approach to education

The 4+1 graduation pathway in NYC offers complex learners a flexible and comprehensive approach to education which we will identification of students on track for a 4 +1, will be greatly facilitated by the use of the New Visions data portal, which identifies students eligible for a 4+1 credential, addressing their unique needs and circumstances. It recognizes that success is not solely defined by traditional graduation timelines but by the ability to acquire the skills, knowledge, and confidence necessary for a fulfilling post-secondary life. This pathway ensures that complex learners have the opportunity to graduate and transition into adulthood with the tools they need to thrive.

Additional **Action Steps for Remediating our Academic Programming** include:

- Adoption of the New Visions data portal. This tool provides valuable insights and data that guide our decision-making process and helps us identify areas that require attention and improvement.
- To bolster our academic offerings, we have assigned Department Leaders to secondary leadership roles in math, social studies, and English language arts. These leaders are now actively involved in coaching, providing feedback, and offering support to both educators and students. This approach is intended to elevate academic standards and promote a culture of continuous learning.
- We've made a significant scheduling change to allocate professional development time every Wednesday. This investment in our educators ensures that they stay current with best practices and remain dedicated to improving their teaching skills.
- To gain clarity and fidelity to the implementation of the New Visions Curriculum in Social Studies, Science, and ELA, We will have teachers enrolled in the Professional Learning Series that New Visions offers throughout SY 23-24.
- Credit recovery has been integrated into our seventh period, allowing students a second chance to bridge gaps in their education. This change aims to ensure that students have the necessary resources to succeed academically.
- Recognizing the importance of students' social and emotional well-being, we've expanded the school day to provide additional academic time. Additionally, we've introduced a four-day-a-week advisory program. This initiative allows students and advisors to review student achievement data and address social and emotional needs, fostering a supportive environment.

- Beyond the regular school day, we continue to offer after-school office hours and tutoring four days a week, providing students with additional opportunities for academic support. To gain expertise and fresh perspectives, we've partnered with an external consulting group. Their guidance will help us refine our strategies and stay aligned with our mission.
- To improve student performance in math and English language arts, we've implemented Achieve 3000 as a baseline diagnostic tool. This tool helps us accurately place students in content-specific math classes, supporting them in earning math credits and passing math regents exams. A similar approach is applied to ELA. In order to gain clarity and fidelity to the New Visions Curriculum, we will have teachers register for Professional Development with New Visions for implementation of ELA, Science and SS curriculum.

Finally, we need to **improve our academic accountability and reporting systems** specifically for the subpopulation groups that fall into our preferred catchment, as well as for students with complex learning needs including our Special Education and MLL populations. While we currently have clear data reporting mechanisms, we do not have easily accessible statistics based on the specialized sub-populations that need access and utilization of all wrap-around services in conjunction with how these services support academic achievement.

Our school is committed to addressing the challenges we face in meeting graduation requirements and fulfilling our mission of supporting post-secondary success. Through strategic initiatives, partnerships, and the dedication of our educators, we are working diligently to create a brighter future for our students.

External Partnerships. We recognize that we need support to be accountable to the goals for our student's success, to the action plans that we have devised, and also to evaluating the effectiveness of our partnership with The Door. We believe in our model, understand the needs of the students we serve, but do not always have the roles and resources to ensure that we are leveraging what we have. Through a newly re-ignited partnership with Future Leaders Incubator, we will utilize the external support of a team familiar with our school and school model and ensure higher levels of fidelity to program implementation as well as accountability to meeting our goals and metrics.

GOAL 2: COLLEGE PREPARATION

The School's Graduation Goal: Students will be prepared to navigate a clearly articulated pathway of next steps in their career and college planning, including social and study skills, motivation, work readiness competencies, resiliency, the ability to connect what they've learned in school to the world of work and their long term career goals.

BSA's college preparation program is designed to create an environment in which every student in every grade has multiple touchpoints with the college prep staff, multiple times per year, across all four grades. Each student works on their college/career plans in each grade, and will be prepared to graduate, and enter college or the workforce upon graduation.

Broome Street Academy supports students in the postsecondary planning process in multiple ways:

1. The school works closely with The Door's College Paths office, which provides multifaceted and comprehensive college/career services and interventions. As our CBO, The Door has worked to

support BSA students since the school's inception and provides nearly all of Broome Street Academy's college/career services.

2. In addition to The Door, we also partner with community organizations, community members in various fields, companies, banks (i.e. Mizuho, J.P. Morgan Chase) in order to provide students with connections to real world work experiences.

3. The school conducts periodic outreach to recent BSA graduates to support college persistence and reconnect alumni with the school and resources at The Door.

4. There are two additional goals specifically designed for our target population that are the result of the Attendance Improvement and Dropout Prevention (AIDP) team. The first is the prevention of absenteeism and chronic absenteeism among those students who have encountered barriers to their attendance at school and in their participation in classes. The second goal is to re-engage chronically absent students and address the barriers impacting their attendance so that they feel comfortable and empowered to return to school. One point of engagement with chronically absent students is to help them draw the connection between attendance and post-secondary success.

Detailed Post-Secondary Success Planning Process: The process begins the summer before senior year. Each senior is invited to a 1:1 meeting with the advisor. The purpose of this meeting is to discuss any plans that the student may already be considering and to create a college list based upon the student's interests and academic profile. The student and advisor will also discuss the SAT and all students will be encouraged to sit for the exam to broaden their options. Once the school year begins, we host a Senior Parent Night to lay out what the process will look like for students and caregivers. Since not all caregivers attended college or are familiar with the process, the following areas are discussed:

- Public and Private Options and applications for each, including the Common App and the HBCU Common App
- Opportunity Programs: SEEK/CD, ASAP, HEOP
- Scholarship Opportunities: Posse, Questbridge, Fastweb

In the next meeting 1:1 with the advisor, students will review the deadlines and requirements for the colleges to which they will be applying. Students are expected to share their letter of recommendation request form and brag sheet with teachers, and with the assistance of the advisor, all students are encouraged to apply to CUNY in addition to their other choices so that they have an affordable option close to home. The college advisor will host a Senior Financial Aid night that builds upon the meeting held during the spring of their junior year which discusses the different types of aid (loans, grants, Excelsior). Families will receive an overview of the FAFSA (Free Application for Federal Student Aid) so they know which documents they will need to have on hand to complete the application. The advisor will then meet with individual families to discuss and complete the FAFSA, and they will continue to hold 1:1 meetings with students until all college and scholarship applications have been completed and submitted.

Student timelines are a little more varied during the spring semester. While many colleges send acceptance letters until late April or early May, some students will already have committed to their college. Regardless, there are a number of discussions that all students will have with the College Advisor. Before committing to any college, all students and their caregivers are asked to meet with the advisor to discuss the financial aid package and the expected family contribution. All students are

expected to attend the appropriate college transition workshop (CUNY, SUNY, Private). During these workshops the discussion includes but is not limited to:

- Responding to document requests from the college for immunization/vaccination, financial verification, student services/student disabilities office, housing, setting up email, and attending orientation.
- Student finances: work-study, budgeting, debit v. credit cards, books.
- Time management
- Email etiquette

Prior to leaving at the end of the school year, all students are informed that we will be continuing to reach out to them during the summer and upcoming school year. We also share the date for the alumni event that is to be held in the following January. Students also receive information about how to stay in contact with the advisor in case they should have any challenges once they arrive on campus.

While all the steps above are taking place for students who would like to attend college, a similar sequence of events is happening for students who would like to pursue a career technical education or vocational program. Once a student shares their interest, the advisor will work with them to find a program that suits their needs and preferences. There are several CUNY colleges that offer automotive repair, culinary, certified medical assistant, and certified medical administrative assistant programs. To this end, we always include these schools and programs when we conduct college tours. Similarly, there are cosmetology programs for those students whose interests fall in that area. Once accepted into a program, the advisor will work with these students, where appropriate, to complete the FAFSA form and formally enroll. These students will also attend a transition workshop as they will face similar responsibilities and potential challenges when they enter their program.

Detailed College-Preparation Supports in place include:

- We host a college and career fair that is attended by colleges/universities and employers from across the city and state.
- We take students on college tours, both two- and four-year colleges, throughout the Northeast
- We offer grade appropriate post-secondary readiness programming weekly
- We assist students to enroll in the College Now program at CUNY Borough of Manhattan Community College (we have not yet been able to bring the program back on campus).
- We host an annual alumni event so that current students can hear from their peers about various aspects of the college experience

Supporting Students with Special Learning Needs: We use ICT classes and an increased menu of elective courses to support the academic needs and engagement of students with IEPs.

Additionally we will use Achieve 3000 as a diagnostic and intervention tool to improve the literacy level of students with IEPs. This year we are incorporating elements of the Writing Revolution to provide explicit writing instruction to all students, particularly those with IEPs. We also have our SETSS and speech therapist provide direct literacy support to students with IEPs and coaching of their teachers. We have a new MLL Coordinator who is providing coaching to ELA teachers with direct support to provide to MLLs in the classroom. This includes the use of translated Google slides, use of bilingual dictionaries, vocabulary words, and pairing students with others who speak their language. We will also provide a stand alone course that provides direct instruction in the student's native language.

College Preparation Goal Measure 1 - Absolute

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

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

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Advanced Regents Diploma	0	0	0
Scored a 65+ on Physics Regents Exam	2	1	50%
65+ on Algebra 2 Regents Exam	26	1	4%
AP English Literature	6	1	17%
AP US Government & Politics	6	0	0%
AP US History	4	0	0%
Overall	0	0	0

College Preparation Goal Measure 2 - Absolute

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

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	55	25 (28)*	45% (51%*)
2018	2021-22	62	46	74%
2019	2022-23	43**	27	63%

**the following numbers of students graduated at each of the following times in SY22-23 from the 2019 cohort: Jan - 2 graduates, June - 43 graduates, August - 1 graduate*

***The matriculation rate for the 2017 cohort has increased to 51% since we last reported in the previous APPR, with anticipated matriculation from an additional student this fall, which would bring our matriculation to 53%. Similarly, we anticipate matriculation rates for the 2018 cohort as several are in the process of securing financial aid to be able to enroll and attend college.*

SUMMARY OF THE COLLEGE PREPARATION GOAL

In the 2022-23 SY, in addition to advanced courses such as Physics and Algebra II, and Advanced Placement courses, students had the opportunity to enroll in college courses through College Now, take College Level Examination Program examinations, and take the PSAT and SAT.

BSA did not meet preparation Goal Measures 1 or 4, and while we are seeking to be able to give youth more post-secondary options, including college pathways, we also strive to include other

⁵ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year

measures of success for our population when considering life after high school.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	No
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	No

EVALUATION OF THE COLLEGE PREPARATION GOAL

BSA did not meet measure 1: Because we serve a population of students in which many are considered at high risk of not completing high school or attending college, we have found college-readiness is a goal that is significantly more challenging for students who are more likely to have already been overage or undercredited when entering our program. We seek to measure indicators of success for post-secondary success in addition to college readiness, to ensure that regardless of the pathway, our students have options when leaving high school.

A major component of our career-readiness mission is preparing students to enter the workforce. We have a robust Summer Youth Employment Program (SYEP) that offers paid job training that supports our youth to understand roles of interest, but also supports their families financially. Through SYEP, students have opportunities to work alongside career professionals, fostering their exploration of college and career options. Ninety-seven students participated in SYEP and twenty (our slot allocation) of those students participated in Work, Learn, and Grow which is the school year component of the program. Students who participated in this portion of the program take a one credit college course that focuses on building academic skills and career readiness. Upon successful completion of the course, students will complete a two and a half month internship with a community partner. When including our career preparation indicators in conjunction with college preparation indicators, more than 75% of the graduating students demonstrated post secondary readiness, but not necessarily college preparation.

BSA did not meet measure 4: While we did not meet this goal based on matriculation data specifically for students in cohort year 2019, based on the overall "senior class of 2023," which included our 5-7th year seniors, 83% of students in the class of 2023 earned college acceptances. (We use the National Student Clearinghouse to check our data, and are waiting on confirmation for total matriculation to date; once the fall semester begins, we will confirm each student's matriculation information in the National Student Clearinghouse).

Additionally, three students received their culinary arts certificate while enrolled in a partnership program while attending BSA in partnership with the door, two have enrolled in cosmetology programs, one student is entering the military, two are currently working with an advisor to apply for college programs in the spring semester, and three have entered the workforce.

BSA works closely with our partner organization, The Door, to have robust systems for both supporting youth on their post-secondary journey, but also to verify the data that we have. When tracking college matriculation, we use the National Student Clearinghouse, but also speak with students and past students about their experiences and pathways of choice. In the case of some larger university systems, such as CUNY, we receive a spreadsheet with the admissions status of each student who has applied, allowing us to work with students before they decide whether they will matriculate or try a different pathway. In other instances, we ask students to show us their acceptance letters so that we may verify but also because it gives us an opportunity to make sure the student knows what their next steps should be depending on whether they are considering committing to that college or not. This is particularly important if their acceptance letter includes financial aid information.

ADDITIONAL CONTEXT AND EVIDENCE

We look forward to partnering with CSI to define post-secondary goals that better align with our mission, vision, and student population so that we effectively measure success based on student needs. We continue to work with our partner organization to create pathways for success and continue to develop systems to measure these successes. One component of our program is a post-secondary plan that is required for all students to complete prior to graduation. With the help of our unique social work support and partnership, we are able to meet the post-secondary goals of students with varying needs; even when a student is aging out or is voluntarily withdrawing from school, our AIDP Team is diligent to support good decisions, career aspirations, technical training, or HSE programming.

Not only has our team been working with The Door to collect data which informs next steps and post-secondary planning for all students, we also continue to seek additional ways to measure the impact of our wrap-around programming. We are aware of the mental health challenges our population of students are facing due to racism, the pandemic, social media, and generational poverty, and recognize how critical it is to evaluate the impact of our interventions. More specifically, we seek to assess the effectiveness of existing key design elements and how they support students' ability to manage challenges and move on after high school to be successful, regardless of their chosen post-secondary pathway.

ACTION PLAN

Broome Street Academy had previously partnered with the SUNY Charter Schools Institute to establish a cogent and credible data collection, analysis, and reporting structure that allowed Broome Street to include alternative measures of success aligned to our school model as part of our charter Accountability Plan. With the shifts in leadership over the past several years, we have lost some of the institutional knowledge of how we supported these measures and tracked them. Nonetheless, we are eager to include data on our specific program model as well as student population. We would like to include clear indicators for success that link the robust mental (and physical) health services that are provided as evidence of how these bolster students' engagement in their academic pursuits.

Moving into SY 2023-24, we are establishing a new Cabinet Team and expanding the possibilities of our partnership alignment with The Door in order to put an action plan into place to better set post-graduation (both college- and career- readiness indicators) along with measuring program supports, beyond academic, that will allow us to assess the effectiveness of our unique wrap-around services model. In order to ensure that college is a viable pathway for students, we continue to offer advanced Regents and AP courses; we had 0 Advanced Regents diplomas granted at the end of SY2022-23, but believe that in order to be successful, we need to ensure that our students have this as

a pathway to post-secondary success moving forward.

Additionally, the cabinet is assessing the feasibility, sustainability, and student needs in the following areas:

- **Students with IEPs** are supported by being in fully co-taught classes with additional SETSS provided as needed. We have credit recovery options built into the school day and provide a full battery of related services, including speech therapy and counseling, to support our students holistically. Instructional staff receive coaching on how to best deliver co-taught, tier 1, instruction to all students and then provide tier 2 and tier 3 support as needed. We need to assess how these efforts are enhancing results for students, and if not, we need to create a plan of action to better support this population.
- **For our MLLs** we held a stand-alone course with targeted native language instruction to support English-acquisition skills and content-area development for core classes. In the spring we hired a full time ELL Coordinator whose sole role is to increase our ability to better serve our MLLs. We will use this support to develop and coach staff on how to support MLLs in their courses and provide both a teacher toolkit for delivering content to non-native English speakers as well as translation services as a communication tool.
- In SY 2023-34, 227 **students qualified for FRPL**, indicating a need that we seek to address with our wrap-around support services. We want more robust systems to understand the needs and how the programs we have in place are being utilized to support the basic needs of many of our students. For students who are dealing with food insecurity we connect them with Door services which include access to their pantry to ensure that they eat, but we need to improve on our systems to make this happen.
- **Students experiencing high levels of trauma** for any reason, but specifically those suffering from racism, experiencing homophobia or transphobia, and unstable housing conditions. BSA is a school that knows holistic instruction is the only way to provide culturally relevant and trauma-informed instruction for our scholars who've experienced tremendous hardships. During our pre-service training we review the elements of trauma informed care, and have experts for LGBTQI organizations train staff on implicit bias and how to support students and staff members who identify as members of this community. We honor everyone's pronouns and did this work in advocacy throughout the school year. We have taken a zero tolerance stance on bullying and began implementing restorative practices to address microaggressions that impair a student's ability to learn in classes. We had social workers check in with students on a regular basis and attend grade team meetings to provide additional insight on creating safer learning spaces for students. We are evaluating additional training for staff, which would be incorporated into our newly developed professional calendar.

Teacher Development and Support for Core Academic Classes - Supporting teacher effectiveness with at-risk youth is crucial for enhancing their academic achievement. One key strategy is to provide professional development opportunities that equip teachers with the skills and tools necessary to address the unique needs of this student population. Training in trauma-informed teaching, culturally responsive pedagogy, and behavior management techniques can empower educators to create a more inclusive and supportive classroom environment. Additionally, fostering strong relationships between teachers and at-risk students is essential. Encouraging open communication, active listening, and empathy can help teachers better understand and respond to their students' individual challenges and motivations. Collaborative efforts between teachers, counselors, and social workers can also provide a comprehensive support system, offering additional resources and interventions when needed.

Furthermore, implementing data-driven assessment and intervention strategies allows teachers to identify academic gaps early and tailor instruction to meet specific learning needs. Overall, enhancing teacher effectiveness through training, relationship-building, and collaboration is vital for improving academic achievement among at-risk youth. As such, our Cabinet Team has reinstated a Department Lead position that includes responsibilities to support teachers through a coaching system which will include:

- **Feedback** - Teachers will get feedback on lesson planning. We are working to make assessments more robust and aligned to learning standards, and provide both professional development workshops as well as instructional feedback to teachers regarding their teaching practices. While there is a nation-wide teacher shortage, we have come to understand that supporting teachers for systems not only mitigates teacher attrition, but also allows us to ensure a level of expertise increased with on-the-job training, development, and support for our educators.
- We piloted the use of the **Danielson Rubric** for teacher development in SY22-23. In SY 23-24 we will be utilizing the tool on a large-scale with all instructional team members. The Danielson Rubric allows us to establish a rigorous, shared understanding for quality teaching in ELA classes and across the whole school. To that end, the leadership team will be coaching teachers in effective pedagogy, differentiation and creating substantive writing tasks for students using the methodologies in the NVPS curriculum.
- **Lessons and Planning Processes** - We will continue to use the Danielson Framework as the primary rubric for coaching and evaluating teachers with 4 priority areas. Teachers were informally observed at least 6 times per year, with formal observations happening twice per year. Moving into the Content Lead model, we will also be able to provide weekly feedback on planning, instructional practice, and content development outside of these informal and formal observations.
- **Weekly Professional Development Workshops** - something about schedule adjustments and early-release wednesdays for students The school has adjusted its academic schedule to allow for common planning time and professional development amongst staff members and department leads. Each day educators have common planning time. This time is also used to analyze student data and make adjustments to lesson plans. Department chairs also use this time to meet with staff to review observation data, provide feedback, and work on teaching skills/practices necessary to improve their classroom outcomes. Weekly, on Wednesday's, students are dismissed early to allow for whole staff professional development. These sessions rotate between whole staff professional development, department meetings, grade team meetings, focused PD targeting skills/practices that are identified as areas of staff needs. Teachers are also encouraged to attend outside Professional Development aligned with our school goals and content development.

In all core academic areas, the school is focusing on the following implementation areas for academic achievement and growth:

- **Office Hours:** BSA is introducing a 7th period Office Hours period for all core subjects for all students that allows students to receive individual and small group academic support in targeted areas when requested by teachers or through referral by parents/caregivers or self-referral by students. We have assigned our Senior Director of Operations to evaluate the effectiveness of this time period and are setting aside professional development time to share and implement systems to make this time accountable and supportive of student

needs.

- We had a plan to implement several **targeted remedial interventions** to support students who were not achieving mastery toward learning standard. Though we were able to pilot on a small scale, this year we will fully implement the following interventions based on student data:
 - **Revise, Resubmit, Retake Weeks**, and will be rolling it out formally in SY 2023-24: Each quarter students will have an opportunity to select assignments they wish to revise so they can incorporate teacher feedback and demonstrate higher levels of achievement in these published pieces.
 - **Explicit Regents Examination Preparation:** In addition to supports aligned to NYS Standards and the NYS Regents Exams that are part of the curriculum, students will be offered opportunities to participate in Regents preparation where they will have explicit instruction in the format of the exam and academic vocabulary necessary for performance indicating college readiness.

GOAL 3: ENGLISH LANGUAGE ARTS

Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort.

BACKGROUND

Broome Street Academy's ELA program uses New Visions curriculum as a framework for vertically aligned reading and writing skill building. To support this we developed a secondary leadership role of English Department Chair to coach staff on sound instruction and implementation of the curriculum. Achieve 3000 assessment was implemented. Targeted small group tutoring through our partnership with Great Oaks supported students in ELA 10.

ELA teachers and ELA Special Education teachers were trained in the Writing Revolution to address common writing curriculum and strategies. While we have several staff members and leadership team members trained in this method we have decided to discontinue Writing Revolution and instead focus on adherence to the NV Curriculum.

Department meetings occurred every other week during zero period where ELA teachers received focused professional development and shared strong pedagogical practices.

Curriculum. For SY 2022-23, we continued to use the ELA curricular framework from NVPS, which is a standards-aligned, adaptable curriculum. This curriculum ensures that students receive a well rounded ELA class that includes reading and writing at their grade level.

Instruction. For the 22-23 we worked to streamline our instructional process to be one in which all teachers across the ELA department had a streamlined process for classroom instruction. The first 5-minutes included an engaging Do Now that served as a check for understanding from the previous day's instruction. Followed by a standards based mini-lesson, which then led to gradual release in which students received multiple at bats to show mastery of content.

Assessment. English courses used or adapted assessments from the NVPS framework in addition to self developed formative and summative assessments based on NYS standards. All English courses developed a summative interim common assessment and final common assessment for each quarter. ELA courses 10th -12th grade culminated in taking the NYS ELA Regents. All students were tested using Achieve 3000 Literacy to assess students' literacy levels and provide Lexile levels. We are continuing to use common interim assessment cycles for all BSA students to monitor student performance trends and drive instructional choices.

Professional development. All teachers will be participating in regular professional development aligned to their individual and school wide goals that occur during a common period. This professional development will support teacher growth in planning and pedagogy, supporting struggling learners and students with disabilities, assessment, and classroom structures and routines. These opportunities for collaborative learning among teachers will support better outcomes for students.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute
 Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.⁶

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁷

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	83	33	16	38% of tested
2018	2021-22	70	31	10	26% of valid score 30% of tested

⁶ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

⁷ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2019	2022-23	62	4	22	38%
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High School ELA Measure 2 - Absolute

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

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	83	33	36	72% of tested
2018	2021-22	70	32	32	82% of valid 97% of tested
2019	2022-23	62	4	43	74.14%

High School ELA Measure 3 - Absolute

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

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 6 - Comparative

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 7 - Growth

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21				Data not available
2018	2021-22	41	21	4	20%
2019	2022-23	35	4	9	29%

High School ELA Measure 8 - Growth

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21				Data not available
2018	2021-22	41	21	14	70%
2019	2022-23	35	4	20	65%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No.
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No.
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No.
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No.

EVALUATION OF HIGH SCHOOL ELA GOAL

BSA did not meet measures 1 & 2: In SY22-23, BSA set a goal to raise expectations to Level 4 performance on Regents Exams: We set the expectation that all students strive for Level 4

performance on their Regents Exams to demonstrate they are college and career ready. To support this raised expectation, students in the 2nd year of high school will take the ELA regents exam rather than waiting until their 3rd year with the expectation that those who are not yet scoring at level 4 or higher will sit for the exam again in their third year as they have further developed their skills and understanding. While we found this initiative helpful from a data standpoint (we know earlier in their HS trajectory which students are at risk of non-promotion due to gaps in ELA), we found that this expectation may have triggered additional test-related anxieties and concerns for most of our students. We seek to be a school that is acutely aware of our student's social and emotional needs, and will continue to work to refine messaging, set clear and attainable goals, and also measure alternative indicators of ELA success. (This was a similar situation in the other core content areas.)

BSA did not meet measures 7 & 8: New Visions Public Schools (NVPS) Curriculum: In 2021-22, we piloted ELA & Math curricular framework from NVPS, which is a standards-aligned, adaptable curriculum. We re-evaluated and decided in SY 22-23 that we would adopt the curriculum across all content areas, and uniformly. This shift required a lot of teacher-building capacity, but was paired with a financially-related decision to moved towards bringing back Department Leaders to help focus on building up instructional capacity during the 22-23 SY and we plan to expand that in 23-24SY Department Leaders. Unfortunately, implementing this rigorous curriculum to improve student mastery and outcomes has been a struggle, but one that we believe long-term will have a positive impact. We will be using the Department Lead structure to assess teacher's fidelity to the curriculum and assessment provided, and believe that with greater adherence to the program, training, and the data tool, we will be able to achieve better student achievement outcomes.

ADDITIONAL CONTEXT AND EVIDENCE

Because of the catchment of students that we work with, we have a high level of mobility within our student population. We take in a high number of students who come to us in grades 10-12, needing alternative learning programs to support their needs. For these reasons, year-over-year comparatives are hard to make because we are not comparing growth from the same students in each cohort year.

We were close to meeting indicators for Goal 2 was close, with the need for just one more student to achieve this measure to have been able to say that we accomplished this.

ACTION PLAN

Improving Regents passing rates in ELA for complex learners requires a multifaceted approach that addresses their diverse needs and challenges. To improve student outcomes in the 2023-24 school year, we are building on initiatives started over the past two years, but that were not held accountable or consistent due to several leadership transitions within the school's team. We have invested considerable time and energy into creating a Cabinet team that is both representative of the veteran teaching team from BSA, but also that brings new, talented leadership from other schools and with varied experience to join the team in order to ensure that we will be able to implement our action plans. Several of the initiatives that we are working towards in ELA include:

- **Interim Assessment Cycles:** We are continuing to use common interim assessment cycles for all BSA students to monitor student performance trends and drive instructional choices and will use data-systems to be able to effectively adjust, re-teach, and provide additional

support to students who are not able to master the standards.

- **Tailored ELA Instruction:** BSA is prioritizing tailored ELA instruction aligned to the NV Curriculum. We are working toward capacity Development regarding the adoption of our new curriculum; implementing this rigorous curriculum proved to be a challenge without dedicated coaches and department/ content- specific leadership. For SY 23-24 we have re-dedicated to content leaders, have a robust lesson planning cycle, and are developing assessment review systems to ensure alignment of curriculum to assessments such that we can use data-driven instructional techniques to intervene when standards have been unmet. Educators must adapt their teaching methods and materials to accommodate diverse learning styles and abilities. This will involve the need for teachers to provide extra support, offer alternative reading materials in particular for students with IEPs and/or who are non-English proficient, and utilizing assistive technologies to make ELA content more accessible. Adhering to individualized education plans and frequent progress monitoring will support teachers to track each student's growth and enable educators to adjust instruction accordingly.
- **Specialized ELA Support Services:** To boost ELA performance, schools should invest in robust special education services and support teams with expertise in language and literacy development. Hiring skilled special education teachers, speech therapists, and literacy specialists can help provide one-on-one or small group interventions for complex learners. Individualized education plans (IEPs) should be developed to outline specific ELA goals and accommodations. Ongoing collaboration between general education and special education staff ensures a cohesive and supportive learning environment for ELA success. We need a robust RTI program.
- **Targeted ELA Enrichment:** Improving ELA scores on Regents exams may also require targeted enrichment opportunities. Schools can offer after-school ELA tutoring, summer programs focused on literacy development, or access to online resources designed to reinforce reading, writing, and critical thinking skills. Incorporating ELA test preparation and effective study strategies into the curriculum can empower complex learners to develop the specific skills needed to excel on the ELA Regents exams. Cultivating a growth mindset and setting realistic goals can motivate these students to persist and achieve success in ELA.

By integrating these strategies into the school's approach, and by fostering a commitment to continuous improvement and collaboration among educators, schools can work towards enhancing ELA scores on Regents exams for complex learners, ultimately improving their overall language and literacy skills.

GOAL 4: MATHEMATICS

Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

BACKGROUND

Curriculum: Mathematics curriculum for the 2022-23, we continued to use the Math curricular framework from NVPS, which is a standards-aligned, adaptable curriculum. The majority of the Math

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department used NVPS math curriculum to deliver rigorous daily instruction that was evaluated by the Academic Leadership team using the Danielson and Kim Marshall rubrics.

Assessment: Quarterly assessments were held that consisted of interim and common assessments followed by data analysis and student conferencing to correct student conceptual misunderstandings.

Achieve 3000 assessment was implemented in the 2022-2023 school year to assess student skills. We continued to reflect on previous work to strengthen the Math curriculum, instruction, assessment, and professional development at BSA.

Instruction: Our work the 22-23 SY has centered around ensuring that we have a balanced approach to how we continue to grow in the key tenets of our math community, but also are flexible with things like discussion-based learning. We have sought to ensure that there are multiple touchpoints in the curriculum to ensure that students have the opportunity to be assessed and given feedback to students on Regents-aligned assessments.

Professional Development: Math teachers are being supported to develop planning strategies around student needs, by strengthening unit planning routines and implementation, in addition to leveraging data to create support for underlying skills and capacities. The Math Department also engaged in strengthening its content team structures, which serves as a critical hub where teachers are collaborating and co-planning to revise lesson materials to address gaps in students’ mathematical understanding.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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

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

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score $(c)/(a-b)$
2017	2020-21	83	26	8	14%
2018	2021-22	70	5	6	9%
2019	2022-23	62	35	3	11.11%

High School Math Measure 2 - Absolute

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

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

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	83	26	49	86% of tested
2018	2021-22	70	5	41	63% of valid 68% of tested
2019	2022-23	62	35	9	33%

High School Math Measure 3 - Absolute

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 5 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 6 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 7 - Growth

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21				Data not available
2018	2021-22	37	5	3	9%
2019	2022-23	31	35	0	0%

High School Math Measure 8 - Growth

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

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

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21				Data not available
2018	2021-22	37	5	21	66%
2019	2022-23	31	35	0	0%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

BSA did not meet the high school Mathematics goals for the members of the 2019 cohort who took a Math Regents Exam. While we are and should be held accountable for these scores, we also believe that we need to set additional metrics to measure math successes.

Because of the many COVID-19 exceptions for students, far fewer students sat for the exams, and the

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

results cannot be assumed to be representative of the level of performance of the cohort as a whole. Nevertheless, we see these results as indicators of a need to focus on supporting students in achieving college level scores on Math Regents exams in the 2022-23 school year.

In the school year 2022-2023, BSA did not achieve any of the four measures with data available in the high school mathematics goal. Four measures were not applicable for the school year 2022-23.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

BSA did not meet measure 1: we struggled with a staffing shortage and mid-year departures that contributed to a loss of learning time, non-continuity in classroom expectations and curriculum alignment.

BSA did not meet measures 2 & 8: we did not meet this goal, but were able to award exemptions based on the year they took the Regents course. For this reason, many students did not sit for Math

Regents exams, but those that did struggled to meet the learning standards that were assessed. We are working with our team to hire more Math teachers with specific expertise in Geometry and Algebra.

BSA did not meet measure 7: based on our catchment of students and specialized populations, we have not focused on a goal to exceed Regents expectations. Rather, we are focusing our attention on meeting the complex learning needs of our students through dropout prevention, attendance accountability, and remedial mathematics instruction and support.

ADDITIONAL CONTEXT AND EVIDENCE

We attribute our performance in this area to several factors, first students struggled to pass the Algebra I course. Secondly, our school was unable to find a stable teacher for both Algebra II/Trig and Pre-Calculus. The pandemic and the decrease of in-person instructional days impacted student performance. During the 2022-23 school year we used the Achieve 3000 Math assessment for the first time to identify our students proficiency levels in Algebra I, Geometry, and Algebra II/Trig. This data reinforced what math teachers were identifying as large mathematics proficiency gaps in some of our students' learning largely impacted by learning during the pandemic and students enrolling with math proficiency levels below math courses their transcripts indicated they should be.

ACTION PLAN

Similar to the English action plan above, to improve student outcomes in the 2022-23 school year, we are building on initiatives started in the 2021-22 school year and introducing several new school-wide initiatives to support high quality teaching and learning.

The school-wide initiatives that will support mathematics learning of our students include: Interim Assessment Cycle; New Visions Public Schools (NVPS) Math Curriculum; Math Office Hours; Improving Literacy and Numeracy with Achieve 3000 and Castle Learning Software; Revise, Resubmit, Retake Weeks; Raise expectations to Level 4 performance on Math Regents Exams; Explicit Regents Preparation; Observation of and feedback to teachers using the Danielson Rubric; and Professional Development on supporting all learners.

We've specifically looked to address students with IEPs who struggle in math by creating a 2 year Algebra course that is co-taught and provides pre-Algebra remediation before giving grade level math instruction. This two year cycle allows more practice, conceptual understanding, and will increase students' performance on the regents when they attempt it after two years. Additionally our SETSS instruction pushes in to support Algebra, Geometry, and Algebra 2 to remediate the gaps in numerical understanding for students. We also use Achieve 3000 math as a diagnostic and intervention tool in ALL math classes

Finally, we will adhere to the College Preparation Action Plan which outlines core elements of our academic support plan for the 23-24 SY.

GOAL 5: SCIENCE

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

BACKGROUND

Broome Street Academy's Science program uses New Visions curriculum in both its Living Environment and Earth Science courses. Because New Vision curriculums aren't fully created for Chemistry and Physics courses, curriculum in these courses have been generated by staff and evaluated by Leadership to ensure they align with NYS Core Curriculum standards in each course. To support these curriculums, lesson plans and standards were reviewed by the Director of Curriculum and Instruction during regular weekly meetings with science teachers.

Curriculum. For SY 2022-23, we continued to use the curricular framework from NVPS for Living Environment and Earth Science which is a standards-aligned, adaptable curriculum. This curriculum ensures that students receive robust science classes that include labs, data analysis and inquiry based learning. Chemistry & Physics teachers created a curriculum that aligned with the NYS Core Curriculum standards for each course in addition with the support of School Leadership. These developed curriculums ensured that students received robust science classes that include labs, data analysis and inquiry based learning.

Instruction. For the 22-23 we worked to streamline our instructional process to be one in which all teachers across the science department had a streamlined process for classroom instruction. The first 5-minutes included an engaging Do Now that served as a check for understanding from the previous days instruction. Followed by a standards based mini-lesson, which then led to gradual release in which students received multiple at bats to show mastery of content. Students are exposed to laboratory classes through both lab classes and integration into the classroom model. All science classes conducted labs and inquiry projects that reinforced concepts and standards found in each course exceeding the 1,200min lab requirement for students to sit for their respective science regents.

Assessment. Science courses used or adapted assessments from the NVPS framework in addition to self developed formative and summative assessments based on NYS standards. All Science courses developed a summative interim common assessment and final common assessment for each quarter. These assessments were rooted in inquiry lab work in addition to regents based questions to better prepare students for their end of year science regents. Science courses 9th -12th grade culminated in taking the NYS Science Based Regents. We are continuing to use common interim and final assessment cycles followed by data analysis and student conferencing to correct student conceptual misunderstanding.

Professional development. All teachers will be participating in regular professional development aligned to their individual and school wide goals that occur during a common period. This professional development will support teacher growth in planning and pedagogy, supporting struggling learners and students with disabilities, assessment, and classroom structures and routines. These opportunities for collaborative learning among teachers will support better outcomes for students. Department meetings occurred every other week during zero period where Science teachers received focused professional development and shared strong pedagogical practices.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

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New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment, Earth Science, Chemistry, and Physics Regent exam(s). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	83	37	42	86% of tested
2018	2021-22	70	20	30	60% of valid 92% of tested
2019	2022-23	62	48	8	57%

High School Science Measure 2 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	No
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

BSA did not meet measure 1: BSA did not meet the metric of having greater than 75% of the 2019 cohort passing a NYS Science Regents Exam with a performance of at least a Level 3 or above. However, BSA had a 92% passing rate among students in the 2018 cohort who took a science exam in 2021-22 which is greater than the prior year percent passing among test takers. We attribute our performance in this area to several factors, first students struggled to pass the Living Environment course. Secondly, our school was unable to find a stable teacher for both Chemistry and Living Environment. The pandemic and the decrease of in-person instructional days impacted student performance.

ACTION PLAN

In order to meet the science indicators, we will:

- Utilize a department model structure with common planning time in order to ensure that

educators have the opportunity to analyze student work data and make adjustments to teaching practices.

- Continue to refine our balanced assessment approach of authentic tasks with cumulative regents aligned assessments for each unit.
- Leverage student's second and third years as opportunities to prepare and resit for exams that they have not met the benchmark for.
- Utilize high dosage tutoring for student remediation.
- Ensuring that we have hired highly qualified instructors who receive consistent support and development.
- Continue to provide professional development opportunities for science teachers inside and outside of BSA.

We will also adhere to the College Preparation Action Plan which outlines core elements of our academic support plan for the 23-24 SY.

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

Curriculum. For SY 2022-23, we continued to use curricular framework from NVPS for Global I, Global II and US History, which is a standards-aligned, adaptable curriculum. This curriculum ensures that students receive robust history classes that includes reading, documentary based writing and document analysis at their grade level. This curriculum allows students to examine primary sources to answer questions.

Instruction. For the 22-23 we worked to streamline our instructional process to be one in which all teachers across the History department had a streamlined process for classroom instruction. The first 5-minutes included an engaging Do Now that served as a check for understanding from previous days instruction. Followed by a standards based mini-lesson, which then led to gradual release in which students received multiple at bats to show mastery of content.

Assessment. History courses used or adapted assessments from the NVPS framework in addition to self developed formative and summative assessments based on NYS standards. All History courses developed a summative interim common assessment and final common assessment for each quarter. History courses 10th and 11th grade culminated in taking the NYS Global History and US History Regents. We are continuing to use common interim assessment cycles for all BSA students to monitor student performance trends and drive instructional choices.

Professional development. All teachers will be participating in regular professional development aligned to their individual and school wide goals that occur during a common period. This professional development will support teacher growth in planning and pedagogy, supporting struggling learners and

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

students with disabilities, assessment, and classroom structures and routines. These opportunities for collaborative learning among teachers will support better outcomes for students.

Social Studies Measure 1 - Absolute

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

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	83	39	34	92% of tested
2018	2021-22	70	56	1	7% of valid 100% of tested
2019	2022-23	62	52	1	10%

**two students took the exam, one received an 83% (passed) and one received a 63%, (passed with an appeal).*

Social Studies Measure 2 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

Social Studies Measure 3 - Absolute

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

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	83	39	34	92% of tested
2018	2021-22	70	56	1	7% of valid

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					100% of tested
2019	2022-23	62	53	0	0%

Social Studies Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

Because of the many COVID-19 exceptions for students, far fewer students sat for the exams, and the results cannot be assumed to be representative of the level of performance of the cohort as a whole. Nevertheless, we see these results as indicators of a need to focus on supporting students in achieving college level scores on History Regents exams in the 2022-23 school year.

In the school year 2022-2023, BSA did not achieve any of the two measures with data available in the high school Social Studies goal. Two measures were not applicable for the school year 2022-23

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	No
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	NO
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

BSA did not meet measure 1: There were a large number of students who passed the US History course; only 10 percent of students took and passed the exam with a 65 or higher.

BSA did not meet measure 3: There were a large number of students who passed the Global History course; no students took and passed the exam with a 65 or higher.

ADDITIONAL CONTEXT AND EVIDENCE

We seek to have members of the humanities team to collaborate vertically to allow for more effective lesson planning, data collection and analysis and therefore student academic performance improved. History teachers were able to also offer office hours for struggling students, however due to various extenuating circumstances students were able to use waivers to be exempt from the exam.

ACTION PLAN

Interim Assessment Cycles: We are continuing to use common interim assessment cycles for all BSA students to monitor student performance trends and drive instructional choices and will use data-systems to be able to effectively adjust, re-teach, and provide additional support to students who are not able to master the standards.

Tailored Social Studies Instruction: BSA is prioritizing tailored Social Studies instruction aligned to the NV Curriculum. We are working toward capacity Development regarding the adoption of our new curriculum; implementing this rigorous curriculum proved to be a challenge without dedicated coaches and department/ content- specific leadership. For SY 23-24 we have re-dedicated to content leaders, have a robust lesson planning cycle, and are developing assessment review systems to ensure alignment of curriculum to assessments such that we can use data-driven instructional techniques to intervene when standards have been unmet. Educators must adapt their teaching methods and materials to accommodate diverse learning styles and abilities. Adhering to individualized education plans and frequent progress monitoring will support teachers to track each student's growth and enable educators to adjust instruction accordingly.

We will also adhere to the College Preparation Action Plan which outlines core elements of our academic support plan for the 23-24 SY.

GOAL 7: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing (Local Support and Improvement -LSI)

ADDITIONAL CONTEXT AND EVIDENCE

All subgroups remained in Good Standing (LSI) with the subgroup Students with Disabilities rating LSI: Potential Support and Improvement for the 2022-2023 school year. This designation signifies that our school is effectively harnessing local resources and assistance to bolster its educational endeavors, which is essential to our wrap-around services model in partnership with The Door. We actively collaborate to optimize student success in post-secondary outcomes and student’s ability to meaningfully engage in school programming both as a minor, but also as an overage and undercredited youth. The symbiotic relationship between the school and BSA is integral to future success, and we seek to demonstrate a commitment to continuous growth and progress through this partnership.

For students with IEPs we begin by ensuring that all academic, support staff, and social workers review the students' IEPs and understand their assessment requirements. We ensure that we are in compliance with all mandated academic programming. We provide supplemental support through targeted small group tutoring, SETSS, and regular progress monitoring of their academic success. We also create IEP goals that are standards aligned and therefore easily targeted in their core classes. Additionally for all students who are not on grade level we used our tiered intervention tools, regular case conferencing, and additional office hours to close the skills gap.


To better leverage the resources and benefits of being in "Good Standing (LSI)," we are embarking on a journey under our new Cabinet Team to conduct regular needs assessments to identify specific areas where support from The Door can make the most significant impact, in particular when looking at graduation rates, AIDP youth, college and career preparation programs, mental and physical health services, legal services and/or parental engagement initiatives. Through our robust partnership, we have established transparent communication channels to keep stakeholders informed about progress and opportunities for involvement, fostering a sense of ownership and shared responsibility for student success.



Broome Street Academy Charter High School

Independent Auditor's Reports and Financial Statements

June 30, 2023 and 2022



Broome Street Academy Charter High School

June 30, 2023 and 2022

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Independent Auditor's Report

Board of Trustees
Broome Street Academy Charter High School
New York, New York

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Broome Street Academy Charter High School, which comprise the statements of financial position as of June 30, 2023 and 2022, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of Broome Street Academy Charter High School as of June 30, 2023 and 2022, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our report. We are required to be independent of Broome Street Academy Charter High School, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Broome Street Academy Charter High School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Broome Street Academy Charter High School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Broome Street Academy Charter High School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplemental information within the statements of functional expenses is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the accompanying supplementary information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 1, 2023, on our consideration of Broome Street Academy Charter High School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Broome Street Academy Charter High School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Broome Street Academy Charter High School's internal control over financial reporting and compliance.



New York, New York
November 1, 2023

Broome Street Academy Charter High School
Statements of Financial Position
June 30, 2023 and 2022

	2023	2022
Assets		
Current Assets		
Cash and cash equivalents	\$ 522,138	\$ 158,762
Investments	1,752,396	1,641,845
Grants, contracts, and other receivables	1,158,229	468,733
Due from affiliate (The Door)	184,388	1,788,902
Prepaid expenses and other assets	25,668	71,896
Total current assets	3,642,819	4,130,138
Restricted cash	75,507	75,504
Property and equipment, net	146,481	202,048
Total assets	\$ 3,864,807	\$ 4,407,690
Liabilities and Net Assets		
Current Liabilities		
Accounts payable and accrued expenses	\$ 691,909	\$ 774,134
Refundable advances	-	88,186
Other liabilities	110,053	74,082
Total liabilities	801,962	936,402
Net Assets		
Without donor restrictions		
Undesignated for general use	2,460,857	2,344,236
Reserve - contingency	75,507	75,504
Net investment in property and equipment	146,481	202,048
Total net assets without donor restrictions	2,682,845	2,621,788
With donor restrictions	380,000	849,500
Total net assets	3,062,845	3,471,288
Total liabilities and net assets	\$ 3,864,807	\$ 4,407,690

Broome Street Academy Charter High School
Statements of Activities
Years Ended June 30, 2023 and 2022

	2023			2022		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
Operating Revenue						
State and local per pupil operating revenue						
Resident student enrollment	\$ 4,580,314	\$ -	\$ 4,580,314	\$ 5,036,777	\$ -	\$ 5,036,777
Students with disabilities	979,107	-	979,107	724,144	-	724,144
New York Department of Education rental assistance	367,668	-	367,668	514,960	-	514,960
Government grants and contracts	1,276,050	-	1,276,050	777,810	-	777,810
Total operating revenue	<u>7,203,139</u>	<u>-</u>	<u>7,203,139</u>	<u>7,053,691</u>	<u>-</u>	<u>7,053,691</u>
Operating Expenses						
Program services						
Regular education	5,171,542	-	5,171,542	4,671,525	-	4,671,525
Special education	1,479,850	-	1,479,850	1,431,601	-	1,431,601
Total program services	<u>6,651,392</u>	<u>-</u>	<u>6,651,392</u>	<u>6,103,126</u>	<u>-</u>	<u>6,103,126</u>
Supporting services						
Management and general	1,226,083	-	1,226,083	1,193,530	-	1,193,530
Total operating expenses	<u>7,877,475</u>	<u>-</u>	<u>7,877,475</u>	<u>7,296,656</u>	<u>-</u>	<u>7,296,656</u>
Net deficit from school operations	<u>(674,336)</u>	<u>-</u>	<u>(674,336)</u>	<u>(242,965)</u>	<u>-</u>	<u>(242,965)</u>
Public Support and Other Revenues (Expenses)						
Contributions	114,047	-	114,047	151,021	-	151,021
Foundation and corporate support	2,658	20,000	22,658	7,531	849,500	857,031
Special events, net of expenses of \$3,193 in 2023 and \$5,140 in 2022	243,361	-	243,361	279,710	-	279,710
Release from restrictions	489,500	(489,500)	-	-	-	-
Total public support	<u>849,566</u>	<u>(469,500)</u>	<u>380,066</u>	<u>438,262</u>	<u>849,500</u>	<u>1,287,762</u>
Other revenues (expenses)						
Return on investments	131,515	-	131,515	(20,445)	-	(20,445)
Miscellaneous	10,227	-	10,227	33,718	-	33,718
Fundraising expenses	(255,915)	-	(255,915)	(283,009)	-	(283,009)
Total public support and other revenues (expenses)	<u>735,393</u>	<u>(469,500)</u>	<u>265,893</u>	<u>168,526</u>	<u>849,500</u>	<u>1,018,026</u>
Change in Net Assets	<u>61,057</u>	<u>(469,500)</u>	<u>(408,443)</u>	<u>(74,439)</u>	<u>849,500</u>	<u>775,061</u>
Net Assets, Beginning of Year	<u>2,621,788</u>	<u>849,500</u>	<u>3,471,288</u>	<u>2,696,227</u>	<u>-</u>	<u>2,696,227</u>
Net Assets, End of Year	<u>\$ 2,682,845</u>	<u>\$ 380,000</u>	<u>\$ 3,062,845</u>	<u>\$ 2,621,788</u>	<u>\$ 849,500</u>	<u>\$ 3,471,288</u>

Broome Street Academy Charter High School
Statements of Functional Expenses
Years Ended June 30, 2023 and 2022

	* No. of Positions	2023							Total	Total
		Program Services			Supporting Services					
		Regular Education	Special Education	Total	Management and General	Fundraising Expenses	Special Events	Total		
Administrative staff	21	\$ 886,313	\$ 258,405	\$ 1,144,718	\$ 467,514	\$ 42,813	\$ -	\$ 510,327	\$ 1,655,045	
Instructional personnel	31	1,827,228	532,730	2,359,958	-	-	-	-	2,359,958	
Non-instructional personnel	6	292,169	85,182	377,351	67,380	-	-	67,380	444,731	
Total salaries	58	3,005,710	876,317	3,882,027	534,894	42,813	-	577,707	4,459,734	
Employee benefits and payroll taxes		663,040	193,359	856,399	101,396	9,285	-	110,681	967,080	
Professional and administration fees		287,829	50,603	338,432	419,323	197,432	-	616,755	955,187	
Occupancy costs		587,851	173,976	761,827	62,759	3,253	-	66,012	827,839	
Equipment and software maintenance		78,155	23,130	101,285	8,344	432	-	8,776	110,061	
Office supplies and material		65,652	19,430	85,082	2,897	159	163	3,219	88,301	
Advertising and recruitment		136,786	40,482	177,268	2,381	123	-	2,504	179,772	
Youth events		60,351	17,861	78,212	-	-	-	-	78,212	
Telephone		37,806	11,189	48,995	4,037	209	-	4,246	53,241	
Student meals		55,971	16,565	72,536	680	35	-	715	73,251	
Insurance expense		45,655	13,512	59,167	4,874	253	-	5,127	64,294	
Staff development and meetings		15,943	4,718	20,661	1,696	88	-	1,784	22,445	
Membership dues		27,505	8,140	35,645	2,936	152	-	3,088	38,733	
Miscellaneous expenses		4,594	1,360	5,954	69,780	1,136	2,604	73,520	79,474	
Postage and printing		12,331	3,649	15,980	890	68	426	1,384	17,364	
Travel		4,161	1,231	5,392	420	22	-	442	5,834	
Depreciation and amortization		82,202	24,328	106,530	8,776	455	-	9,231	115,761	
Total expenses		\$ 5,171,542	\$ 1,479,850	\$ 6,651,392	\$ 1,226,083	\$ 255,915	\$ 3,193	\$ 1,485,191	\$ 8,136,583	

* Supplementary information

Broome Street Academy Charter High School
Statements of Functional Expenses
Years Ended June 30, 2023 and 2022 (Continued)

	* No. of Positions	2022							
		Program Services			Supporting Services				
		Regular Education	Special Education	Total	Management and General	Fundraising Expenses	Special Events	Total	Total
Administrative staff	14	\$ 554,483	\$ 326,246	\$ 880,729	\$ 418,288	\$ 61,126	\$ -	\$ 479,414	\$ 1,360,143
Instructional personnel	32	1,703,696	433,340	2,137,036	-	704	-	704	2,137,740
Non-instructional personnel	11	529,181	110,833	640,014	52,212	-	-	52,212	692,226
Total salaries	57	2,787,360	870,419	3,657,779	470,500	61,830	-	532,330	4,190,109
Employee benefits and payroll taxes		595,623	185,965	781,588	113,291	13,185	-	126,476	908,064
Professional and administration fees		250,054	71,652	321,706	394,636	187,195	-	581,831	903,537
Occupancy costs		532,701	159,343	692,044	122,335	4,999	-	127,334	819,378
Equipment and software maintenance		97,316	27,886	125,202	16,824	885	-	17,709	142,911
Office supplies and material		54,058	16,095	70,153	22,267	153	-	22,420	92,573
Advertising and recruitment		89,299	25,588	114,887	274	15	-	289	115,176
Youth events		46,038	11,856	57,894	7,110	-	-	7,110	65,004
Telephone		37,131	10,640	47,771	6,419	338	-	6,757	54,528
Student meals		40,894	11,718	52,612	528	27	-	555	53,167
Insurance expense		32,613	9,345	41,958	5,638	297	-	5,935	47,893
Staff development and meetings		11,624	3,331	14,955	2,010	105	-	2,115	17,070
Membership dues		20,758	5,948	26,706	3,589	189	-	3,778	30,484
Miscellaneous expenses		6,179	1,771	7,950	14,982	13,151	5,140	33,273	41,223
Postage and printing		1,447	433	1,880	1,309	20	-	1,329	3,209
Travel		215	64	279	25	-	-	25	304
Depreciation and amortization		68,215	19,547	87,762	11,793	620	-	12,413	100,175
Total expenses		\$ 4,671,525	\$ 1,431,601	\$ 6,103,126	\$ 1,193,530	\$ 283,009	\$ 5,140	\$ 1,481,679	\$ 7,584,805

* Supplementary information

Broome Street Academy Charter High School

Statements of Cash Flows

Years Ended June 30, 2023 and 2022

	2023	2022
Operating Activities		
Change in net assets	\$ (408,443)	\$ 775,061
Items not requiring (providing) operating cash flows		
Depreciation and amortization	115,760	100,175
Contributions received for capital purposes	(20,000)	
Donated stock	-	25,285
Realized (gains) losses on investments	(69,179)	23,911
Changes in		
Grants, contracts, and other receivables	(689,496)	(307,402)
Due from affiliate (The Door)	1,204,514	(734,484)
Prepaid expenses and other assets	46,228	(9,303)
Accounts payable and accrued expenses	(82,225)	(64,995)
Refundable advances	(88,186)	(113,165)
Other liabilities	35,971	10,697
Net cash provided by (used in) operating activities	44,944	(294,220)
Investing Activities		
Purchase of property and equipment	(60,193)	(228,380)
Loan to affiliate	-	(400,000)
Proceeds from repayment of loan	400,000	-
Sales of investments	458,628	500,000
Purchases of investments	(500,000)	(552,344)
Net cash provided by (used in) investing activities	298,435	(680,724)
Financing Activities		
Proceeds from contributions received for capital purposes	20,000	-
Net cash provided by financing activities	20,000	-
Net Change in Cash, Cash Equivalents, and Restricted Cash	363,379	(974,944)
Cash, Cash Equivalents, and Restricted Cash, Beginning of Year	234,266	1,209,210
Cash, Cash Equivalents, and Restricted Cash, End of Year	\$ 597,645	\$ 234,266
Cash, Cash Equivalents, and Restricted Cash Consist of:		
Cash and cash equivalents	\$ 522,138	\$ 158,762
Restricted cash	75,507	75,504
	\$ 597,645	\$ 234,266

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2023 and 2022

Note 1: Nature of Organization and Summary of Significant Accounting Policies

Nature of Operations

Broome Street Academy Charter High School (the School) is a New York State educational corporation operating as a charter school in Manhattan, New York. On October 19, 2010, the Board of Regents of the University of the State of New York granted the School a provisional charter valid for a term of five years and renewable upon expiration. In August 2021, the School's charter was renewed for five additional years expiring July 31, 2026. The School's charter states that it will provide instruction to students in the ninth through twelfth grades for a period of five years.

The School prepares its students for post-secondary success that leads to positive life outcomes. The School values student strengths and provides multiple pathways to success through a curriculum of rigorous academic, career, and social instruction grounded in the principles of the necessary skills and support to graduate, while preparing them for a successful future beyond high school. The School's admissions policy gives preference to students who are homeless, in foster care, or from low performing middle schools.

The School opened in the fall of 2011 with a freshman class. Since then, the School grew by one grade level at a time until it hit capacity (ninth through twelfth grade) in the 2015–2016 school year. The School's model merges academic, social, and emotional services to prepare students to graduate with a New York State Regents diploma, providing opportunities for a successful future. Additionally, the School is partnered with, and housed within, The Door – A Center of Alternatives, Inc. (The Door), a nonprofit organization organized pursuant to Section 501(c)(3) of the Internal Revenue Code (the Code). Founded in 1972, The Door is a leading youth development agency that offers a full range of supportive programming in the areas of health, mental health, career and workforce development, legal services, supportive housing, and arts and recreation. Through the support found at the School and The Door, New York City's most at-risk students will realize their greatest potential.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America (GAAP) requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, expenses, gains, losses, and other changes in net assets during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

The School considers all liquid investments with original maturities of three months or less to be cash equivalents. Uninvested cash and cash equivalents included in investment accounts are considered to be cash and cash equivalents. At June 30, 2023 and 2022, cash equivalents consisted primarily of money market accounts.

At June 30, 2023, the School had a balance of approximately \$332,000 in cash accounts that exceeded federally insured limits.

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2023 and 2022

Cash Held in Escrow

Accounts restricted externally by regulators are considered to be restricted cash.

As part of the School's charter agreement, the School established a long-term reserve account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Investments and Net Investment Return

Investments are carried at fair value. Investment return includes dividend, interest, and realized and unrealized gains and losses on investments carried at fair value, net of external investment fees. Gains and losses on the sale of securities are recorded on the trade date and are determined using the specific identification method.

The School's investments have been classified as current based on the availability of these investments to fund current operations as needed.

Investment return is reflected in the statements of activities with or without donor restriction based upon the existence and nature of any donation or legally imposed restriction.

Grants and Contracts Revenue and Receivables

Revenues from government grants and contracts to which the School is entitled are recognized mostly on student enrollment. Some grants are provided for specific educational endeavors which are not based on student enrollment and are recorded when related expenditures are incurred by the School. Receivables are recorded when the revenue is earned. No allowance for doubtful accounts was deemed necessary as of June 30, 2023 and 2022.

Refundable Advances

The School records certain government grants and contracts as refundable advances and deferred revenue until related services are performed, at which time it is recognized as revenue.

Property and Equipment

Property and equipment acquisitions over \$5,000 are stated at cost, less accumulated depreciation and amortization. Depreciation and amortization are charged to expense on the straight-line basis over the estimated useful life of each asset. Leasehold improvements are amortized over the shorter of the lease term or respective estimated useful lives.

The estimated useful lives for each major depreciable classification of property and equipment are as follows:

Leasehold improvements	3-5 years
Computer equipment and software	3-5 years
Furniture and equipment	3-5 years

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2023 and 2022

Long-Lived Asset Impairment

The School evaluates the recoverability of the carrying value of long-lived assets whenever events or circumstances indicate the carrying amount may not be recoverable. If a long-lived asset is tested for recoverability and the undiscounted estimated future cash flows expected to result from the use and eventual disposition of the asset are less than the carrying amount of the asset, the asset cost is adjusted to fair value and an impairment loss is recognized as the amount by which the carrying amount of a long-lived asset exceeds its fair value. No asset impairment was recognized during the years ended June 30, 2023 and 2022.

Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions.

Net assets without donor restrictions are available for use in general operations and not subject to donor or grantor restrictions.

Net assets with donor restrictions are subject to donor or grantor restrictions. Some restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor.

State and Local Per-Pupil Operating Revenues

Revenues from the state and local governments resulting from the School's charter status and based on the number of students enrolled are recorded when services are performed in accordance with the charter agreement. These grants are recorded as revenue by the School when services are rendered.

Contributions

Contributions are provided to the School either with or without restrictions placed on the gift by the donor. Revenues and net assets are separately reported to reflect the nature of those gifts – with or without donor restrictions. The value recorded for each contribution is recognized as follows:

Nature of the Gift	Value Recognized
<i>Conditional gifts, with or without restriction</i>	
Gifts that depend on the School overcoming a donor-imposed barrier to be entitled to the funds	Not recognized until the gift becomes unconditional, <i>i.e.</i> , the donor-imposed barrier is met
<i>Unconditional gifts, with or without restriction</i>	
Received at date of gift – cash and other assets	Fair value
Received at date of gift – property, equipment, and long-lived assets	Estimated fair value

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2023 and 2022

Nature of the Gift	Value Recognized
Expected to be collected within one year	Net realizable value
Collected in future years	Initially reported at fair value determined using the discounted present value of estimated future cash flows technique

In addition to the amount initially recognized, revenue for unconditional gifts to be collected in future years is also recognized each year as the present-value discount is amortized using the level-yield method.

When a donor-stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. Absent explicit donor stipulations for the period of time that long-lived assets must be held, expirations of restrictions for gifts of land, buildings, equipment, and other long-lived assets are reported when those assets are placed in service.

Gifts and investment income that are originally restricted by the donor and for which the restriction is met in the same time period are recorded as revenue with donor restrictions and then released from restriction.

Conditional contributions having donor stipulations which are satisfied in the period the gift is received are recorded as revenue and net assets without donor restrictions.

Contributed Services

Contributions of services are recognized as revenue at their estimated fair value only when the services received create or enhance nonfinancial assets or require specialized skills possessed by the individuals providing the service and the service would typically need to be purchased if not donated.

Income Taxes

The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and a similar provision of state law. However, the School is subject to federal income tax on any unrelated business taxable income. The School files tax returns in the U.S. federal jurisdiction.

Functional Allocation of Expenses

The costs of supporting the various programs and other activities have been summarized on a functional basis in the statements of activities. The statements of functional expenses present the natural classification detail of expenses by function. Certain costs have been allocated among the program and management and general categories based on estimates of time and effort, occupancy, number of students, and other methods.

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2023 and 2022

Note 2: Property and Equipment

	2023	2022
Leasehold improvements	\$ 950,322	\$ 950,322
Computer equipment and software	918,050	875,336
Furniture and equipment	355,481	338,002
	2,223,853	2,163,660
Accumulated depreciation and amortization	(2,077,372)	(1,961,612)
	\$ 146,481	\$ 202,048

Note 3: Net Assets With Donor Restrictions

Net assets with donor restrictions at June 30 are restricted for the following purposes or periods:

	2023	2022
Subject to expenditure for specific purpose		
Facility renovations and improvements	\$ 20,000	\$ -
Epic Theatre Ensemble Program	-	57,000
Braided Pathways Community of Practice Program	-	42,500
Low-Income Youth Mental Health Continuum	-	30,000
	20,000	129,500
Subject to the passage of time	360,000	720,000
Total net assets with donor restrictions	\$ 380,000	\$ 849,500

Net assets with donor restriction were released for the following purposes or periods during the year ended June 30, 2023:

Satisfaction of purpose restrictions	
Epic Theatre Ensemble Program	\$ 57,000
Braided Pathways Community of Practice Program	42,500
Low-Income Youth Mental Health Continuum	30,000
	129,500
Satisfaction of time restrictions	360,000
Total net assets released from restrictions	\$ 489,500

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2023 and 2022

Note 4: Investments and Fair Value Measurements

Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Fair value measurements must maximize the use of observable inputs and minimize the use of unobservable inputs. The hierarchy comprises three levels of inputs that may be used to measure fair value:

- Level 1** Quoted prices in active markets for identical assets or liabilities
- Level 2** Observable inputs other than Level 1 prices, such as quoted prices for similar assets or liabilities, quoted prices in markets that are not active, or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities
- Level 3** Unobservable inputs supported by little or no market activity and that are significant to the fair value of the assets or liabilities

Recurring Measurements

The following tables present the fair value measurements of assets and liabilities recognized in the accompanying statements of financial position measured at fair value on a recurring basis and the level within the fair value hierarchy in which the fair value measurements fall at June 30, 2023 and 2022:

	2023			
	Total	Fair Value Measurements Using		
		Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Mutual funds				
Fixed income - U.S. obligations	\$ 706,092	\$ 706,092	\$ -	\$ -
Fixed income - corporate obligations	420,531	420,531	-	-
Equities - domestic	625,773	625,773	-	-
Total	\$ 1,752,396	\$ 1,752,396	\$ -	\$ -

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2023 and 2022

	2022			
	Total	Fair Value Measurements Using		
		Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Money market mutual funds				
Fixed income	\$ 1,182,859	\$ 1,182,859	\$ -	\$ -
Fixed income - corporate obligations	176,946	176,946	-	-
Equities - domestic	282,040	282,040	-	-
Total	\$ 1,641,845	\$ 1,641,845	\$ -	\$ -

Following is a description of the valuation methodologies and inputs used for assets measured at fair value on a recurring basis and recognized in the accompanying statements of financial position, as well as the general classification of such assets pursuant to the valuation hierarchy. There have been no significant changes in the valuation techniques during the years ended June 30, 2023 and 2022.

Investments

Where quoted market prices are available in an active market, securities are classified within Level 1 of the valuation hierarchy. If quoted market prices are not available, then fair values are estimated by using quoted prices of securities with similar characteristics or independent asset pricing services and pricing models, the inputs of which are market-based or independently sourced market parameters, including, but not limited to, yield curves, interest rates, volatilities, prepayments, defaults, cumulative loss projections, and cash flows. Such securities are classified in Level 2 of the valuation hierarchy. In certain cases where Level 1 or Level 2 inputs are not available, securities are classified within Level 3 of the hierarchy. 100% of the School's investments are classified as Level 1.

Note 5: Significant Estimates and Concentrations

GAAP requires disclosure of certain significant estimates and current vulnerabilities due to certain concentrations. Those matters include the following:

Grants and Contracts

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2023 and 2022

Accounts Receivable and Revenue Concentrations

96% and 85% of the School's accounts receivable are due from New York State as of June 30, 2023 and 2022, respectively. 98% and 99% of the School's operating revenues were from New York State for the years ended June 30, 2023 and 2022.

Note 6: Liquidity and Availability

The following represents the School's financial assets at June 30:

	<u>2023</u>	<u>2022</u>
Financial assets at year-end		
Cash	\$ 522,138	\$ 158,762
Investments	1,752,396	1,641,845
Grants, contracts, and other receivables	<u>1,158,229</u>	<u>468,733</u>
Total financial assets	3,432,763	2,269,340
Restricted funds	<u>(380,000)</u>	<u>(849,500)</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 3,052,763</u>	<u>\$ 1,419,840</u>

The School has a policy to maintain available cash and short-term investments to meet 90 days of normal operating expenses, which are, on average, approximately \$2,000,000. The School manages its cash and liquid assets to ensure the availability of funds to meet its current expenses and liquidate its liabilities. In addition to these available financial assets, a significant portion of the School's annual expenditures will be funded by current year operating revenues, including program fees and grants.

Note 7: Retirement Plan

The School sponsors a 403(b) thrift plan covering all employees. All employees are immediately eligible to begin making voluntary reduction contributions. The School has both an employer-based contribution and an employer matching contribution in the plan.

For the base employer contribution, employees must be at least age 21 and have two years of service to be eligible to start receiving the 3% employer base contribution. Participants will receive this base contribution regardless of whether they are contributing to the 403(b) plan or not. The employer base contribution is 100% immediately vested.

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2023 and 2022

For the employer match, the participant must be at least age 21 and have two years of service with the School to be eligible to start receiving the employer match. After two years with the School, if a participant is voluntarily contributing 1% into the 403(b), the School will begin to put in an employer matching contribution equivalent to 3%. With employer match, the vesting is also 100% immediately.

Total expense for the years ended June 30, 2023 and 2022 was \$97,458 and \$130,050, respectively.

Note 8: Related-Party Transactions

Administrative Services

The Door is the sole member of the School and two members of the board of trustees of The Door are also members of the board of the School. The Door assisted with the establishment of the School in obtaining its charter and acted as fiscal conduit for the School when it was incorporated.

Pursuant to an approved services agreement, the School paid The Door \$531,177 and \$498,521 during the years ended June 30, 2023 and 2022, respectively, for administrative support and fundraising services, human resources services, fiscal management, information technology, and food services. There was also \$137,941 and \$93,643 paid to The Door for shared services in 2023 and 2022, respectively. Such amounts are included as professional and administrative fees in the statements of functional expenses. As of June 30, 2023 and 2022, the School has a receivable from The Door of \$184,388 and \$1,788,902, respectively.

The School has an investment account of approximately \$1,800,000 with JPMorgan Chase. The School also paid \$3,591 to JPMorgan Chase in service fees in 2023. No fees were paid in 2022. One of the board members is the Vice President of Corporate Social Responsibility of this organization. This board member is not involved in the investment committee and the School did not make payments to this individual.

During the year ended June 30, 2022, a \$400,000 transfer was made to the Door which was classified as an operating loan and did not bear interest and was repaid during the year ended June 30, 2023.

Lease Commitment

The School has a five-year operating lease agreement, commencing on July 1, 2011, with The Door for classrooms and office space at 121 Avenue of the Americas, New York, NY, which expired on June 30, 2016. Pursuant to subsequent annual amendments to this lease agreement, the School paid The Door rent that amounted to \$824,769 and \$800,748 for the years ended June 30, 2023 and 2022, respectively. Such amounts are included as occupancy cost in the statements of functional expenses.

As part of the lease amendment entered into in June 2022, the School extended the lease agreement with The Door for a one-year term, which is set to expire on June 30, 2023. The School extended the lease agreement with The Door for another one-year term, which is set to expire on June 30, 2024.

Broome Street Academy Charter High School
Notes to Financial Statements
June 30, 2023 and 2022

The future minimum lease payment as of June 30, 2023 is:

2024	<u>\$ 849,512</u>
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Special Event

During the year ended June 30, 2023, the School, together with The Door, held a joint special fundraising event from which the School's gross share of revenue amounted to \$246,554 and its net proceeds (after expenses of \$3,193) were \$243,361. During the year ended June 30, 2022, the School, together with The Door, held a joint special fundraising event from which the School's gross share of revenue amounted to \$284,850 and its net proceeds (after expenses of \$5,140) was \$279,710.

Note 9: Subsequent Events

Subsequent events have been evaluated through November 1, 2023, which is the date the financial statements were available to be issued.

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

Board of Trustees
Broome Street Academy Charter High School
New York, New York

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Broome Street Academy Charter High School, which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 1, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Broome Street Academy Charter High School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Broome Street Academy Charter High School's internal control. Accordingly, we do not express an opinion on the effectiveness of Broome Street Academy Charter High School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies, and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. We identified certain deficiencies in internal control, described in the accompanying schedule of findings and responses as items 2023-001 and 2023-002, that we consider to be significant deficiencies.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Broome Street Academy Charter High School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Broome Street Academy Charter High School's Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on Broome Street Academy Charter High School's response to the findings identified in our audit and described in the accompanying schedule of findings and responses. Broome Street Academy Charter High School's response was not subjected to the other auditing procedures applied in the audit of the financial statements, and accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

FORVIS,LLP

New York, New York
November 1, 2023

Broome Street Academy Charter High School
Schedule of Findings and Responses
Year Ended June 30, 2023

Reference Number	Finding
2023-001	Financial Records and Year-End Accounting Procedures
Criteria:	The School must prepare financial statements that reflect accurate information about its financial position, results of operations, and changes in net assets for the fiscal year. In addition, the School should adhere to its internal controls to provide reasonable assurance regarding the reliability of financial information and records, effectiveness and efficiency of operations, proper execution of management’s objectives, and compliance with laws and regulations.
Condition:	During our audit, we noted that detailed schedules supporting general ledger accounts did not always agree with the general ledger balances. As a result two journal entries were required to correct variances.
Cause:	Closing procedures, specifically the monitoring and review of financial information by management, should be reviewed prior to closing.
Effect:	Net assets and contributions were not stated correctly on the trial balance.
Recommendation:	The closing workpapers should be reviewed by management prior to the audit.
Views of Responsible Officials and Planned Corrective Actions:	The Chief Financial Officer will document review of the monthly financial statements. The final sign off and approval of the year-end trial balance will be documented to ensure the most current available information is incorporated, estimates are reasonable, and all balances are supported. Following completion of the annual audit, the Controller will ensure the trial balance ties to the audit report and rolls forward properly to the new year.

Broome Street Academy Charter High School
Schedule of Findings and Responses (Continued)
Year Ended June 30, 2023

Reference Number	Finding
2023-002	Per-Pupil Revenue – Lack of Documentation for Proof of Residence
Criteria:	Under the New York State Charter School Audit Guidelines, the School must obtain valid proof of residency for students and ensure that the proper district is being billed for services.
Condition:	During our per-pupil testing, we noted that the School did not have proper support to prove students’ residences for four out of 40 students sampled.
Cause:	The School believes that these students were homeless and did not have the required proof of residence.
Effect:	Lack of documentation for student residencies could lead to improper billing of per-pupil revenue.
Recommendation:	Internal controls should be put in place to ensure that the School is maintaining proper documentation in compliance with Charter School guidelines.
Views of Responsible Officials and Planned Corrective Actions:	The School will document when proof of residency is unavailable and note the cause for the lack of available documentation. Management will additionally review with the Department of Education on the most appropriate support to maintain on file in support of student eligibility when proof of residency is unavailable.

Broome Street Academy Charter High School
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2023

Reference Number	Summary of Finding	Status
2022-001	Financial Records and Year-End Accounting Procedures The initial trial balance provided had not reflected several closing adjustments. The trial balance required significant revisions to ensure account balances were reconciled to supporting schedules.	Partially resolved (2023-001)
2022-002	Segregation of Duties Due to the limited number of employees in the accounting department, many critical duties are combined and given to the available employees within the cash receipts and cash disbursements functions. The current size of the accounting department creates difficulties in properly segregating certain accounting functions.	Resolved

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

HERBERT ELISH

Name of Charter School Education Corporation:

BROOME STREET ACADEMY

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

_____ [Redacted]

Home Telephone:

_____ [Redacted]

Home Address:

_____ [Redacted]

_____ [Redacted]

Signature

Date

6/27/23

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

FERNANDO SNOWDEN-LORENCE

Name of Charter School Education Corporation:

BROOME STREET ACADEMY

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

- ① Development Committee member
- ② General Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
JP Morgan Chase Bank N.A.	Investment Services		Fernando Snowden-Lorance is an employee at Chase bank	Trustee has no connection to or influence over any investment decisions and does not serve on the investment

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

N/A

Business Address:

[Redacted]

E-mail Address:

[Redacted]

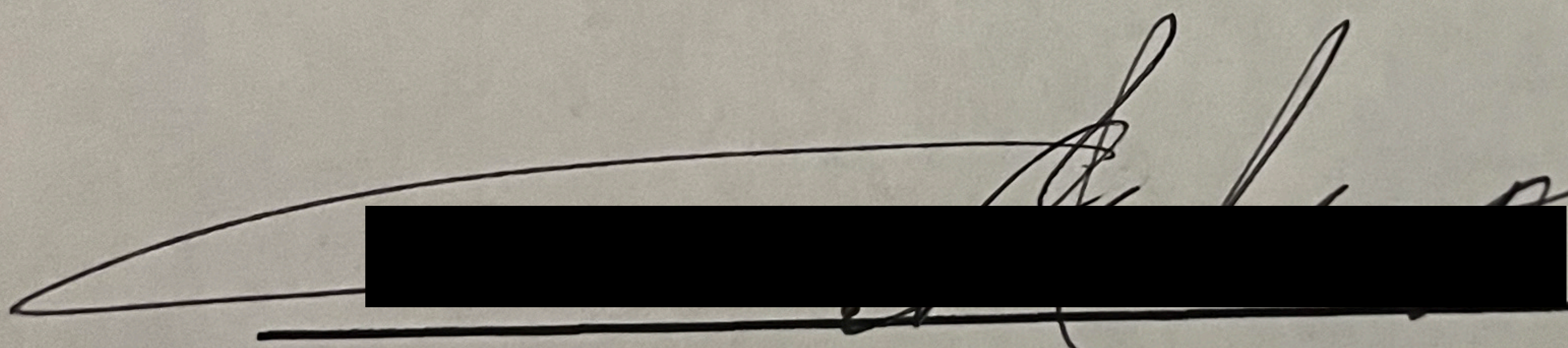
Home Telephone:

[Redacted]

Home Address:

[Redacted]

11213

 [Redacted]

7/18/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Catherine Aquila

Name of Charter School Education Corporation:

Broome Street Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

Business Address:

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

6/13/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Kathryn Jaxheimer

Name of Charter School Education Corporation:

Broome Street Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

6/28/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Stephanie Durden Barfield

Name of Charter School Education Corporation:

Broome Street Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

[Redacted Business Address]

E-mail Address:

[Redacted E-mail Address]

Home Telephone:

[Redacted Home Telephone]

Home Address:

[Redacted Home Address]

[Redacted Signature]

7/11/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Monica de la Torre

Name of Charter School Education Corporation:

Broome Street Academy (BSA)

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Vice President

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

I am a member of the board of directors of The Door, an organization that contracts with BSA. I have been on that board since approximately 2005.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check None.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check None.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
The Door	Lease services agreement	\$1,300,000	Monica de la Torre	Recusal from voting on approval of lease or services agreement

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[Redacted]

Business Address:

None

E-mail Address:

[Redacted]

Home Telephone:

None

[Redacted]

Home Address:

[Redacted]

[Redacted]

6/30/23

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Alexandra Wood

Name of Charter School Education Corporation:

Broome Street Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Member of Finance Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

June 26, 2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

M. DAVID ZURNDORFER

Name of Charter School Education Corporation:

BROOME STREET ACADEMY CHARTER High School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

BOARD PRESIDENT

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

I AM A MEMBER OF THE BOARD OF
THE DOOR WHICH CONTRACTS WITH BSA.
I HAVE BEEN ON THE DOOR'S BOARD
SINCE APPROXIMATELY 2011.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
DOOR	LEASE SERVICES AGREEMENT	\$1,300,000	DAVID ZUNDOERFER	RECUSAL FROM VOTING ON APPROVAL OF LEASE OR SERVICES AGREEMENT

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

JUNE 13, 2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Jeff Katzin

Name of Charter School Education Corporation:

Broome Street Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Signature

6/13/2023

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name: John Quinn

Name of Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-mail Address: j [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

[REDACTED]

July 11, 2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Elaine Schott

Name of Charter School Education Corporation:

Broome St. Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

Business Address:

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED] _____ 7/9/23

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Lauren Blum

Name of Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

10
[REDACTED]

06-30-2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Broome Street Academy Charter High School

A regular meeting of the Board of Trustees held in person and by videoconference

Date: Tuesday, July 19, 2022

Notice of the meeting was duly given to members of the Board and the public

Trustees in attendance: Cathy Aquila, Stephanie Durdan Barfield, Lauren Blum, Herb Elish, Jeffrey Katzin, Noah Leff, Fernando Lorence, Alexandra Wood, David Zurndorfer

Also present: Mahey Gheis, Kelsey Louie, Amanda Marmol (minutes), Sarah Weeks (Interim Head of School)

The meeting was called to order at 6:06pm, with a quorum.

Approval of Minutes of June 21, 2022 Board Meeting

The Board voted unanimously to approve the minutes of the June 21, 2022 Board Meeting.

Head of School Report

Ms. Weeks reported on the Broome Street Academy (BSA) Leadership Team's highlights for the 2021–2022 school year. Highlights included:

- in-person schooling allowed re-engagement of struggling students;
- meeting 100% of demand of the increased number of students who requested or were referred for counseling;
- resumption of the monthly PRIDE Lottery for students exhibiting BSA's core value to help build community and reinforcement of behavioral expectations; and
- establishment of two summer student interns (seniors) that support the Dean's Team with the Summer Bridge program (SYEP positions).

Ms. Weeks reported a higher passing rate for Regents Courses in Semester 2 of the 2021-22 school year than in the previous school year.

Ms. Weeks reported an increase in enrollment in Advanced Placement courses.

Ms. Weeks reported that 53 students graduated in June and 51 graduates planned to attend college and one planned to attend beauty school.

Ms. Weeks reported on the 2022 Summer School Program, which offers five courses and four Regents Exams.

Ms. Weeks reported that 104 students were accepted for the Summer Youth Employment Program at sites ranging from childcare and education to media production and event management.

Ms. Weeks reported that there are over 550 applications to the school as of July 19th (more than 450 to 9th grade) with new applications submitted daily. Ms. Weeks reported that there are approximately 230 students returning. Ms. Weeks projected a total enrollment of 315 students with 90-100 students for the 9th grade (cohort 2022) along with 80-90 students in 10th grade, 80 in 11th grade and 55 in 12th grade.

Ms. Weeks reported that the Attendance Improvement and Drop Out Prevention (AIDP) team was calling caregivers to confirm students' intent to return.

CEO Report

Mr. Louie reported on the progress for each of the transition priorities for BSA that were provided to him in July 2021 and how he will continue efforts in these areas in the coming year.

- Student enrollment was 318 at the start of the year and 294 at the end of the year. Going forward, he plans to continue to strengthen outreach efforts, develop pipelines through feeder schools and programs, and strengthen data and project planning skills.
- There is a COVID Response Team that meets every two weeks to ensure that the school is in compliance with all applicable COVID guidelines. Also, Keith Morton regularly updated staff re: COVID cases infections and updated protocols. Going forward, leadership will continue to monitor guidance from public health officials.
- In order to address the learning gap resulting from remote instruction, BSA adopted New Visions Curricula for ELA & Math and increased number of classroom observations. Going forward, BSA will adopt New Visions curricula for all core courses, explore the adoption of the Triad Management Paradigm, and implement a high dosage tutoring pilot program.
- Elementary and Secondary School Emergency Relief Funds (ESSER3) will be spent in 2022-2023 school year as follows:
 - \$168,750 for the Great Oaks Tutoring Program
 - \$109,185 for 25% Salaries of some Deans & Directors
 - \$55,000 for Math Tutor Grades 10-12
 - \$43,200 for Summer School Stipends
 - \$35,100 for School Community Aid
 - \$29,700 for Academic Online Software
- To improve the services that BSA receives from The Door (TD), the HOS has been included on a joint Executive Team. Senior Leadership Team Meetings are held every week that includes HOS, the Associate Head of School, and the Senior Director of Operations. Going forward, he plans to further develop culture of collaboration between BSA and The Door.

- BSA has met or exceeded fundraising goals in both individual giving and institutional development.
- Access of BSA students to programs and services at TD was reported on at other meetings, but going forward, BSA will measure data specific to catchment students, enhance focus on college persistence, and improve connection with alumni.
- BSA leadership took part in two half-day Diversity, Equity, and Inclusion trainings from Race Matters where they were introduced to a race equity tool. All staff participated in unconscious bias training and culturally responsive teaching training. All staff also attended training on supporting LGBTQIA students. Going forward, BSA will develop a comprehensive plan that incorporates DEI work into pedagogy, culture and organizational systems.
- In 2022-23 Mr. Louie will:
 - Work with the Interim HOS to improve systems and processes
 - Provide training and oversight to the management team
 - Institute regular financial/audit committee meetings
 - Develop ongoing work from transition goals
 - Identify more specific (SMART) goals and outcome goals
 - Work with the Board to develop a strategic plan
 - Establish annual review process in preparation for charter renewal

BSA/Door Collaboration

Mr. Louie reported on the creation of a committee which includes BSA's Head of School, TD's Chief Program Officer and staff representation from all programs and from all staffing levels to establish goals for future BSA/Door Collaboration. These goals include:

- Increased utilization of TD's health services
- Enhanced mental health integration and collaboration between BSA and TD
- Increased BSA students' access to arts programming at TD
- Enhance and develop BSA students' engagement with college pathways and career education programs
- Enhanced cross-departmental and interdisciplinary communication

Investment Committee Report

Mr. Katzin reported that the value of the investment account portfolio had decreased by 3%. Ms. Blum mentioned that diversifying the portfolio has been effective in minimizing losses and that the 3% decrease now would not be significant in the long run.

Meeting adjourned at 6:59pm

Broome Street Academy Charter High School

A regular meeting of the Board of Trustees held in person and by videoconference

Date: Tuesday, September 13, 2022

Notice of the meeting was duly given to members of the Board and the public

Trustees in attendance: Cathy Aquila, Vanda Belusic-Vollor, Lauren Blum, Stephanie Durden Barfield, Katie Jaxheimer Agarwal, Noah Leff, Fernando Lorence, John Quinn, Alexandra Wood, and David Zurndorfer

Also present: Kelsey Louie, Amanda Marmol (minutes), and Sarah Weeks (Interim Head of School)

The meeting was called to order at 6:08pm, with a quorum.

Approval of Minutes of August 16, 2022 Board Meeting

The Board voted unanimously to approve the minutes of the August 16, 2022 Board Meeting.

Start of School Year

Ms. Weeks reported that the school year has been off to a great start with a positive tone for the academic year. She reported that brief meetings at the start of the day have allowed staff to stay informed of day-to-day activities at BSA and have provided windows of opportunities for communication between Administration and Staff.

Head of School Report

Ms. Weeks reported on Broome Street Academy updates for the new school year. Highlights included:

- Staffing Updates: BSA has filled all but one teaching vacancy from last year. A crisis social worker was hired in August and an offer was made to a Great Oaks Tutor Supervisor. Ms. Weeks reported that BSA is also recruiting for a Dean of Student Life and a Community Aid position. The Senior Director of Operations will be leaving at the end of the month; BSA's current Operations Manager will be promoted to Interim Director of Operations to take on those duties.
- Fall Staff Professional Development: BSA held a Professional Development week for all staff from August 29th through September 5th to kick off the 2022-2023 academic year. During this week, the team focused on creating a shared vision, preparing physical spaces, and updating curricula.

- Final Summer School Data: In August, 16 students graduated, 11 of whom had post-secondary plans. A celebration for August graduates and their families was held to acknowledge their accomplishments.
- Student Enrollment: Ms. Weeks reported that as of September 6th, the total number of enrolled students is 299.
 - 9th grade: 65
 - 10th grade: 71
 - 11th grade: 95
 - 12th grade: 68
- First Days of School: BSA's first day of school was September 7th, one day before NYC DOE public schools. Staff reported that classrooms feel positive and academically focused.

Program Committee

Mr. Zurndorfer reported that the September 15th Program Committee meeting has been canceled and the next meeting will be scheduled for October.

Audit

Mr. Leff reported that the audit is currently underway. Mr. Louie has worked with the auditors to create a schedule to complete the audit before the November 1st deadline with enough time for the Board to review and discuss the audit before submission. While there were a few delays at the beginning of the process, the schedule was created with the likelihood of delays in mind.

October 19th Gala

Ms. Aquila thanked the board for their generosity to this year's gala. Mr. Louie reported that the program is still evolving, however there will be a past (through videos)/present (through live speeches) theme as we celebrate The Door's 50th anniversary. Comedian Chuck Nice will host the event with performances from members of The Door and BSA. This year's gala honoree is City MD. Mr. Louie reported that the next Gala Committee meeting will be paired with an open mic event at The Door on September 14th.

Plans for Election of Officers and Members of Standing Committees

Mr. Zurndorfer stated that the election of officers and members of the Standing Committees will be conducted at the November meeting. An up-to-date list of committee membership will be circulated.

Board Meeting Schedule Changes

Mr. Zurndorfer reported the following two changes to the Board Meeting schedule:

November 15th meeting will be moved to November 16th at 9:30am

January 17th meeting will be moved to January 24th

The meeting was adjourned at 6:44pm

Broome Street Academy Charter High School

A regular meeting of the Board of Trustees held in person and by videoconference

Date: Thursday, March 16, 2023

Notice of the meeting was duly given to members of the Board and the public.

Trustees in attendance: Cathy Aquila, Stephanie Barfield, Lauren Blum (Zoom), Monica de la Torre (Zoom), Herb Elish (Zoom), Katie Jaxheimer Agarwal, Jeffrey Katzin, Noah Leff, Fernando Lorence, Elaine Schott, Alexandra Wood, and David Zurndorfer

Also present: Kelsey Louie, Amanda Marmol (minutes), and Sarah Weeks (Interim Head of School)

The meeting was called to order at 7:05pm, with a quorum.

Approval of Minutes of January 24, 2023 Board Meeting

The Board voted unanimously to approve the minutes of the January 24, 2023 Board Meeting.

Approval of Minutes of February 21, 2023 Board Meeting

The Board voted unanimously to approve the minutes of the February 21, 2023 Board Meeting.

Report on the CSI Evaluation Visit

Mr. Louie reported that the Charter School Institute evaluation visit on March 16th was a mid-charter evaluation review, rather than a charter renewal review. The evaluators conducted a review of materials previously sent to them, classroom observations, and interviews with key staff. Mr. Louie reported that CSI will provide written feedback within several weeks and this feedback should help guide the school's planning and development for the coming years in preparation for the renewal visit in two years.

HOS Report

Ms. Weeks reported on attendance, enrollment, SATs, professional development and new hires/recruitment at BSA.

Ms. Weeks reported that the average daily attendance was 81% for the month of February. The highest attendance was on February 1st at 86%. The lowest attendance was on February 28th at 74%. Ms. Weeks reported inclement weather likely being a contributing factor to the low attendance on February 28th.

Ms. Weeks reported on the current enrollment at BSA, with a total of 265 students as of March 13, 2023.

Ms. Weeks reported that on March 1st, over 50 11th graders sat for the SATs.

Ms. Weeks also reported that March 6th was a non-instructional day at BSA and all BSA Staff participated in professional development.

Ms. Weeks reported on two new hires at BSA—a new Crisis Social Worker, Louise Tiano and a teacher in the Special Education Department, Jordan Boyce. Ms. Weeks further stated that BSA is beginning to screen resumes for the next school year while continuing to seek Special Education, Math and Science teachers with immediate availability.

Report on Efforts to Increase Student Enrollment

Mr. Louie reported that over the past several months, there have been efforts to increase the number of applicants by creating partnerships with middle schools that might be able to refer students to BSA, engaging a consultant to canvass and conduct digital advertising, developing marketing strategies with Invus, attending fairs, and finding efficiencies among Door and BSA outreach teams. Mr. Louie also explained efforts to increase the number of students who enroll at BSA after they have been accepted by examining and strengthening our internal recruitment/admissions processes, ensuring warm relationships with all prospective students, and communicating with them regularly. He noted that Ms. Caraballo, Recruitment and Enrollment Admissions Counselor, has had direct communications, by telephone, email, or in person, with most of the families who have submitted applications for next school year.

Ms. Weeks reported that BSA is also focusing on recruitment efforts in areas that are more easily accessible to BSA geographically, specifically along subway lines that are near BSA and in neighborhoods in Manhattan, Queens, and Brooklyn that are closer to the school.

Mr. Zurndorfer reported on the status of the search for a permanent HOS.

The meeting was adjourned at 8pm.

Broome Street Academy Charter High School

A regular meeting of the Board of Trustees held in person and by videoconference

Date: Wednesday, November 16, 2022

Notice of the meeting was duly given to members of the Board and the public.

Trustees in attendance: Cathy Aquila, Lauren Blum, Monica de la Torre, Stephanie Durden Barfield, Katie Jaxheimer Agarwal, Jeffrey Katzin, Noah Leff, John Quinn, Elaine Schott, and David Zurndorfer

Also present: Brandon Boyd (BSA Teacher), Nik Brautigam (BSA Director of Curriculum & Instruction), Jacquelyn Kennelly (BSA Teacher), Madelyn Lin (BSA Teacher), Kelsey Louie (CEO), Amanda Marmol (minutes), Tanya Penn (BSA Teacher), Lester Samson (BSA Senior Director of Academics), and Sarah Weeks (Interim Head of School)

The meeting was called to order at 9:43am, with a quorum.

Approval of Minutes of September 13, 2022 Board Meeting

The Board voted unanimously to approve the minutes of the September 13, 2022 Board Meeting.

Approval of Minutes of October 18, 2022 Board Meeting

The Board voted unanimously to approve the minutes of the October 18, 2022 Board Meeting with an amendment to the “Audit” section clarifying that there have been delays by both BTQ and Forvis.

Audit Report

Mr. Leff reported on the process of completing the fiscal year 2022 audit and reviewed the results. Mr. Louie outlined corrective actions working with BTQ Financial moving forward, including ensuring a monthly close process, developing more clearly defined segregation of duties, and hiring a Chief Compliance and Operating Officer to oversee the finance function and the audit process.

Approval of the Audit

The Board voted unanimously to ratify the Audit Committee’s approval of the fiscal year 2022 audit.

Enrollment Shortfall

Ms. Weeks reported that there were 253 students enrolled as of November 4. Ongoing recruitment efforts focus on attracting students for this school year, as well as applicants for next school year's lottery.

Mr. Zurndorfer reported that this year's budget anticipated 308 students. As a result of the enrollment shortfall, the projected decrease in revenue is approximately \$1 million dollars.

Mr. Louie reported on efforts to address the drop in enrollment, including: strengthening recruitment efforts by ensuring a strong academic program; strengthening the partnership with The Door; improving the reputation of the School; and improving teacher retention by reviewing compensation and benefits, improving staff morale, communication, and safety issues. He also reported on the potential use of consultants to assist with recruitment efforts.

Mr. Louie, Ms. Weeks, and Mr. Sean Berry, Chief Financial Officer from BTQ, have met to address the revenue shortfall. They will be meeting with the Finance Committee to propose a revised budget in December.

Election of Board Officers and Members of Standing Committees

Mr. Zurndorfer reported on the current list of Board Officers:

- David Zurndorfer, President
- Monica de la Torre, Vice President
- Noah Leff, Treasurer
- Cathy Aquila, Secretary
- Herb Elish, Executive Committee Member at Large

Mr. Zurndorfer reported that Mr. Leff is stepping down as Treasurer, Chair of the Finance Committee, and Chair of the Audit Committee.

The Board voted unanimously to elect Lauren Blum as Treasurer.

The Board voted unanimously to re-elect the remaining current Officers of the Board.

The Board voted unanimously to elect all the current members of the standing committees.

Development

Mr. Louie reported that the BSA/Door gala raised over \$1.2 million. He gave a heartfelt thank you to the Board Members for their support of the gala.

The Development Team is planning an appeal letter for end-of-year giving that will be shared on December 9. The letter will go to all donors except those who have given over \$1000 this fiscal year or gave over \$250 to the gala.

Head of School Report

Ms. Weeks reported that the average attendance in October was 85%, with the highest attendance, 90%, on Tuesday, October 18.

Ms. Weeks reported on academic highlights. The first quarter award ceremonies will be held this week for students with High Honors, Honors, Academic Improvement, PRIDE Leadership, and those who are acknowledged as Scholar Athletes and Scholar Artists.

Ms. Weeks reported that the flag football team made it to the finals and shared win-loss records for each sports team:

JV Basketball Team: 6-2

V Basketball Team: 0-1

Girls Volleyball Team: 9-1

Flag Football Team: 5-3

Nearly all the athletes maintained a grade point average of over 80%. Athletes are required to have an attendance record of 90% and a grade point average of 75% in addition to attending a weekly study hall to be eligible to participate.

Ms. Weeks reported on staffing updates and the welcoming of new staff members: Carl Charles, Director of Student Life; Helga Herrera, Spanish Teacher; and Amonica Phipps, Math Teacher.

Four BSA teachers shared their perspective on their classes and experience at BSA this year:

- Ms. Kennelly shared that the energy around the school this year has felt positive. She reported on how she first worked at BSA from 2011-2014 and returned at the beginning of 2022. She shared how much she enjoys being a part of BSA and how she has had a very good year.
- Ms. Penn reported that as a new teacher at BSA, she receives a lot of support from other teachers and administration. She reported that students are coming to office hours to get assistance with assignments.
- Mr. Boyd reported that the school culture had been an issue in prior years and that he has noticed a shift in the culture of prioritizing academics this year. He also noted that he appreciates the work of the Student Life Team.
- Ms. Lin reported that during this school year, policy, structure, and communication have improved, which has made BSA a great place to work.

Ms. Weeks reported on Board engagement opportunities including participation as judges for an art competition. Ms. Weeks also invited Board members to visit classes after the meeting had adjourned.

The meeting was adjourned at 10:53am.

Broome Street Academy Charter High School

A regular meeting of the Board of Trustees held in person and by videoconference

Date: Tuesday, December 20, 2022

Notice of the meeting was duly given to members of the Board and the public.

Trustees in attendance: Cathy Aquila, Lauren Blum, Stephanie Durden Barfield, Herb Elish, Jeffrey Katzin, John Quinn, Elaine Schott, Alexandra Wood, and David Zurndorfer

Also present: Sean Berry (CFO), Mahey Gheis (minutes), Kelsey Louie (CEO), and Sarah Weeks (Interim Head of School)

The meeting was called to order at 6:05pm, with a quorum.

Approval of Minutes of November 16, 2022 Board Meeting

The Board voted unanimously to approve the minutes of the November 16, 2022 Board Meeting.

Head of School Report

Ms. Weeks reported on highlights since the last Board meeting. At the end of the first quarter of the school year, each grade attended an awards ceremony held in the gym. For academics, awards were presented to students on the honor and high honor roll, as well as to 133 students who improved their overall GPA by five points or greater. Students were also recognized for demonstrating the school's PRIDE values, as well as athletic and artistic achievement.

Ms. Weeks reported that the November average daily attendance was 84%. To incentivize full day attendance as the winter break approaches, the school has scheduled special events before and after school.

Ms. Weeks reported that all students have been successfully retained since September, and two new students have enrolled this month.

Ms. Weeks shared that the school has welcomed two new teachers, Brenda Robertson and Natalie Black, to teach Chemistry/Integrated Science and STEM/SPED, respectively. The next Professional Development Day will be on January 3.

Ms. Weeks reported that there are four Great Oaks Fellows supporting 10th grade students in Social Studies and English Language Arts, and one additional fellow starting in January to

support math classes. The fellows have been positively received by students and faculty. There is at least one fellow who may be interested in a teaching position at BSA in the future.

Budget Revisions Necessitated by Enrollment Shortfall

Mr. Louie reported that due to low enrollment, there has been an approximately \$1 million drop in state funding. Mr. Louie and Ms. Weeks have been meeting frequently, along with the Finance Committee, to decide on how to adjust the budget. Through an intensive process where all options were explored, the deficit has been reduced from \$1 million to \$240,000.

Ms. Weeks noted that the budget changes were made to ensure this year provided as high a quality of education as possible, while also putting the school in a positive position for next year. By utilizing the full ESSER3 grant this year, rather than splitting it between this year and next, the deficit was reduced to \$600,000. Additional reductions to the deficit were found through not filling some teacher vacancies, reductions in personnel given the lower number of enrolled students, and cuts in other expenses.

Report on School's Finances

Mr. Louie reported that the finance team has been focusing on reducing the projected deficit. The leadership team will continue to monitor expenses, work on increasing enrollment, and pursue securing additional revenue.

Mr. Berry shared the financial report that detailed revenue, expenses, and the statement of financial position for the four months ending October 31, 2022. Future reports will be provided to the Full Board at the February, May, and June meetings.

Enrollment

Mr. Louie reported that increasing enrollment continues to be a top priority. He has discussed strategies to improve enrollment with Ms. Weeks, Mr. Zurndorfer, the Executive Committee, and with other schools. BSA will engage a consulting agency to help increase student enrollment, Underdog Strategies. They proposed two strategies: canvassing (knocking on doors and spreading information about the school in targeted neighborhoods) and a digital media campaign. Mr. Louie has spoken with the Admissions Director of one school who provided a positive reference for Underdog Strategies and will be speaking to another one this week. Mr. Louie believes that there is low risk involved, and the potential benefits are high, especially since the cost of Underdog Strategies can be absorbed by the current, revised budget.

Resolution to Approve Contract with Underdog Strategies

The Board voted unanimously to approve the contract with Underdog Strategies which was circulated in advance of the meeting.

Report on BSA Student Utilization of Door Services

Mr. Louie spoke on the importance and uniqueness of BSA's collaboration with The Door. Goals for collaboration this school year include BSA students: receiving physical health and mental health services at the Adolescent Health Center, taking part in arts programming, engaging with the Youth Council, utilizing Career and Education services in Soho and at the Bronx Youth Center, accessing College Pathways support, and enrolling as members of The Door. For students who are referred to Runaway Homeless Youth services, it is a goal to ensure they are placed in emergency housing services. He reported that he will update the Board on progress towards these goals in the next few months.

HOS Search Committee Report

Mr. Zurndorfer reported that of the many applicants, three firms were interviewed to lead the Head of School search. The search committee recommended contracting with Sandler Search Associates, which previously recruited both Kelsey Louie and Eric Weingartner as the CEO for BSA and The Door. Sandler Search is familiar with The Door, which will be helpful for the search for a BSA Head of School.

Resolution to Approve Contract with Sandler Search Associates

The Board voted unanimously to pay Sandler Search Associates \$54,000 to conduct the search for BSA's next HOS.

Appointment of Chairs of Standing Committees

Mr. Zurndorfer appointed Jeff Katzin as Chair of the Audit Committee and reappointed the Chairs of the other standing committees.

The meeting was adjourned at 7:00pm.

Broome Street Academy Charter High School

A regular meeting of the Board of Trustees held in person and by videoconference

Date: Tuesday, January 24, 2023

Notice of the meeting was duly given to members of the Board and the public.

Trustees in attendance: Cathy Aquila, Vanda Bellusic, Lauren Blum, Monica de la Torre, Stephanie Durden Barfield, Katie Jaxheimer Agarwal, Jeffrey Katzin, Noah Leff, Fernando Lorence, John Quinn, Elaine Schott, and David Zurndorfer

Also present: Kelsey Louie (CEO), Amanda Marmol (minutes), Sarah Weeks (Interim Head of School), Dafina Westbrooks (Senior Director of Diversity, Equity, and Inclusion)

The meeting was called to order at 6:05pm, with a quorum.

Approval of Minutes of December 20, 2022 Board Meeting

The Board voted unanimously to approve the minutes of the December 20, 2022 Board Meeting.

Head of School Report

Ms. Weeks reported on Attendance, Enrollment, Athletics, and Regents Exams at BSA.

Ms. Weeks reported that the average daily attendance in December was 80%, with the highest attendance, 86%, on December 1st and December 7th. The lowest attendance was on December 23rd, 48%, which was anticipated, as it was the last day of school before the winter break.

Ms. Weeks reported that the current enrollment at BSA is 258 students. At the start of the new semester, there might be 10-15 additional new students. Historically, a few students transfer out of BSA at the end of the first semester, but a net increase in student enrollment is anticipated.

Ms. Weeks reported on a successful first annual "I Have a Dream" Basketball Tournament at BSA. The boys Varsity and Junior Varsity teams each played alongside six NYC High School teams. The BSA community of students, teachers, and administrators came out to support and assisted with concessions and check-in. The event garnered positive feedback.

Ms. Weeks reported on the NYS Regents Exams. In June 2020, the Regents Exams were canceled due to the pandemic. In June 2021, Regents Exams were optional and no BSA students chose to take the exams. In June 2022, Regents Exams returned to pre-pandemic requirements. Previously, students who would have typically taken a Regents Exam for a course were

exempted from taking exams as long as they passed their classes. Ms. Weeks reported that BSA is encouraging students to work on earning a Regents Diploma with Advanced Distinction by taking additional Regents Exams and courses throughout their high school career.

Diversity, Equity, and Inclusion - Dafina Westbrooks

Ms. Westbrooks reported that BSA now has a more fully staffed Special Education team which allows for co-teaching in more courses. Educators at BSA also collaborate with the Great Oaks Teaching Fellows to increase one-on-one academic support, enrichment, and remediation.

Ms. Westbrooks also discussed the percentage of students at BSA with Individual Education Plans (IEPs). Out of 258 students, there are 67 students with IEPs, 26% of the student population.

Ms. Westbrooks further reported on the Special Education services being offered at BSA. These include integrated co-teaching classes in Math, Science, English, and Social Studies; Special Education Teacher Support Services; Speech & Language Therapy; and Counseling. In addition, Ms. Westbrooks discussed accommodations and modifications that BSA offers to students based on mandates in their IEPs. Examples of accommodations and modifications are extended time, classroom breaks, separate testing locations, questions and directions read aloud, and recorded answers.

Ms. Westbrooks concluded by discussing staff diversity. The majority of the English, Social Studies, and Math departments are teachers of color. Our Social Work team has added a male Latino counselor who is working well with male scholars.

Report on Efforts to Increase Student Enrollment

Mr. Louie reported on efforts to improve student enrollment, which includes:

1. Attending monthly Charter Center Recruitment Meetings, where different strategies are discussed.
2. Advertising of BSA through the upcoming Charter School Fair and ensuring BSA is on the Open House Calendar
3. Developing partnerships with middle schools that might serve as a pipeline to BSA, including CREO Prep School (Bronx), New Beginnings (Brooklyn), and Global NYC (Harlem)
4. Engaging consultants, Underdog Strategies, who will conduct canvassing activities in neighborhoods where potential BSA students may be and conduct digital advertising
5. Working with Invus, a private equity firm, to strengthen marketing efforts
6. Creating a roadmap and standard operating procedures to see where we might be able to strengthen our own internal recruitment and enrollment processes
7. Leveraging Door staff to make referrals to BSA
8. Coordinating outreach efforts between BSA and The Door

Head of School Search Committee

Ms. de la Torre reported that the Head of School Search Committee has been meeting with Sandler Search on developing a process to interview and select the next Head of School. The job description has been posted widely and the Committee will begin to interview candidates in March.

Mr. Louie reported that he has informed BSA staff of the search. He reminded the staff that Ms. Weeks was appointed as an interim Head of School for one year, and the Board is moving forward with the original plan to identify a permanent Head of School. He also assured staff that they will have some involvement in the search.

Investment Committee Report

Mr. Katzin reported that the investment portfolio was up 7% in the last quarter, which is in line with the benchmark for this portfolio. Since inception, BSA has lost a total of \$12,000.

The meeting was adjourned at 7:13 pm.

Broome Street Academy Charter High School

A regular meeting of the Board of Trustees held in person and by videoconference

Date: Tuesday, October 18, 2022

Notice of the meeting was duly given to members of the Board and the public.

Trustees in attendance: Monica De La Torre, Herb Elish, Katie Jaxheimer Agarwal, Noah Leff, Elaine Schott, Alexandra Wood, and David Zurndorfer

Also present: Kelsey Louie, Amanda Marmol (minutes), Meredith Soffrin, Sarah Weeks (Interim Head of School), and Joquin Pichardo.

The meeting was called to order at 6:05pm.

Enrollment Shortfall

Mr. Zurndorfer announced that student enrollment had fallen far short of expectations. Both the Executive and Finance Committees will be addressing the consequences of the shortfall in the coming weeks, and the Board will receive a detailed report at next month's Board meeting.

Head of School Report

Ms. Weeks reported that the culture and climate at BSA was off to a great start this school year. Returning teachers and staff have provided positive feedback including an improvement in student behavior. Students are actively seeking adult support with social-emotional and academic challenges. In addition, attendance percentage is higher than last year with many days around 85%.

Ms. Weeks reported on student life highlights at BSA. For Hispanic Heritage Month, BSA recognized members of their community along with daily announcements and curricular connections. 9th and 12th graders went on their community building trips on October 12th. The BSA athletics teams have been doing great: the flag football team is 3-1 this season, the Boys JV Basketball team won their first game 42-10, and the girls volleyball team won their last game. On Friday, October 21, 12th grade students will begin college trips visiting schools across the city and out of state.

Ms. Weeks reported on professional development for teachers throughout the academic school year. There are daily meetings at 8am for teachers to meet as an entire team (Mondays), Grade Teams (Tuesdays), Department Teams (Wednesdays), Advisory Teams (Thursdays), and co-planning teams (Fridays). In addition, there are Professional Development days scheduled in

October, November, January, March, and June. This will allow School leadership to have longer conversations in Grade and Department Meetings with teachers. On October 11th, BSA held a Professional Development Day for Staff where they discussed school-wide priorities including strengthening lesson planning/curriculum, increasing student engagement, and building stronger connections with parents/caregivers. All staff members completed self-evaluations in advance of the meeting with their supervisors to set goals for the year that they will work on.

Ms. Weeks reported on academic highlights. Students are currently being recruited for the College Level Examination Program (CLEP) through the Modern States Educational Alliance “Freshman Year for Free” program. Students are able to earn money by participating in the program and taking the exams; if they score well, they will be eligible for college credit. This program is available for students graduating from 2020 to 2026.

Ms. Weeks reported that 124 10th and 11th grade students took the PSAT exam on October 12th. The SAT will be held for 11th grade students in the spring. Additionally, all BSA students participated in the college and career fair on October 14th.

Ms. Weeks reported on the curriculum night BSA held earlier this month. Every teacher presented about their classes and shared their office hours where students can get extra help/assistance for their classes. The day after curriculum night, there was an increase in students attending office hours. BSA will be implementing a new monthly curricular newsletter highlighting what students have been working on in their classes along with ideas of ways caregivers can connect with teachers. Ms. Weeks reported on the upcoming Parent/Caregiver Conferences on November 17th and 18th.

Social Work Services

Ms. Soffrin reported on social work services at BSA noting the strong start this school year. The social work team is currently composed of the Senior Director, four BSA social workers, one social worker from the Door (2 days per week), 3 MSW interns, and a crisis social worker.

Social Work visits in September:

- General Ed: 50 Students - 99 Sessions
- Mandated Sessions: 32 Students - 57 Sessions
- AIDP: 1 student - 1 session
- Crisis Counseling: 8 Students - 14 Sessions
- **Total - 77 Unique Students - 171 Sessions**

Ms. Soffrin reported that the Social Work team at BSA and the psychiatry department at The Door have worked together to simplify the process for referrals for evaluations and other psychiatry services for BSA students.

School Wide Goals

Mr. Louie reported on the BSA 2022-2023 goals:

- I. Improve student retention and recruitment efforts-ensure that BSA reaches its enrollment targets for the coming school year (focus on 9th & 10th grade)
- II. Improve teacher retention and recruitment efforts
- III. Oversee how BSA plans to address the learning gap resulting from the pandemic and episodes of remote instruction during the last 2 years
- IV. Manage the finances for the year effectively, especially given the shortfall in recruitment
- V. Improve the services that BSA receives from TD
- VI. Meet or exceed budgeted fundraising goals
- VII. Improving access of BSA students to Door services so that utilization increases
- VIII. Continue to develop a more comprehensive plan that incorporates DEI work into pedagogy, culture and organizational systems focused on a foundation of respect
- IX. Working on developing a culture that leads to school-wide success
- X. Develop a strategic plan

Audit

Mr. Louie provided an update on the FY 22 audit. He reported that throughout the entire process, there have been delays on both sides. There have been several rounds of requests for testing samples and other questions and it appears as though the audit will be completed by the deadline. He noted that he was expecting at least one finding regarding segregation of duties. He also reported that he had been heavily involved in the audit process, providing weekly updates to the Audit Committee.

Mr. Zurndorfer noted that the Board previously authorized the Audit Committee to approve audits on behalf of the Board. The Audit Committee will be meeting on October 28th to review and hopefully approve the audit, and will report back to the Board at next month's meeting. David invited all interested Board members to attend the Committee's meeting.

Amended 990

Mr. Zurndorfer reported that, as required by the IRS, the amended 990 has been distributed to Board members for review.

Board Committees

Mr. Zurndorfer asked the Board to review the committee membership list (previously distributed) and to let him know of any changes. Committee membership will be formally approved at the November Board meeting.

Announcements

Mr. Zurndorfer reminded the Board that the November Board meeting had been rescheduled to Wednesday, November 16 at 9:30am at Broome Street Academy. This will give Board members the opportunity to visit one or more classes following the Board meeting.

Mr. Zurndorfer reported a Program Committee meeting will be held on Wednesday, October 26th at 5pm, and invited all interested Board members to attend.

Mr. Zurndorfer reported that Benjamin Felt, former BSA Board member, is now the President of The Door Board of Directors.

Gala

Mr. Louie announced that The Door and BSA Gala, honoring City MD, will be held on October 19, 2022. He expressed his gratitude for the Board's support, as \$930,000 was already raised in ticket and table sales.

The meeting was adjourned at 6:59pm.

Broome Street Academy Charter High School

A regular meeting of the Board of Trustees held in person and by videoconference

Date: Tuesday, February 21, 2023

Notice of the meeting was duly given to members of the Board and the public.

Trustees in attendance: Cathy Aquila, Lauren Blum, Katie Jaxheimer Agarwal, Fernando Lorence, John Quinn, Elaine Schott, and David Zurndorfer

Also present: Kelsey Louie, Amanda Marmol (minutes), Sarah Weeks (Interim Head of School), and Sean Berry (Finance)

The meeting was called to order at 6:10p.m.

Head of School Report

Ms. Weeks reported on attendance, enrollment, first semester credit accumulation and credit recovery, January Regents Exams, the second quarter award ceremony, and January graduates.

Ms. Weeks reported that the average daily attendance in January was 85.4%. The highest attendance, 89%, was on January 11, and the lowest attendance, 77%, was on January 30.

Ms. Weeks reported on enrollment. As of February 15, there are 263 students enrolled.

Ms. Weeks discussed the credit accumulation by cohort. Ms. Weeks reported that there are currently 43 students enrolled in credit recovery courses. These students receive support from four teachers during their club periods and office hours. Students must be in good academic standing with their current course load to take on the extra work of credit recovery.

Ms. Weeks reported on the January Regents. Out of the 143 students who were registered for the January Regents, 50 were absent and 18 passed their exams. The students registered for the January Regents were retaking or making up missed exams. Since they were not enrolled in the Regents classes this past semester, BSA offered Regents preparation courses during club periods. Because of the suspension of Regents during the pandemic, students have the additional challenge of reacclimating to taking State-wide tests.

Ms. Weeks reported on the second quarter Award Ceremony held for all grade levels. The ceremony recognized students who earned honors, high honors, overall academic improvement, and the newest award, High Regents Exam Achievement. The event also acknowledged Scholar Athletes, Scholar Artists, and scholars who exhibited PRIDE Leadership.

Ms. Weeks reported that two seniors completed the requirement for their Regents Diplomas and graduated in January 2023.

Charter Schools Institute Evaluation Visit

Mr. Zurndorfer reported that the Charter School Institute site visit was scheduled for Thursday, March 16. He reported that the site visit team will interview the Board on March 16 at 5:30pm. The March Board Meeting will take place immediately following the Charter School Institute Board interview.

CEO Report on Finances

Mr. Louie reviewed the revised School Year 23 budget that he, Sean Berry, and Sarah Weeks created in response to the lower-than-expected student enrollment. He reported that despite revenue projected at approximately \$1 million less than budgeted, adjustments to the budget were made to have a projected \$211,000 deficit at the end of the year. He reported that this revised budget was discussed with the Finance Committee, who authorized adjustments from the budgeted costs as needed to ensure that BSA's academic program was not negatively impacted. Sean Berry, CFO, walked the Board through the details of the revised budget.

Governor's Executive Budget

Mr. Zurndorfer reported on the Governor's Executive Budget issued on February 1, which includes a 3.34% increase in per pupil revenue for the upcoming academic school year. This increase is less than the increase last school year. In addition, the State is considering lifting the cap on the number of charter schools in New York City, which would allow new schools to open.

Report on Efforts to Increase Student Enrollment

Mr. Louie reported on efforts to improve student enrollment, which includes:

1. Attending monthly Charter Center Recruitment Meetings, where different strategies are discussed.
2. Developing partnerships with middle schools that might serve as a pipeline to BSA, including CREO Prep School (Bronx), New Beginnings (Brooklyn), and Global NYC (Harlem).
3. Engaging consultants, Underdog Strategies, who will conduct canvassing activities in neighborhoods where potential BSA students may be located, as well as conduct digital advertising. Digital ads have been posted, and BSA has received a number of leads already.
4. Working with Invus, a private equity firm, to strengthen marketing efforts.
5. Creating a roadmap and standard operating procedures to see where we might be able to strengthen our own internal recruitment and enrollment processes
6. Coordinating outreach efforts between BSA and The Door.

Barbara Clapp - Managing Director, Individual Giving

Ms. Clapp provided an update on individual fundraising and offered assistance to any Board member who might want to turn a special event, e.g., a birthday, into a fundraiser by creating personalized donation pages to Broome Street Academy.

HOS Search Committee

Mr. Louie reported on the status of the search.

The meeting was adjourned at 7:10 p.m.

Broome Street Academy Charter High School

A regular meeting of the Board of Trustees held in person and by videoconference

Date: Tuesday, August 16, 2022

Notice of the meeting was duly given to members of the Board and the public

Trustees in attendance: Katie Jaxheimer Agarwal, Cathy Aquila, Vanda Belusic-Vollor, Lauren Blum, Monica de la Torre, Herb Elish, Noah Leff, Fernando Lorence, John Quinn, Elaine Schott, Alexandra Wood, and David Zurndorfer

Also present: Mahey Gheis (minutes), Kelsey Louie, and Sarah Weeks

The meeting was called to order at 6:05pm, with a quorum.

Approval of Minutes of July 19, 2022 Board Meeting

The Board voted unanimously to approve the minutes of the July 19, 2022 Board Meeting.

Head of School Report

Ms. Weeks reported on Broome Street Academy updates for the upcoming school year (2022-2023). Highlights included:

- BSA leadership is working on hiring for the remaining teacher vacancies in preparation for the start of the school year.
- BSA has created two new positions--a crisis social worker and a high dosage tutoring supervisor.
- The current enrollment projections by grade/credit accumulation are as follows:
 - 9th grade: 110
 - 10th grade: 92
 - 11th grade: 61
 - 12th grade: 54
 - Total: 317
- Student programming is taking place on a cohort basis to optimize learning.
- BSA is expanding topics discussed in advisory services in addition to post-secondary education.
- BSA teachers and leadership will host daily office hours.
- High dosage tutoring will be implemented this fall.

Ms. Weeks also reported on the 2022 summer school program. There are 16 students on track to graduate by the end of summer school. Of those students, 11 have post-secondary plans. A graduation celebration is being held on Tuesday, August 29th at 4:00pm.

School Safety Plan

The Board voted unanimously to approve the School Safety Plan.

Motion to Approve Record Retention Policy

Mr. Louie discussed the need for a Record Retention Policy for BSA. The policy will provide guidance regarding the length of time records will be maintained to satisfy IRS regulations, grant requirements, audit requirements, and, if applicable, other legal needs as may be determined.

The Board voted unanimously to approve a Record Retention Policy providing that records will be maintained for the periods sufficient to satisfy IRS regulations, grant requirements, audit requirements, and, if applicable, other legal needs as may be determined. Documents will be retained for the specific time periods listed.

Audit Committee Report

Mr. Leff reported on this year's BSA Audit. Preparation for the School Year 22 audit is underway. Mr. Louie and Ms. Weeks have created a timeline with the auditors and the finance team to ensure timely filing of the audit.

Mr. Louie also reported on the benefits of utilizing BTQ Financial as firm to provide CFO and Controller services.

Report on October 19, 2022 Gala

Ms. Aquila reported on the upcoming Gala. The fundraising goal for the Gala is \$1.5 million and hopes to see 400 guests.

Mr. Zurndorfer reflected on Ms. Silberman's (former Head of School) passing. Information about services for Ms. Silberman will be available in the fall.

The meeting was adjourned at 6:42.

Broome Street Academy Charter High School

A regular meeting of the Board of Trustees held in person and by videoconference

Date: Tuesday, April 18, 2023

Notice of the meeting was duly given to members of the Board and the public.

Trustees in attendance: Cathy Aquila, Lauren Blum, Monica de la Torre, Katie Jaxheimer Agarwal (remote), Noah Leff (remote), Fernando Lorence, Elaine Schott, Alexandra Wood (remote), and David Zurndorfer

Also present: Sean Berry (Finance), Nikolas Brautigam (Director of Curriculum and Instruction) Kelsey Louie, Amanda Marmol (minutes), and Sarah Weeks (Interim Head of School)

The meeting was called to order at 6:05pm, with a quorum.

Approval of Minutes of March 16, 2023 Board Meeting

The Board voted unanimously to approve the minutes of the March 16, 2023 Board Meeting.

HOS Report

Ms. Weeks reported on attendance, enrollment, student recruitment, updates from the last month at BSA, and looking ahead.

The average daily attendance in March was 75%. The highest attendance, 85%, was on March 9 and the lowest attendance, 57%, was on March 24, which was a half day Friday. Ms. Weeks reported that six days in March had field trips, which correlated with lower attendance. The average attendance for each grade also varied:

- 9th grade - 79%
- 10th grade - 84%
- 11th grade - 84%
- 12th grade - 72%

The current enrollment at BSA is 264 students.

As of April 12, BSA had received a total of 392 applications for enrollment for the 2023/24 school year.

- 338 applications for 9th grade
- 31 applications for 10th grade
- 16 applications for 11th grade

- 7 applications for 12th grade

Upcoming events at BSA include:

- Award ceremonies recognizing student academic improvement, honors, high honors as well as Scholar Athletes, Scholar Artists, and scholars who exhibited PRIDE Leadership--April 24 and 28
- Poetry Slam with performances by staff and four students per grade level--April 27
- Graduation--June 26

Teacher Development and Evaluation

Mr. Brautigam, Director of Curriculum and Instruction, reported on teacher development and evaluations at BSA this academic year. There have been informal and formal feedback cycles rooted in classroom observations as well as targeted coaching based on data. Professional development and weekly supervision meetings are conducted with direct supervisors. Sustained learning and growth occur during the school year through professional learning communities, department meetings, and grade team meetings. BSA will reintroduce department chair roles.

Report on Student Utilization of Door Services

Mr. Louie reported on the BSA-Door collaboration goals for this academic year:

- 140 (53%) unduplicated BSA students engaged in at least one service at The Door.
- There has been good progress on goals related to healthcare and the arts.
- Career development activities will occur over the next several weeks and months.
- All Seniors have received post-secondary readiness programming, and approximately 80% of all other students have engaged in age-appropriate post-secondary readiness programming, including 1:1 college meetings and college visits.
- All students who required or requested mental health, legal, or food/nutrition services received support.

Finance Committee Report

Mr. Berry reviewed the financial report through March 31, 2023.

For the nine months ending March 31, 2023, BSA generated revenues of \$5.5M against expenses of \$5.8M for an operating deficit of (\$274k). Revenue in the revised budget is projected to be approximately \$7.64M for the 22-23 school year and are currently approximately \$22k higher than expected. State Funding is \$4.0M through March for per pupil regular and SPED, and for rental assistance. We additionally have estimates of \$772k in federal funding, primarily ESSER, and \$753k in private funding, primarily Arabella Foundation and Gala fundraising. Expenses in the revised budget are projected to be approximately \$7.85M for the 22-23 school year and are approximately \$70k lower than expected. Personnel costs, accounting for approximately 70% of BSA expenses, were \$4.05M through March with an approximate 1% savings year-to-date. Non-

personnel spending was approximately \$1.75M through March. Overall, there is an approximate 1% savings on expenses year-to-date against the revised budget.

Planning for the FY24 Budget is underway with drafts expected in May. Management will continue to monitor enrollment as a key revenue driver and develop a strategy regarding teacher compensation, as a key expense.

Future Board Meeting Dates

Mr. Zurndorfer announced the upcoming BSA Board Meeting Dates:

- July 18
- August 15
- September 19
- October 24
- November 28
- December 19

A motion to go into Executive Session (limited to Board members and the CEO) to discuss matters related to the appointment of a new Head of School was approved unanimously.

The meeting was adjourned at 7pm.

Broome Street Academy Charter High School

A regular meeting of the Board of Trustees held in person and by videoconference

Date: Tuesday, June 13, 2023

Notice of the meeting was duly given to members of the Board and the public.

Trustees in attendance: Cathy Aquila, Stephanie Durden Barfield, Lauren Blum, Herb Elish, Katie Jaxheimer Agarwal, Jeffrey Katzin, Noah Leff, Elaine Schott, Alexandra Wood, and David Zurndorfer

Also present: Sean Berry (Finance), Kelsey Louie, Amanda Marmol (minutes), Sarah Weeks (Interim Head of School)

The meeting was called to order at 6:05pm, with a quorum.

Approval of Minutes of April 18, 2023 Board Meeting

The Board voted unanimously to approve the minutes of the April 18, 2023 Board Meeting with one change to the attendance list, adding Stephanie Durden Barfield.

HOS Report

Ms. Weeks reported on attendance, enrollment, athletic updates, senior activities, graduation awards, and summer school.

The average daily attendance was 80% in April and 81% in May. The highest attendance in April, 87%, was on April 25. The highest attendance in May, 88%, was on May 3. The lowest attendance in April, 61%, was on April 5. The lowest attendance in May, 65%, was on May 26.

Ms. Weeks reported on the current active enrollment at BSA and student recruitment for the 2023/24 academic year. As of June 12, there were 249 enrolled students and there have been 540 applicants:

- 413 applicants for 9th grade
- 71 applicants for 10th grade
- 43 applicants for 11th grade
- 13 applicants for 12th grade

Ruth Caraballo, Admissions Counselor, is working on establishing a relationship with the families of the admitted students to convince them to register at BSA.

The Athletic Banquet will be held on June 21 in the Gym at 5:30pm. Ms. Weeks invited the Board to attend the event to recognize the BSA athletes for their participation in athletics and outstanding academic work this year.

On May 26, the senior class attended their senior trip to Dorney Park. The masquerade themed Senior Prom was held on June 7 at the NYC Fire Museum. On June 20, the senior class will be invited to BSA for lunch, graduation rehearsal, and yearbook signing.

Summer school will take place from July 31 to August 18. Regents are scheduled for August 16 and 17. Summer school will consist of credit recovery courses designed by current teachers based on individual students' performance during the year.

Graduation

Graduation will be held on June 26 at Hunter College's Kaye Playhouse. Approximately 45 students will walk in the graduation ceremony, the exact number will be dependent on final grades and Regents Exam performance for some seniors. The following awards will be given out at graduation: Valedictorian, Salutatorian, Board Award for Academic Achievement (2), Head of School Award, Warrior Award, Guerreros de la Vida Warrior, and the P.R.I.D.E. Awards. Mr. Louie reported that this year's graduation speaker will be Javier Munoz. Ms. Weeks stated that students who graduated in January 2023 and those who are expected to graduate in August 2023 will be permitted to participate.

Finance Report

Sean Berry provided the financials for the ten months ending April 30, 2023. BSA generated revenues of \$6.18M against expenses of \$6.37M for an operating deficit of (\$189k). Revenue in the revised budget is projected to be approximately \$7.64M for the 22-23 school year. Overall, there is an approximate -1% (36K) variance on revenue year-to-date against the revised budget. Expenses in the revised budget are projected to be approximately \$7.85M for the 22-23 school year. Overall, there is an approximate 2% (\$115K) savings on expenses year-to-date against the revised budget.

Proposed FY24 Budget

Sean Berry reviewed the process for developing the FY24 budget (copies provided to the Board in advance of the meeting). He reported the assumptions that were used to inform the budget:

- 310 Students
- 4% increase in per pupil revenue from the state
- Reduction in federal funding (ESSER) due to spend down in prior period
- Increases to staff compensation (teachers at 6%)
- Increases in staffing to meet needs of larger upper class and academic needs of all
- 3% increase in payments to The Door for services, rent, facilities, and maintenance

Revenue in the proposed budget is projected to be approximately \$8.55M for the 23-24 school year, representing a \$315k or 3.8% increase from the approved budget for 22-23. This includes \$7.43M in state funding (4% increase from 22-23 rates), \$335k in federal funding, and \$785k in private and other funding sources.

Expenses in the proposed budget are projected to be approximately \$8.55M for the 23-24 school year, representing a \$565k or 7.1% increase from the approved budget for 22-23. This includes \$6.02M in personnel costs and \$2.53M in other than personnel costs. Personnel costs are projected to increase \$608k or 11.2% year-over-year primarily due to an increase in the number of teachers; a 6% raise for teachers; a 3% raise for most other staff; and some individual adjustments to salaries.

Mr. Zurndorfer informed the Board that the Finance Committee had voted unanimously to recommend that the Board approve the proposed budget.

The Board voted unanimously to approve the FY24 budget as proposed.

Approval of Lease Extension

The Board voted to approve the lease extension for 2023-2024. Mr. Zurndorfer recused himself from voting.

Introduction and Onboarding of New Head of School

Mr. Louie reported that the new Head of School, Derek Jones, will start on July 3rd. Mr. Louie notified the BSA staff shortly after the Board's decision to hire Mr. Jones, and a public announcement will be made within the next few days.

BSA Website

Mr. Louie announced the soft launch of the new BSA website is expected on June 26.

Disclosure of Financial Interest Form

Mr. Zurndorfer requested that the Disclosure of Financial Interest Form be completed by Board Members as soon as possible.

Mr. Zurndorfer noted that this would be Noah Leff's last Board meeting and thanked Noah for his service. Noah joined the Board shortly after it was first created and has served as Treasurer and Chair of the Finance Committee for the past eleven years. He helped establish BSA and is one of the key people responsible for the success that BSA has experienced over the years.

The meeting was adjourned at 7:25pm.

Broome Street Academy Charter High School

A regular meeting of the Board of Trustees held in person and by videoconference

Date: Tuesday, May 16, 2023

Notice of the meeting was duly given to members of the Board and the public

Trustees Present: Cathy Aquila, Vanda Belusic-Vollor, Lauren Blum, Monica de la Torre, Stephanie Durden Barfield, Herb Elish, Katie Jaxheimer Agarwal, Jeffrey Katzin, Noah Leff, Fernando Lorence, John Quinn, Elaine Schott, Alex Wood, and David Zurndorfer

Also present: Kelsey Louie (CEO), Mahey Gheis (minutes), and Derek Jones (candidate for Head of School)

The meeting was called to order at 6:08pm.

David Zurndorfer proposed a motion to go into Executive Session, which passed unanimously.

The meeting was adjourned at 7:44pm

2023-2024

July '23						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August '23						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September '23						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October '23						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Teacher Days: 9
Student Days: 1

Teacher Days: 19 (28 total)
Student Days: 19 (20 total)

Teacher Days: 21 (49 total)
Student Days: 20 (40 total)

November '23						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December '23						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January '24						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February '24						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

Teacher Days: 19 (68 total)
Student Days: 18 (58 total)

Teacher Days: 16 (84 total)
Student Days: 16 (74 total)

Teacher Days: 21 (105 total)
Student Days: 20 (94 total)

Teacher Days: 16 (121 total)
Student Days: 16 (110 total)

March '24						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April '24						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May '24						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June '24						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Teacher Days: 20 (141 total)
Student Days: 20 (130 total)

Teacher Days: 13 (154 total)
Student Days: 13 (143 total)

Teacher Days: 22 (176 total)
Student Days: 22 (165 total)

Teacher Days: 19 (195 total)
Student Days: 16 (181 total)

First/Last Day of School
Recess/Holiday
Staff Development/No Students Attend
Regents Exams/No classes

Instructional Day: 8:15am - 3:40pm Mondays, Tuesdays, Thursdays, Fridays; 8:15am-1:00pm Wednesdays
Total Instructional Days: 181 (143 Regular, 38 Wednesday)
Total Instructional Hours: 1108



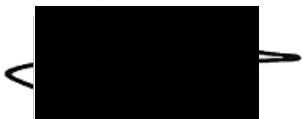
Certificate of Occupancy

CO Number:1083493-0000006

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified.No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued.*This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: MANHATTAN	Block Number: 477	Full Building Certificate Type:
	Address: 555 BROOME STREET	Lot Number(s): 7501	Temporary
	Building Identification	Additional Lot Number(s):	Date Issued: 05/09/2023
	Number(BIN): 1083493	Application Type: A1 - ALTERATION TYPE 1	
This building is subject to this Building Code: Prior to 1968			
This Certificate of Occupancy is associated with job# 122363502-01			
B.	Construction Classification: I-B: 3 HOUR PROTECTED		
	Building Occupancy Group classification: E - EDUCATIONAL		
	Multiple Dwelling Law Classification: Not Available		
	No.of stories: 6	Height in feet: 73	No.of dwelling units: Not Available
C.	Parking Spaces and Loading Berths:		
	Open Parking Spaces: 0 Enclosed Parking Spaces: 0 Total Loading Berths: Not available		
D.	This Certificate is issued with the following legal limitations:		
	Restrictive Declaration: None Zoning Exhibit: None BSA Calendar Number(s): None CPC Calendar Number(s): None		
Borough Comments:			

Borough Commissioner



Commissioner





Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Cellar	E	N/A	OG	6	NA	122363502	Temporary	08/07/2023
Description of Use: Schools INFIRMARY ACCESSORY TO SCHOOL						Exceptions:		
Cellar	U	N/A	OG	3	NA	122363502	Temporary	08/07/2023
Description of Use: Accessory Structure UTILITIES.						Exceptions:		
Cellar	B	N/A	OG	6	NA	122363502	Temporary	08/07/2023
Description of Use: Offices OFFICES,						Exceptions:		
Floor 1	B	47	100	6	N/A	122363502	Temporary	08/07/2023
Description of Use: Business and Service OFFICES,						Exceptions:		
Floor 1	E	N/A	200	9	NA	122363502	Temporary	08/07/2023
Description of Use: Schools ADULT TRADE SCHOOL						Exceptions:		
Floor 2	E	N/A	200	9	NA	122363502	Temporary	08/07/2023
Description of Use: Schools ADULT TRADE SCHOOL,VOCATIONAL ROOM						Exceptions:		



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Floor 2	E	N/A	200	9	NA	122363502	Temporary	08/07/2023
Description of Use: Schools CAFETERIA, FIXED SEATS						Exceptions:		
Floor 2	B	N/A	200	6	NA	122363502	Temporary	08/07/2023
Description of Use: Offices OFFICES						Exceptions:		
Floor 3	E	N/A	200	3	NA	122363502	Temporary	08/07/2023
Description of Use: Schools CLASS ROOMS						Exceptions:		
Floor 3	B	N/A	200	6	NA	122363502	Temporary	08/07/2023
Description of Use: Offices OFFICES AND MECHANICAL ROOM						Exceptions:		
Floor 4	E	N/A	NA	3	NA	122363502	Temporary	08/07/2023
Description of Use: Other MECHANICAL ROOM						Exceptions:		
Floor 4	E	N/A	200	3	NA	122363502	Temporary	08/07/2023
Description of Use: Schools CLASSROOMS AND RELATED OFFICES,						Exceptions:		



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Floor 5	E	N/A	200	3	NA	122363502	Temporary	08/07/2023
Description of Use: Schools CLASSROOMS,						Exceptions:		
Floor 5	B	N/A	200	6	NA	122363502	Temporary	08/07/2023
Description of Use: Offices ADMINISTRATIVE OFFICES						Exceptions:		
Floor 5	E	N/A	NA	3	NA	122363502	Temporary	08/07/2023
Description of Use: Other MECHANICAL ROOM						Exceptions:		
Floor 6	B	N/A	200	6	NA	122363502	Temporary	08/07/2023
Description of Use: Offices OFFICES						Exceptions:		
Roof	B	N/A	100	6	NA	122363502	Temporary	08/07/2023
Description of Use: Other MECHANICAL EQUIPMENT						Exceptions:		

CofO Comments:

Borough Commissioner



Commissioner

