

The background of the entire page is a solid blue color. Overlaid on this is a grid of lighter blue squares. The grid is not uniform; it is denser in the upper left and fades out towards the bottom right, creating a sense of depth and movement.

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
STOREFRONT ACADEMY CHARTER
SCHOOL*

Report Date: March 7, 2023

Review Date: November 29 – 30, 2022

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Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

STOREFRONT ACADEMY CHARTER SCHOOL

609 Jackson Avenue, Bronx, NY | Grades: K-5 | NYC Community School District 7

The State University of New York Trustees (“SUNY Trustees”) approved the original charter for Storefront Academy Charter School (“Storefront”) on June 4, 2014. The school doors opened in fall 2015, serving 100 students in Kindergarten and 1st grade. Storefront Academy Charter School (“Storefront Schools” or the “education corporation”) also has the authority to operate Storefront Academy Harlem Charter School (“Storefront Harlem”), which opened in fall 2019.



MISSION

The mission of Storefront Academy Charter Schools (“SACS”) is to provide children of varied academic strengths quality educational opportunities, preparing them academically, socially and emotionally to become critical thinkers, high-achieving students, and well-rounded individuals. Working in partnership with families and community members, SACS instills a powerful sense of self and gives its students the tools to own the future and create meaningful adult lives.

CURRENT CHARTER INFORMATION

Serves: Kindergarten – 5th

Chartered Enrollment:
300

Charter Expires on:
July 31, 2023

FUTURE CHARTER INFORMATION

Serves: Kindergarten – 5th

Chartered Enrollment:
350

Charter Expiration
July 31, 2028

KEY DESIGN ELEMENTS

Ensure all students have a strong academic skill set;



Meet the needs of all learners;



Provide opportunities for enrichment and exploration of the world;



Involve parents in their children’s education; and



Build the strength of character and self-confidence in each student.



CHARTER SCHOOL BACKGROUND



NOTEWORTHY

Storefront provides workshops for parents on different topics including academic areas, such as phonics, sight words, mathematics facts and fluency, testing procedures, as well as how to secure assistance to support with social and emotional hardships and mental health. Storefront's parent coordinator also hosts a series of virtual cafes during which parents share ideas and collaborate with one another on agreed on topics of their choice.

RESPONSE TO INTERRUPTED INSTRUCTION CAUSED BY COVID-19

In response to challenges from the pandemic, Storefront identified and implemented several strategies to improve students' practice of foundational skills in reading and mathematics and teachers' development. For the 2022-23 school year, network and charter leaders improved the charter's curriculum sequence and its alignment to the NWEA MAP ("MAP") and New York State assessments while also increasing small group time focused on addressing student learning gaps. The charter standardized lesson plan components and included Lavinia Group's teaching strategies to more effectively align lesson plans with guided reading, Insight Humanities, and Math Stories. Storefront also continued its use of digital learning platforms to personalize students' practice of reading and mathematics foundational skills and target learning gaps. Storefront establishes a data rich environment with concrete procedures and strategies to collect, review, and use student data. The charter provides more opportunities for instructional coaching and supports to teachers.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Full-Term Renewal. *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter School Committee approve the Application for Charter Renewal of Storefront Academy Charter School for a period of five years with authority to provide instruction to students in Kindergarten – 5th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 350 students. The Institute makes this recommendation as Storefront Academy Charter School meets the requirements for renewal set forth in the Policies for Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).¹*



To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the “Act”):

- 1: the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the charter in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving the charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.²

1. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

2. See New York Education Law § 2852(2).

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

During its charter term, Storefront is an academic success having come close to meeting its key Accountability Plan goals. The information below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

FINDINGS & INFORMATION

Is the charter an academic success?

Storefront is an academic success having come close to meeting its Accountability Plan goals. During the most recent years with credible state testing data, the charter performed higher than expected compared to demographically similar schools.

Storefront demonstrates academic success in the following ways:

- Storefront outperformed its district in mathematics each year of the charter term with credible, valid New York State testing data;
- In 2021-22, the charter posted proficiency rates that exceeded the district in ELA and mathematics; and,
- Over the charter term, the charter's science achievement exceeded the absolute target and the district performance each year.

Is the charter an effective, viable organization?

Storefront is a viable organization. Storefront's board brought on an interim executive director during the 2022-23 school year following the departure of its chief executive officer ("CEO"). The board is establishing structures and procedures to review and monitor the charter's academic program and financial standing.

Is the charter fiscally sound?

The education corporation continues to be fiscally strong. In analyzing evidence during the renewal review, the Institute finds the board strengthened its financial internal control. The education corporation presents a reasonable and appropriate fiscal plan for Storefront over the next charter term.

If the SUNY Trustees renew the charter, are the education corporation's plans for the charter reasonable, feasible, and achievable?

Storefront's plans for the charter are reasonable, feasible, and achievable. The charter is establishing systems and procedures to support teachers, meet students' academic needs, and monitor the effectiveness of the academic program. The interim executive director is working to provide support to leaders and oversight of strategic planning. Storefront leaders are developing procedures to meet and address students' learning gaps and to improve academic achievement. The board has the opportunity to improve its systems for tracking the charter's academic progress and fiscal health, and evaluating its performance in order to effectively monitor the charter's delivery of the academic program and its systems to support teachers and staff members.

EXECUTIVE SUMMARY

Storefront made considerable progress with the educational program since the last charter term, when the SUNY Trustees approved an initial short term renewal of three years. Despite personnel challenges during the current charter term with the departure of the CEO at the beginning of the 2022-23 school year and significant facility challenges, which had an impact on its educational program in the last charter term, Storefront performed higher than expected compared to demographically similar schools during most recent years with credible state testing data.

Based on the Institute's review of the charter's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the education corporation; a review of academic, organizational, governance, and financial documentation; and a renewal review of the charter's academic program, the Institute finds that the charter meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant Storefront Academy Charter School a Full-Term Subsequent Renewal of five years.





DP

DATA PRESENTATION

PAGES: 7-21

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

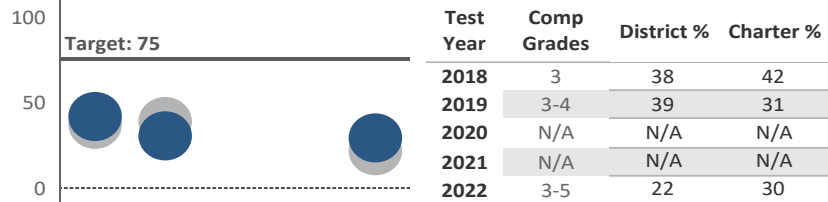
STUDENT
DEMOGRAPHICS

ACADEMIC PERFORMANCE

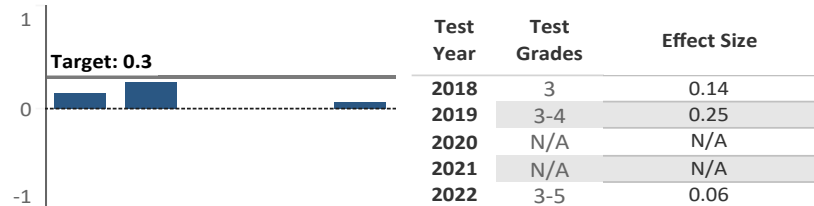
STOREFRONT ACADEMY CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

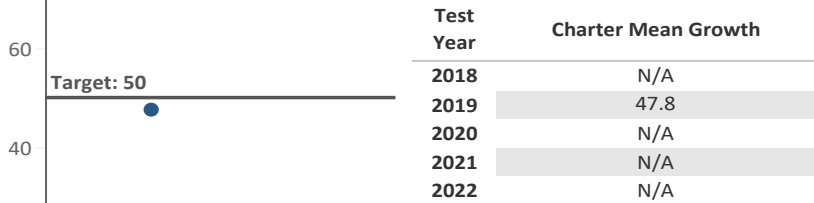
District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

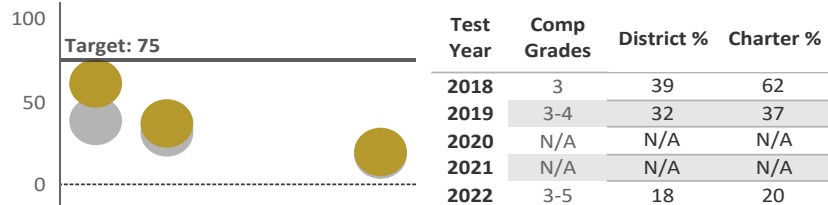


Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

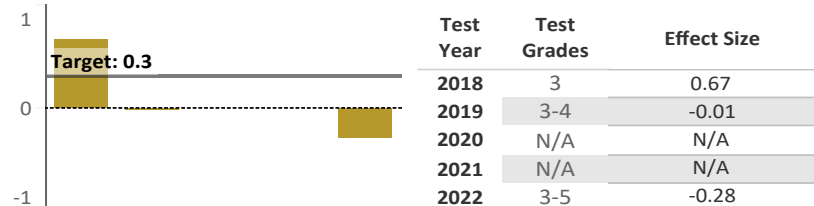


MATHEMATICS ACCOUNTABILITY PLAN GOAL

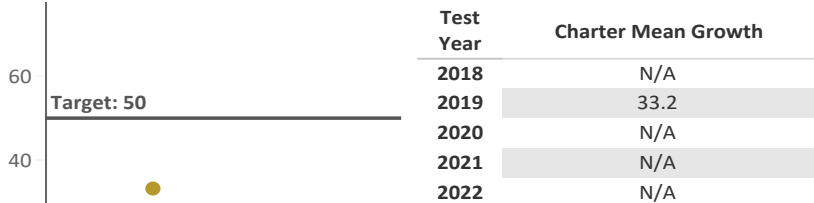
District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

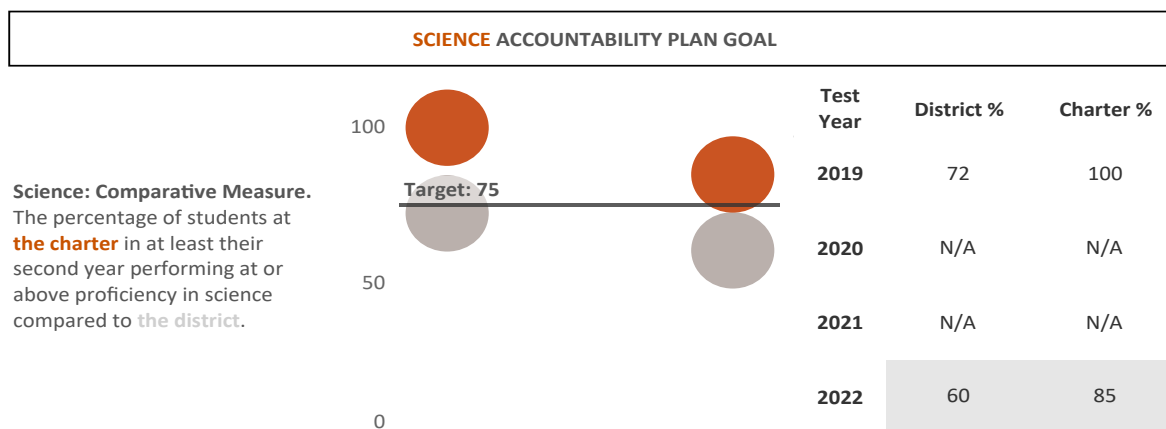


Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



ACADEMIC PERFORMANCE

STOREFRONT ACADEMY CHARTER SCHOOL



SPECIAL POPULATIONS PERFORMANCE*			
	2018	2019	2022
Students with Disabilities Enrollment	21	33	67
Tested on State Exam	6	11	29
Charter Percent Proficient on ELA Exam	16.7	27.3	6.9
District Percent Proficient	17.5	15.3	7.7
ELL Enrollment	25	36	71
Tested on NYSESLAT Exam	25	35	66
Charter Percent 'Commanding' or Making Progress	28.0	17.1	18.2

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

ACADEMIC PERFORMANCE



HAS THE CHARTER MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

Storefront came close to meeting its key academic Accountability Plan goals over its three year subsequent Accountability Period. Notably in 2021-22, 85% of the charter's students enrolled for at least two years scored at or above proficiency in science exceeding the district results by 25 percentage points. The charter also met its Every Student Succeeds Act ("ESSA") goal over the term.

After performing below the district in ELA in the final year of its prior Accountability Period, Storefront posted 2021-22 baseline results that surpassed the district by eight percentage points. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, the charter performed slightly higher than expected. In mathematics, Storefront continued to outperform the district as it had in the prior term. The charter posted a comparative effect size that fell under the target of 0.3. Instructional leaders recognize the need to grow student learning from these baseline scores in a future charter term.

Given the absence of reliable and credible performance data from the state's ELA and mathematics assessments for 3rd – 8th grade students in 2019-20 and 2020-21, the Institute worked with charters and testing experts to develop a set of performance measures for use with internal and nationally normed assessments. The Institute continues to analyze each charter's internal assessments to evaluate the charter's academic attainment in lieu of reliable state exam data in 2020-21 and to contextualize the baseline state exam data from 2021-22. During the 2020-21 and 2021-22 school years, the charter demonstrated academic success against key academic Accountability Plan goals using the nationally normed MAP assessment. From 2020-21 to 2021-22, the charter increased its median growth percentile in ELA from 38 to 45 coming close to the target. In mathematics, the charter increased its median growth from 23 to 34.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

Storefront has an assessment system in place that improves instructional effectiveness and student learning. The charter has improved its assessment practices by establishing a multi-tiered assessment system that includes annual administrations of the New York State English language arts (“ELA”), mathematics, and science assessments; the administration of MAP reading, language usage, and mathematics assessments three times annually to inform the instructional program and to measure student performance growth; the administration of Fountas & Pinnell (“F&P”) reading assessment system three times annually; summative assessments including end-of-unit and end-of-course exams in HMH Into Reading and Savvas enVision Math; teacher developed assessments; and, formative assessments, which include various checks for understanding. During the 2021-22 school year, Storefront implemented administration of the Lavinia Group’s reading and ELA content area assessments and administered Lavinia Group’s mathematics content area assessments during the 2022-23 school year.

Leaders work alongside teachers to ensure consistent assessment scoring practices. As a result of its partnership with the Lavinia Group, leaders have accountability measures to ensure that teachers administer assessments with fidelity and inform instructional practice. Storefront teachers are working to adjust classroom instruction by modifying learning tasks and instructional delivery and grouping students for targeted interventions in class. Leaders improved procedures for holding teachers accountable for supporting students in performing at grade level.

To support the charter’s data informed instructional practices, Storefront added two PD (“PD”) days to the school’s master PD calendar to provide teachers time to analyze student data, create action plans, and group students into ability groups. While the charter has established a commitment to data driven instruction, Storefront has the opportunity to align its organizational vision for data systems to more intentionally and effectively drive PD. Storefront recognizes the opportunity to centralize its data collection systems and is exploring digital platforms that will make data collection, management, and storage simpler for teachers and instructional staff.

CURRICULUM

Storefront has a strong curricular framework that provides a clear structure for instructional planning, aligns to state standards, and sets high expectations for student performance. The charter’s ELA curriculum incorporates Lavinia Group’s guided and close reading programs, and Wilson Foundations to support direct phonics instruction. Storefront uses Envision Math as the core mathematics curriculum, supplemented by the Lavinia Math Stories approach to Cognitively Guided Instruction (“CGI”). The charter partners with the Lavinia Group to provide training, curriculum coaching, and instructional support to teachers. The curricular resources, combined with the standardized lesson and instructional format implemented during the current school year,

ACADEMIC PERFORMANCE

ensure teachers know what to teach and when to teach it. The improved quality of the curricula and alignment across grade levels created a consistent educational program for students to progress through. The Institute observed teachers implementing named strategies from the Lavinia Group in most Kindergarten – 5th grade classrooms.

With three new curricular programs introduced in one year, teachers express high levels of satisfaction with the quality of resources and increased PD available to ensure teachers implement the instructional framework as intended. As part of its ongoing data review process, the charter is beginning to use student assessment results to evaluate the effectiveness of the curriculum and determine where students are struggling with content or learning strategies.

PEDAGOGY

Quality instruction is evident in some classrooms at Storefront. Based on the Institute’s review of lesson plans and classroom materials, teachers plan purposeful, focused lessons. Teachers generally deliver lessons aligned to the charter’s curriculum and lesson plans include student learning goals. In most lessons observed, teachers present students with a clear and purposeful objective for each lesson while building on students’ prior knowledge. Lesson plans and instruction include opportunities to challenge students with questions that develop higher order thinking skills. Institute team members observed teachers using effective questioning strategies to keep students engaged and to facilitate discussions and interactions between students. In some lessons, teachers led learning activities that demonstrated improvements in establishing a culture of academic success across the charter. Some teachers used multiple modalities during the introduction and reintroduction of concepts and skills. During small group activities, teachers scaffold content and leverage small group time to check for understanding and identify areas for reteach or additional guided practice. Teachers utilize rubrics to assess and support students in self-assessing learning. Generally, classrooms at Storefront are warm, inviting, and built on a culture of academic growth. Teachers utilize effective differentiation strategies during instruction. Storefront can continue to develop teachers’ skills in monitoring the effectiveness of strategies for small group instruction and learning stations to target students’ skills gaps.

INSTRUCTIONAL LEADERSHIP

Storefront establishes several elements of strong instructional leadership by reconfiguring internal staffing structures and leveraging external curriculum consultants to expand coaching capacity. Leadership develops an environment of high expectations for teacher performance, and leaders are frequently present in classrooms in order to observe lessons and provide feedback. As a result of these practices, most teachers feel supported in efforts to improve instruction and accelerate student achievement. Leaders provide consistent opportunities for general education teachers, special education teachers, interventionists, and ELL teachers to plan curriculum and instruction across grade levels and discuss specific classroom needs. Teachers have daily grade level common planning time in which lead teachers and rotating instructional leaders review the week’s plans and provide guidance on differentiation and implementation of the curriculum.

ACADEMIC PERFORMANCE

Instructional leaders, with the support of external coaches from the Lavinia Group, implement a consistent PD program that enhances the skills of Storefront’s teachers. Some PD is differentiated based on trends leaders identify, and teachers largely align on core competencies for foundational classroom practices, consistent with the vision for instruction that leaders establish. School leaders encourage teachers to seek out external training and workshops and provide the resources to do so. Teachers then return from outside PD sessions with knowledge and materials to share with the rest of the teaching team. PD interrelates with classroom practice. For example, coaches from the Lavinia Group model lessons on literacy strategies for teachers, and teachers then practice the content delivery for their grade level. The charter also holds regular PD sessions on data analysis, where teachers are supported in reviewing data from a recent assessment and planning a response catered to students’ identified needs.

Effective coaching practices at Storefront are emerging. Teachers receive ongoing, real-time feedback from leaders at the charter. Leaders use the Danielson Framework for evaluations. However, leaders have not yet codified the coaching and evaluation cycle. While observations and feedback occur regularly, there is no clear evidence of a defined system for capturing qualitative and quantitative evaluations of instructional effectiveness in order to track progress towards specific teacher growth goals. Staff members did not consistently share aligned student performance goals for student achievement. The charter is not yet using data to drive teacher development and plan proactively for necessary interventions. At the time of the visit, instructional leaders were balancing the responsibilities of developing teachers while also providing targeted instruction to students to fill staffing gaps. As such, coaches did not have the capacity to provide dedicated observation and feedback to teachers in a strategic manner. School leaders recognize this as an issue and are working to determine priority staffing decisions given declining enrollment at the charter.

AT RISK PROGRAM

Storefront implements clear procedures to identify students struggling academically, students with disabilities, and English language learners (“ELLs”). The charter consistently communicates the systems and processes with families in order to engage all stakeholders to meet the educational needs of students at risk of academic failure. The existing programs are robust and sufficient to meet the needs of all learners.

The charter considers several student data sources in order to identify students in need of strategic interventions. Storefront administers a universal Response To Intervention (“RTI”) screener survey for all students in order to identify students who would benefit from academic, social-emotional, or behavior supports. Each student also takes the MAP assessment, and those with growth scores within the first and thirty-third percentile range are automatically referred for tier 2 or tier 3 interventions. This process is overseen by the RTI coordinator and facilitated by three intervention teachers. The charter’s instructional team, student support team, and family stakeholders partner to review student work samples and benchmark data in order to develop a plan to address each student’s needs. All students receive tier 1 supports in the classroom in the form of differentiated instruction and coaching in order to access grade level content. Teachers also provide every student with small group guided reading instruction each week. Using MAP and F&P data as well as formative classroom assessments, teachers develop responsive skills plans for each student to practice on

ACADEMIC PERFORMANCE

the adaptive Edmentum Exact Path software platform during daily What I Need (“WIN”) blocks. Interventionists implement tier 2 and tier 3 supports through both push-in and pull-out instruction. Students with significant reading skill gaps also receive double doses of phonics intervention during small group instruction. Teachers monitor progress during RTI meetings and student work study meetings, and general education teachers coordinate with intervention providers to share lesson plans, data logs, and debrief notes weekly. Leadership supports these efforts with PD on the programs used to track student growth and with professional learning community sessions to develop differentiated teaching strategies.

Students who do not experience sufficient academic growth through the RTI program are referred to the Committee on Special Education (“CSE”) in consultation with their families. Families may also request a referral, which is overseen by the special education coordinator, and the charter identifies students with existing Individualized Education Programs (“IEPs”) through the Special Education Students Information System (“SEIS”). To support the charter’s 45 students with disabilities, Storefront employs paraprofessionals and licensed counselors, as well as special education teachers to provide differentiated supports. The charter could not maintain fully integrated co-teaching (“ICT”) classroom settings across all grades levels due to declines in enrollment, but it continued to provide all students with IEPs with the appropriate supports in classrooms. Teachers are aware of students’ progress toward meeting IEP goals and produce quarterly reports with several metrics of student performance. The special education coordinator provides training and PD for staff members in collaboration with the Collaborative for Inclusive Education, and teachers routinely receive support from special education staff members to scaffold, differentiate, and modify upcoming lessons to meet student needs.

Leaders strategically develop the charter’s ELL programming to meet the needs of a growing ELL population, as the charter effectively recruits and supports students and families that are new to the country and the English language. Families complete a Home Language Questionnaire (“HLQ”), followed up by an individual interview to ensure they understand the purpose, process, and practices of ELL services and support at Storefront. The charter then administers the New York State Identification Test for English Language Learners (“NYSITELL”). At the time of the visit, the charter enrolled 103 ELLs and provided ELL services to an additional 28 students who were identified via the screening process but had not yet received a status update in the New York City Department of Education (“NYCDOE”) system. Students receive direct phonics instruction during two intervention blocks daily, as well as push-in support from ELL teachers during classroom instruction. The ELL coordinator and providers meet weekly to assess student progress in the areas of reading, writing, speaking, and listening based on classroom observations, Foundations data, and growth in the Raz-Plus ELL curriculum. ELL service providers also collaborate with and provide trainings for classroom teachers and the special education team to ensure that all students have appropriate access to grade level academic content in the classroom setting.

ACADEMIC PERFORMANCE

ORGANIZATIONAL CAPACITY

Storefront is working to improve an organizational structure that effectively supports the delivery of the charter's educational program. Although Storefront's official organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities, issues with staff retention and performance blur distinctions between roles and responsibilities on the ground. At the time of the renewal visit, staff members attributed significant turnover earlier in the charter term to employee dissatisfaction with the working conditions under the previous CEO. More recent staffing changes are the direct result of budget constraints created by low enrollment as well as a new emphasis on holding staff members accountable for performance. In the 2022-23 school year, several key positions were filled on an interim basis by employees who also managed other responsibilities.

Storefront does not maintain adequate student enrollment. At the time of the renewal visit, the school enrolled only 77% of its budgeted enrollment for the year. This significant budget shortfall creates challenges in maintaining adequate staff members to meet students' needs as well as difficulties in recruiting additional students. While the charter has procedures to monitor its progress toward meeting enrollment and retention targets for students with disabilities, ELLs, and economically disadvantaged students, it was unclear at the time of the renewal visit how many of the 61 students who had left since the start of the school year were members of these special populations. The charter provided a breakdown after the visit of how many of the departing students were students with disabilities and ELLs. Leaders recognize the need to develop, establish, and maintain systems for closely monitoring progress toward meeting enrollment and retention targets for student subgroups and allocating resources as necessary to increase outreach to families who speak languages other than English in the community. Leaders also recognize the need to strengthen and build on current steps to improve the school culture as well as processes for structured and routine formal evaluations during this period of transition at Storefront.

BOARD OVERSIGHT & GOVERNANCE

While Storefront's board increased its capacity with three new members, the board does not act with urgency, nor does it work effectively to achieve the school's Accountability Plan goals. While the board has implemented a committee structure intended to gather more systematized data to inform oversight agendas, it does not require and review information of sufficient depth and breadth to provide board members with a comprehensive understanding of the state of the school's academic program and financial standing.

During the initial charter term, Storefront's board did not have in place structures and procedures with which to govern and ensure the charter's future as an academically successful, financially healthy, and legally compliant organization. During the current charter term, the board recognized a need to give more focused attention to oversight of operations and instruction during the charter term and has made progress in the monitoring of the charter's progress toward meeting Storefront's mission and goals.

ACADEMIC PERFORMANCE

Board members acknowledged how much information the board had not accessed during the former CEO's tenure when discussing her departure and have since strengthened its monitoring of information in the current charter term. Storefront's board posts a mixed record of establishing and tracking progress toward reaching clear priorities, objectives, and long-range goals. Facilities and fundraising are key areas of success in this regard, and the board recently implemented a 'give or get' requirement for trustees as part of its benchmarking.

The board does not evaluate its performance with metrics tied to the central aim of achieving the charter's Accountability Plan goals or the degree to which trustees exercise their duty of care and other fiduciary responsibilities.

COMPLIANCE REPORTING



HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

STOREFRONT ACADEMY CHARTER SCHOOL

Annual Report

The charter submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) on time and has posted all elements. The charter needs to post the most recent annual report to its website in accordance with the charter and the Act. The Institute will ensure compliance prior to the start of the next charter term.

Bylaws

The education corporation’s bylaws require revision regarding the removal of trustees and participation in meetings in compliance with the Open Meetings Law. The Institute will work with the education corporation to update the bylaws prior to the next charter term.

FOIL

At the time of the renewal submission, the education corporation did not have a complete Freedom of Information Law (FOIL) policy or subject matter list with link to the Committee on Open Government available on its website. The Institute will work with the education corporation to update the policy prior to the next charter term.

Code of Ethics/Conflict of Interest Policy

At the time of the renewal submission, the education corporation’s code of ethics and conflicts of interest policies were missing several required components. The Institute is working with the education corporation to ensure a more comprehensive policy is adopted.

Discipline

The charter’s discipline policy does not provide the due process steps for students suspended and/or expelled. In addition, the discipline policy does not provide for the alternative instruction to be provided suspended and/or expelled students.

Teacher Certification

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

At the time of the visit, the charter was within the Act’s allowable limit. Storefront’s seven uncertified teachers met the appropriate qualifications under the Act.

COMMUNITY SATISFACTION

To report on parent satisfaction with the charter's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY & COMMUNITY TIES	TRUST
83%	98%	98%	96%	98%

Parent Survey Data

The Institute compiled data from the education corporation's annual family survey from the 2021-22 school year for each school due for renewal. In 2021-22, 83% of families who received the survey responded. Of the families who responded, 98% expressed satisfaction with the charters.

Parent Focus Group

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 19 families in attendance expressed high levels of satisfaction with the school's communication and educational program. Families felt that the school made many efforts to communicate about their child's academic performance as well as general events and activities at the school. Families especially appreciated the virtual cafes hosted by the charter on topics relevant to families' needs. Families also find the school is caring and goes above and beyond with service activities.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The New York City Department of Education ("NYCDOE") held its required hearing on Storefront's renewal application on December 8, 2022 by videoconference. School leaders celebrated the charter's small student teacher ratio that allows the program to meet the needs of each student, including its ELL population, with differentiated instruction. Leaders explained how the charter's healthy and safe environment allows students to lead in culturally relevant, rigorous curriculum. The charter emphasized its welcoming classrooms with calming spaces where students may explore the school's core values of respect, responsibility, concern for others, honesty, and perseverance. Two staff members who are also parents explained how the staff collaborates very closely and how

COMMUNITY SATISFACTION

Storefront has nurtured their careers and the community. Another teacher described how the charter's whole child approach helps students become critical thinkers, decision makers, and active participants in society. One parent described a willingness to conduct a daily, necessary 30 minute commute to the charter to ensure her child receives the education she wants. Other parents explained the value of Storefront's supports and guidance for family members. No one spoke in opposition to the application.

Five parents submitted letters in support of the school citing the school's warmth, teachers' dedication, ENL programming, and academic progress of their students.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 83% of Storefront students returned from the previous year. Student persistence data from previous years of the charter term is available in the student demographics section of the report.

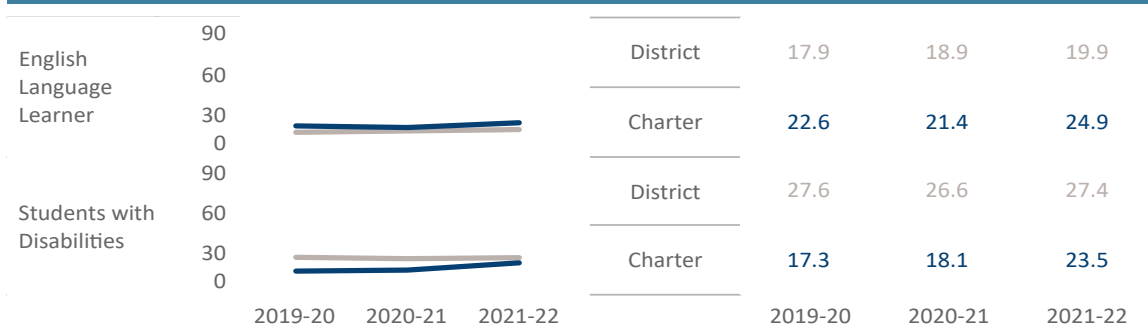
The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department ("NYSED") is available to the Institute to provide either district or statewide context.

STUDENT DEMOGRAPHICS

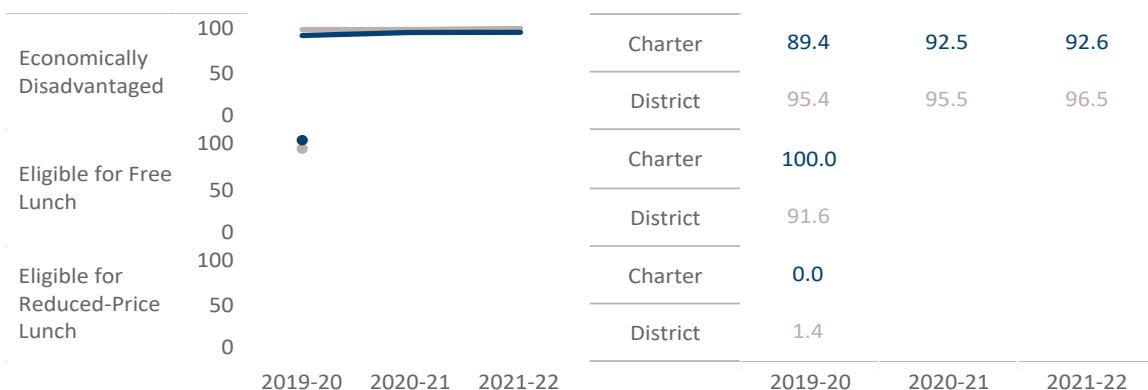
Storefront Academy Charter School

Bronx CSD 7

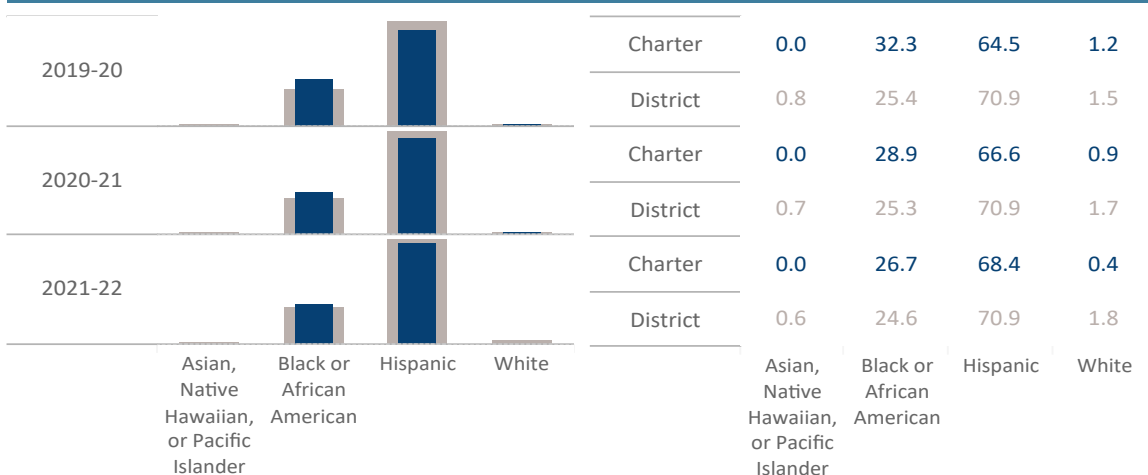
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

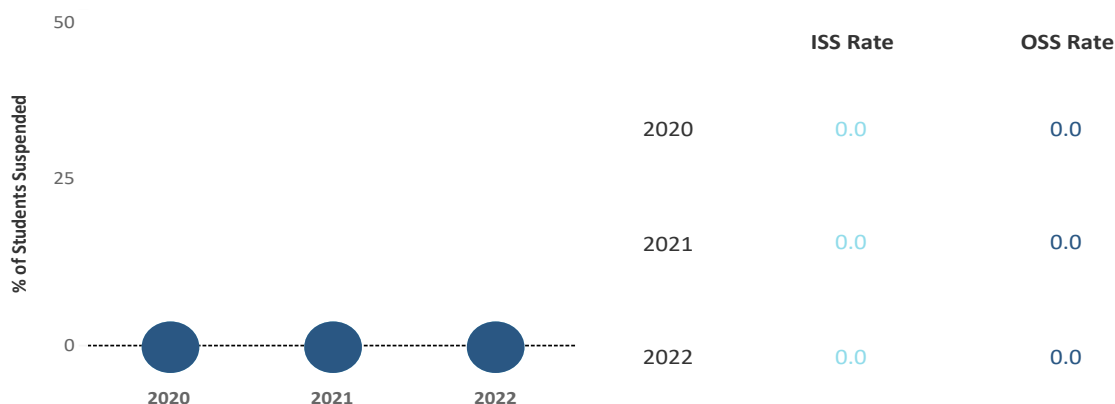


* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

STUDENT DEMOGRAPHICS

Storefront Academy Charter School

Bronx CSD 7



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

Expulsions: The number of students expelled from the charter each year

		2020	2021	2022
2019-20	88.5			
2020-21	91.9	0	0	0
2021-22	90.2			

Storefront Academy Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	95.1	92.1
	English language learners	21.3	24.2
	students with disabilities	22.2	23.1
retention	economically disadvantaged	89.7	94.3
	English language learners	90.7	97.1
	students with disabilities	90.9	83.7

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each charter's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Storefront meets enrollment targets for ELLs and students with disabilities and retention targets for economically disadvantaged students. The charter makes good faith efforts to meet its enrollment and retention targets. To meet these targets in a future charter term, the education corporation will use the following strategies:

- Establishing an enrollment team comprised of the family coordinator, registrars, principals, and parent volunteers;
- Holding school information sessions, open houses, and recruitment fairs annually;
- Distributing brochures, flyers, application forms, and vital school information to local homeless shelters, housing developments, day care centers, social service agencies, and other institutions serving low income families;
- Distributing informational materials that outline how the school supports ELLs and their families;
- Providing parental notices in multiple languages;
- Distributing recruitment materials that emphasize the special education and social emotional support services that the charter provides;
- Providing free access to uniforms, hygiene products and health supplies to those who need them;
- Waiving fees for extracurricular programs and field trips;
- Translating written materials into the appropriate language for families that speak languages other than English and hiring a translation service as needed; and,
- Employing a director of inclusion, special education teachers, consultants, and an on-site social worker to support special education program and the school community.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Storefront Schools is fiscally sound as is its school, Storefront, based on the Institute's analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Storefront and the education corporation have demonstrated fiscal soundness over the majority of the charter term.³ The fiscal dashboard for Storefront and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the education corporation because a charter school is not a legally distinct fiscal entity.

The education corporation implemented a plan for Storefront Schools' two charters to share the costs of administrative management employees and related expenses. The plan allocates 75% of the shared costs to Storefront and 25% to Storefront Harlem.

The education corporation maintains a small finance and operations team. Storefront Schools recently redistributed duties within this team to improve oversight and management of the education corporation assets at the board level.

DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.	+

3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.

FISCAL ANALYSIS

Actual expenses are equal to, or less than, actual revenue with no material exceptions.



Enrollment is monitored closely with marketing and recruitment strategies stepped up to improve the actual enrollments across the education corporation.

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures, and practices, and appropriate internal controls.	P
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual ("FPPM"), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis to ensure current operating systems are reflected.	JUNE 2021
As a best practice, the Institute recommends the education corporation review and update its FPPM annually to ensure strong internal controls and that the manual describes current operating systems. At the time of the renewal visit, the education corporation was making the appropriate edits for the board to review and approve at an upcoming meeting. The Institute worked with the education corporation leaders and board throughout the charter term to identify and strengthen financial controls and oversight. The most recent independent audited financial statements dated June 30, 2022 reported improved fiscal health and internal controls. The education corporation continues to work closely with the Institute to provide evidence of continued improvements.	

FISCAL ANALYSIS

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports are generally filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+

FISCAL ANALYSIS

The education corporation prepares and monitors cash flow projections.

+

If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.

+

If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.

N/A

The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.

+

The education corporation is in compliance with all loan covenants.

N/A

The education corporation reported continued operating surpluses and reflects fiscally strong with \$2 million in net assets and 1.2 months of cash on hand to pay liabilities due shortly as of the most recent June 30, 2022 annual independent audit. Storefront has funded and maintained the required \$150,000 in a dissolution account as per the two charter agreements.

FISCAL ANALYSIS

STOREFRONT ACADEMY CHARTER SCHOOL

NOTE: Effective 2019-20, the charter merged finances with the education corporation, "Storefront Academy Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other

NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2015-16

		2017-18	2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22
Cash and Cash Equivalents - GRAPH 1	40,909	482,899	-	-	-	-
Grants and Contracts Receivable	151,532	-	-	-	-	-
Accounts Receivable	-	24,055	-	-	-	-
Prepaid Expenses	13,981	23,057	-	-	-	-
Contributions and Other Receivables	-	36,762	-	-	-	-
Total Current Assets - GRAPH 1	206,422	566,773	-	-	-	-
Property, Building and Equipment, net	345,955	378,866	-	-	-	-
Other Assets	50,042	75,078	-	-	-	-
Total Assets - GRAPH 1	602,419	1,020,717	-	-	-	-

Accounts Payable and Accrued Expenses	295,401	119,903	-	-	-
Accrued Payroll and Benefits	143,173	212,921	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	249,848	-	-	-
Short Term Debt - Bonds, Notes Payable	131,170	-	-	-	-
Other	122,380	68,805	-	-	-
Total Current Liabilities - GRAPH 1	692,124	651,477	-	-	-
Deferred Rent/Lease Liability	49,420	284,035	-	-	-
All other L-T debt and notes payable, net current maturities	518,830	635,679	-	-	-
Total Liabilities - GRAPH 1	1,260,374	1,571,191	-	-	-

Without Donor Restrictions	(657,955)	(625,552)	-	-	-
With Donor Restrictions	-	75,078	-	-	-
Total Net Assets	(657,955)	(550,474)	-	-	-
Total Liabilities and Net Assets	602,419	1,020,717	-	-	-

Resident Student Enrollment	1,742,136	3,501,094	5,375,124	5,123,776	4,671,532
Students with Disabilities	165,574	260,711	422,756	506,401	699,350
Grants and Contracts					
State and local	57,872	104,714	69,084	-	-
Federal - Title and IDEA	108,242	222,140	231,795	389,795	330,292
Federal - Other	3,561	-	-	221,072	1,317,871
Other	-	-	-	833,667	49,443
NYC DoE Rental Assistance	416,347	511,195	756,894	777,302	801,194
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	2,493,732	4,599,854	6,855,653	7,852,013	7,869,682

Regular Education	2,051,704	2,894,365	3,837,695	4,255,999	4,533,897
SPED	581,801	601,610	883,557	1,277,834	1,304,874
Other	-	-	-	-	-
Total Program Services	2,633,505	3,495,975	4,721,252	5,533,833	5,838,771
Management and General	1,097,113	1,337,717	1,198,157	1,302,448	1,420,168
Fundraising	-	30,689	25,793	-	5,931
Total Expenses - GRAPHS 2, 3 & 4	3,730,618	4,864,381	5,945,202	6,836,281	7,264,870
Surplus / (Deficit) From School Operations	(1,236,886)	(264,527)	910,451	1,015,732	604,812

Contributions	366,502	185,956	131,295	85,593	65,098
Fundraising	-	142,075	133,174	240	5,164
Miscellaneous Income	736	43,977	41,787	21	13,668
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	367,238	372,008	306,256	85,854	83,930

Total Unrestricted Revenue	2,860,970	4,971,862	7,161,909	7,937,867	7,953,612
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	2,860,970	4,971,862	7,161,909	7,937,867	7,953,612

Change in Net Assets	(869,648)	107,481	1,216,707	1,101,586	688,742
Net Assets - Beginning of Year - GRAPH 2	211,693	(657,955)	(550,474)	666,233	1,767,819
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	(657,955)	(550,474)	666,233	1,767,819	2,456,561

FISCAL ANALYSIS

STOREFRONT ACADEMY CHARTER SCHOOL

NOTE: Effective 2019-20, the charter merged finances with the education corporation, "Storefront Academy Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

Total Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
668,993	806,528	994,612	1,372,532	1,427,184
1,033,977	1,602,621	2,449,708	2,741,720	2,694,514
218,691	257,355	276,183	315,251	317,605
-	-	-	-	-
1,921,661	2,666,504	3,720,503	4,429,503	4,439,303
407,389	530,985	616,355	772,886	813,777
-	-	-	-	-
-	-	-	-	-
568,819	735,224	811,749	813,523	932,789
7,853	20,836	16,200	22,341	19,876
444,292	255,475	113,683	149,747	245,840
6,358	21,735	24,998	26,029	42,415
96,088	63,259	18,810	63,920	207,848
84,576	91,954	110,466	139,828	196,981
193,582	478,409	512,438	418,504	366,043
3,730,618	4,864,381	5,945,202	6,836,281	7,264,872

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - **GRAPH 4**
Chartered Grades
Final Chartered Grades (includes any revisions)

2017-18	2018-19	2019-20	2020-21	2021-22
198	244	288	300	300
198	244	288	300	300
120	228	333	323	277
K-3	K-4	K-5	K-5	K-5
-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

14,527	15,307	16,150	16,123	16,844
3.4%	5.1%	5.2%	-0.2%	4.3%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

20,794	20,142	20,588	24,298	28,398
3,062	1,629	920	266	303
23,857	21,771	21,507	24,564	28,701

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other

21,960	15,308	14,178	17,124	21,069
9,148	5,992	3,676	4,030	5,146
31,108	21,300	17,853	21,155	26,216
70.6%	71.9%	79.4%	80.9%	80.4%
29.4%	28.1%	20.6%	19.1%	19.6%
-23.3%	2.2%	20.5%	16.1%	9.5%
22.8%	16.0%	11.8%	10.4%	11.9%

% of Revenue Exceeding Expenses - GRAPH 5

% of Revenue Expended on Facilities

Student to Faculty Ratio

6.7	7.6	7.9	7.0	6.6
-----	-----	-----	-----	-----

Faculty to Admin Ratio

2.3	2.5	3.9	2.6	2.6
-----	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

(1.0)	(0.4)	0.0	0.0	0.0
Fiscally Needs Monitoring	Fiscally Needs Monitoring	N/A	N/A	N/A

Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

(485,702)	(84,704)	0	0	0
-17.0%	-1.7%	0.0%	0.0%	0.0%
0.3	0.9	0.0	0.0	0.0
HIGH	HIGH	N/A	N/A	N/A
Poor	Poor	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

0.3	0.8	0.0	0.0	0.0
HIGH	HIGH	N/A	N/A	N/A
Poor	Poor	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

2.1	1.5	0.0	0.0	0.0
HIGH	HIGH	N/A	N/A	N/A
Poor	Poor	N/A	N/A	N/A

Months of Cash - GRAPH 8

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

0.1	1.2	0.0	0.0	0.0
HIGH	MEDIUM	N/A	N/A	N/A
Poor	Good	N/A	N/A	N/A

FISCAL ANALYSIS

STOREFRONT ACADEMY CHARTER SCHOOL (COMBINED)

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1	
Grants and Contracts Receivable	
Accounts Receivable	
Prepaid Expenses	
Contributions and Other Receivables	

Total Current Assets - GRAPH 1

Property, Building and Equipment, net	
Other Assets	

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	
Accrued Payroll and Benefits	
Deferred Revenue	
Current Maturities of Long-Term Debt	
Short Term Debt - Bonds, Notes Payable	
Other	

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability	
All other L-T debt and notes payable, net current maturities	

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions	
With Donor Restrictions	

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment	
Students with Disabilities	
Grants and Contracts	
State and local	
Federal - Title and IDEA	
Federal - Other	
Other	
NYC DoE Rental Assistance	
Food Service/Child Nutrition Program	

Total Operating Revenue

Expenses

Regular Education	
SPED	
Other	
Total Program Services	
Management and General	
Fundraising	

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions	
Fundraising	
Miscellaneous Income	
Net assets released from restriction	

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

		2017-18	2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22
	-	-	-	1,543,162	928,635	977,960
	-	-	-	-	758,406	617,941
	-	-	-	17,418	-	-
	-	-	-	96,714	55,247	60,594
	-	-	-	440,308	-	-
	-	-	-	2,097,602	1,742,288	1,656,495
	-	-	-	585,681	876,767	1,298,629
	-	-	-	75,109	125,130	150,156
	-	-	-	2,758,392	2,744,185	3,105,280
	-	-	-	159,965	76,497	61,448
	-	-	-	456,061	471,882	492,236
	-	-	-	17,122	106,443	70,000
	-	-	-	999,470	406,222	76,525
	-	-	-	-	-	-
	-	-	-	183,030	-	-
	-	-	-	1,815,648	1,061,044	700,209
	-	-	-	341,929	397,453	391,728
	-	-	-	602,574	-	-
	-	-	-	2,760,151	1,458,497	1,091,937
	-	-	-	(1,759)	1,285,688	2,013,343
	-	-	-	-	-	-
	-	-	-	(1,759)	1,285,688	2,013,343
	-	-	-	2,758,392	2,744,185	3,105,280
	-	-	-	6,031,218	6,125,482	5,873,638
	-	-	-	577,529	683,850	1,045,947
	-	-	-	76,901	-	33,446
	-	-	-	296,698	455,466	395,770
	-	-	-	200,000	725,331	2,055,306
	-	-	-	-	1,087,214	49,443
	-	-	-	955,539	1,075,001	1,151,194
	-	-	-	-	-	-
	-	-	-	8,137,885	10,152,344	10,604,744
	-	-	-	4,829,314	5,229,942	5,952,415
	-	-	-	1,229,857	1,757,355	2,007,111
	-	-	-	-	-	-
	-	-	-	6,059,171	6,987,297	7,959,526
	-	-	-	1,830,462	1,963,454	2,002,666
	-	-	-	25,793	-	8,040
	-	-	-	7,915,426	8,950,751	9,970,232
	-	-	-	222,459	1,201,593	634,512
	-	-	-	151,295	85,593	71,969
	-	-	-	133,174	240	7,505
	-	-	-	41,787	21	13,670
	-	-	-	-	-	-
	-	-	-	326,256	85,854	93,144
	-	-	-	8,464,141	10,238,198	10,697,888
	-	-	-	-	-	-
	-	-	-	8,464,141	10,238,198	10,697,888
	-	-	-	548,715	1,287,447	727,656
	-	-	-	(550,474)	(1,759)	1,285,688
	-	-	-	-	-	-
	-	-	-	(1,759)	1,285,688	2,013,344

FISCAL ANALYSIS

STOREFRONT ACADEMY CHARTER SCHOOL (COMBINED)

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other
Total Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	1,434,393	1,890,436	1,934,380
-	-	3,019,071	3,296,104	3,508,888
-	-	417,488	462,057	455,476
-	-	-	-	-
-	-	4,870,952	5,648,597	5,898,744
-	-	831,587	999,030	1,091,509
-	-	-	-	-
-	-	-	-	-
-	-	1,134,428	1,136,201	1,255,468
-	-	23,786	32,250	25,951
-	-	176,258	204,313	357,909
-	-	43,143	53,930	208,981
-	-	21,646	85,443	315,178
-	-	140,460	180,924	264,560
-	-	673,166	610,063	551,934
-	-	7,915,426	8,950,751	9,970,234

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - GRAPH 4
Chartered Grades
Final Chartered Grades (includes any revisions)

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	388	450	500
-	-	348	450	400
-	-	374	385	348
-	-	-	-	-
-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

-	-	-	-	-
0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

-	-	21,753	26,350	30,514
-	-	872	223	268
-	-	22,625	26,573	30,782

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other

-	-	16,197	18,135	22,903
-	-	4,962	5,096	5,786
-	-	21,159	23,232	28,688
0.0%	0.0%	76.5%	78.1%	79.8%
0.0%	0.0%	23.5%	21.9%	20.2%
0.0%	0.0%	6.9%	14.4%	7.3%
#DIV/0!	#DIV/0!	13.9%	11.2%	11.8%

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

Student to Faculty Ratio

-	-	7.2	7.0	6.3
---	---	-----	-----	-----

Faculty to Admin Ratio

-	-	3.3	2.2	2.5
---	---	-----	-----	-----

Financial Responsibility Composite Scores - **GRAPH 6**

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

0.0	0.0	0.6	2.3	2.3
N/A	N/A	Fiscally Needs Monitoring	Fiscally Strong	Fiscally Strong

Working Capital - **GRAPH 7**

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

0	0	281,954	681,244	956,286
0.0%	0.0%	3.3%	6.7%	8.9%
0.0	0.0	1.2	1.6	2.4
N/A	N/A	HIGH	MEDIUM	MEDIUM
N/A	N/A	Poor	Good	Good

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

0.0	0.0	1.1	1.6	2.3
N/A	N/A	MEDIUM	MEDIUM	MEDIUM
N/A	N/A	Good	Good	Good

Debt to Asset Ratio - **GRAPH 7**

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.0	0.0	1.0	0.5	0.4
N/A	N/A	HIGH	MEDIUM	LOW
N/A	N/A	Poor	Good	Excellent

Months of Cash - **GRAPH 8**

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

0.0	0.0	2.3	1.2	1.2
N/A	N/A	MEDIUM	MEDIUM	MEDIUM
N/A	N/A	Good	Good	Good

FUTURE PLANS

IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION'S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

Storefront plans to implement its new curricular programs and adjust its programming to serve more ELL students. The education corporation's plans for the next charter term for Storefront are reasonable, feasible, and achievable.

STOREFRONT ACADEMY CHARTER SCHOOL

Plans for the Charter's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. The charter is presently working to recommit to its mission and core values in order to meet or come close to meeting its key Accountability Plan goals in a future charter term. The charter will continue to strengthen its academic program and improve its support of teachers and instructional staff members.

Plans for Board Oversight & Governance. Board members expressed interest in continuing to work with and alongside the interim executive director on the charter's strategic vision to rebuild a culture of trust during its transitional period and to improve the board's monitoring and oversight of the charter's academic, fiscal, and legal performance.

Fiscal & Facility Plans. In order for the education corporation to strengthen overall, the enrollment at both charters needs to improve. The operations team prioritize marketing and student recruitment efforts. In addition, the board must continue its projected fundraising efforts. Based on evidence collected through the renewal review, including a review of the five year financial plan, Storefront presents a reasonable and appropriate fiscal plan for the next charter term that is feasible and achievable. In order for the education corporation to strengthen, both charters must increase enrollment. The charter's proposed chartered enrollment for the next term reduces in year one to of the charter term to 275 to adjust closer to recent actuals, which has been lower than previous years due to the pandemic. The charter is currently working on more enhanced recruitment efforts and plans to gradually increase its enrollment to 350 by the end of the next charter term, if renewed.

The charter is located in a private leased space and plans to remain in the same facility for the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	300	350
Grade Span	K-5	K-5
Teaching Staff	31	36
Days of Instruction	180	180

Storefront

Ax

APPENDICES

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STOREFRONT ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR	TRUSTEES
Richard Bayles	Jonathan Stearns
VICE CHAIR	Gretchen Pusch
Peter Low	Amanda Low
TREASURER	
Justin Tolliver	
SECRETARY	
Reby Gulcan	

CHARTER LEADERS

PRINCIPAL

Carol Lawrence-Singletary (2019-20 to Present)
Nicole Campbell Garcia, Ed.D (2016-17 to 2018-19)
Lissette Nieves (2015-16)

EXECUTIVE DIRECTOR

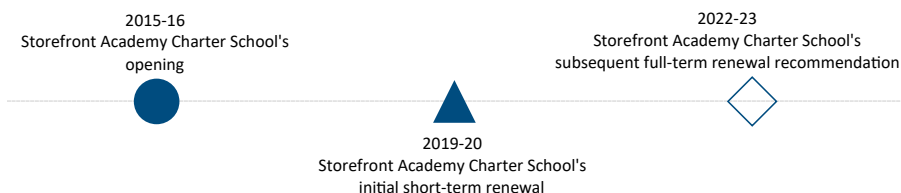
Alison Davis Curry, Interim Executive Director (October 2022 to Present)
Nicole Campbell Garcia, Ed.D (2019-20 to September 2022)
Elisa Istueta (2015-16 to 2016-17)

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	244	228	93%	K-4
2019-20	288	333	116%	K-5
2020-21	300	323	108%	K-5
2021-22	300	277	92%	K-5
2022-23	300	217	72%	K-5

APPENDIX A: CHARTER SCHOOL OVERVIEW

TIMELINE OF CHARTER RENEWAL



CHARTER SCHOOL VISIT HISTORY

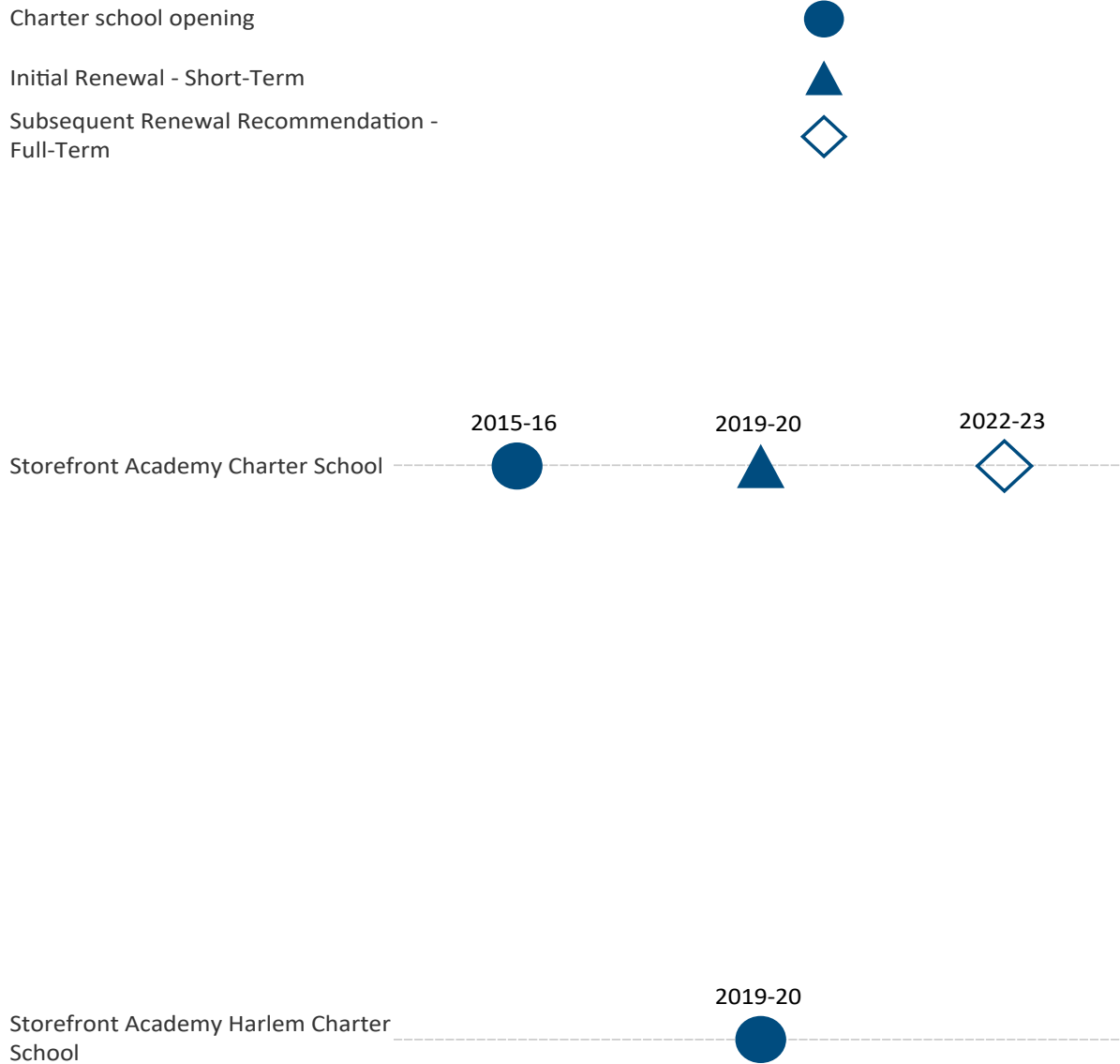
SCHOOL YEAR	VISIT TYPE	DATE
2015-16	First Year Visit	June 15, 2016
2017-18	Evaluation Visit	April 16-17, 2018
2019-20	Initial Renewal Visit	October 29-30, 2019
2022-23	Subsequent Renewal Visit	November 29-30, 2022

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
November 29-30, 2022	Vickie Masséus	School Evaluation Analyst
	Katy Clayton	School Evaluation Analyst
	Andrew Kile	Managing Director of School Evaluation
	Carrie Gee	General Counsel
	Natasha Howard	External Consultant



EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



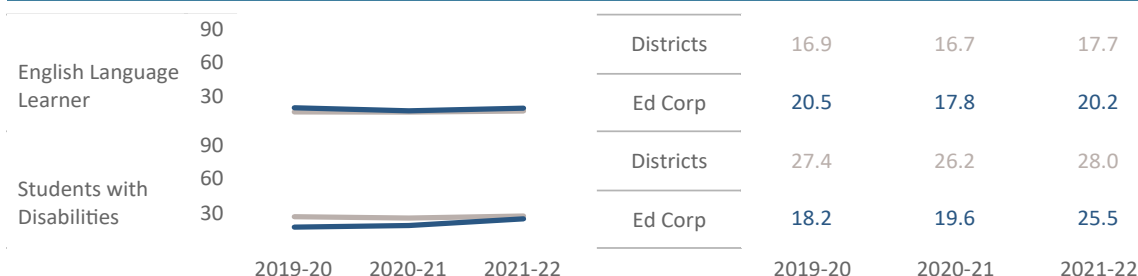


EDUCATION CORPORATION CHARTER CHARACTERISTICS

CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Storefront Academy Charter School	Bronx CSD 7	No	300	K-5
Storefront Academy Harlem Charter School	Manhattan CSD 5	No	125	K-4

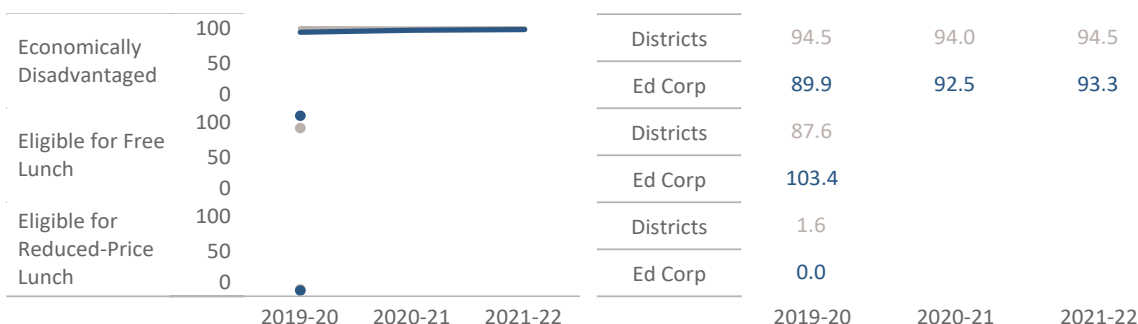
Storefront Academy Charter School Aggregate Education Corporation Enrollment and Persistence

Aggregate Education Corporation Demographics: Special Populations



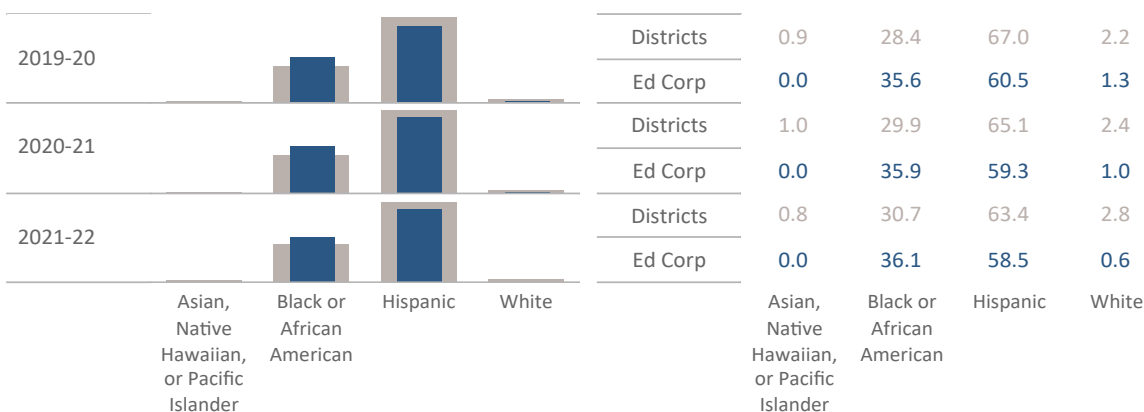
Districts	16.9	16.7	17.7
Ed Corp	20.5	17.8	20.2
Districts	27.4	26.2	28.0
Ed Corp	18.2	19.6	25.5

Aggregate Education Corporation Demographics: Free/Reduced Lunch



Districts	94.5	94.0	94.5
Ed Corp	89.9	92.5	93.3
Districts	87.6		
Ed Corp	103.4		
Districts	1.6		
Ed Corp	0.0		

Aggregate Education Corporation Demographics: Race/Ethnicity



Districts	0.9	28.4	67.0	2.2
Ed Corp	0.0	35.6	60.5	1.3
Districts	1.0	29.9	65.1	2.4
Ed Corp	0.0	35.9	59.3	1.0
Districts	0.8	30.7	63.4	2.8
Ed Corp	0.0	36.1	58.5	0.6

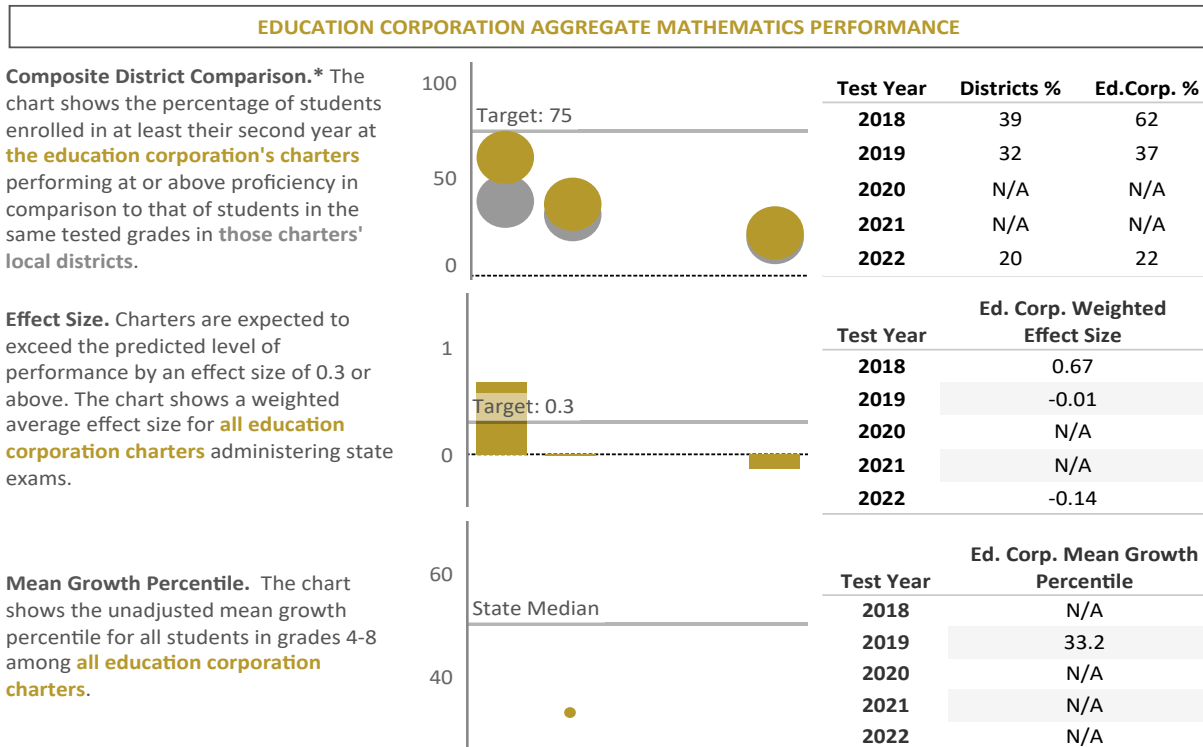
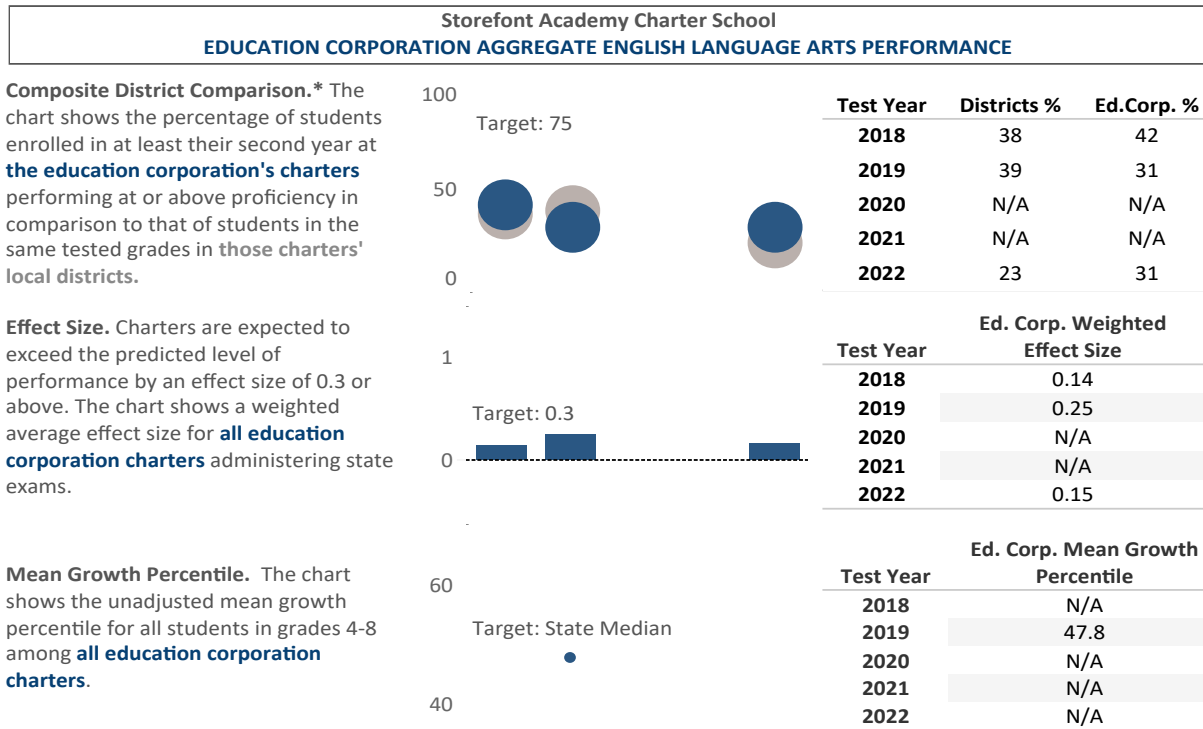
Aggregate Education Corporation Persistence in Enrollment

2019-20	2019-20	86.4
2020-21	2020-21	89.4
2021-22	2021-22	86.1

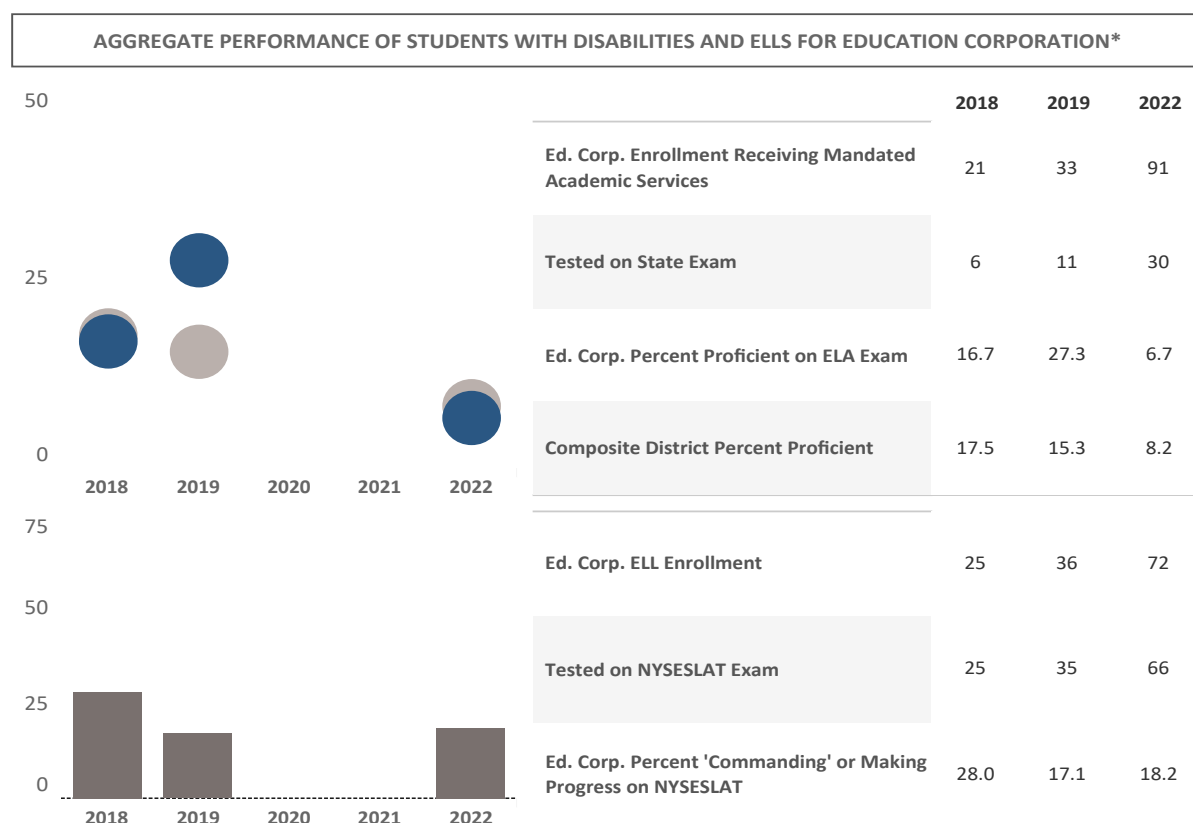
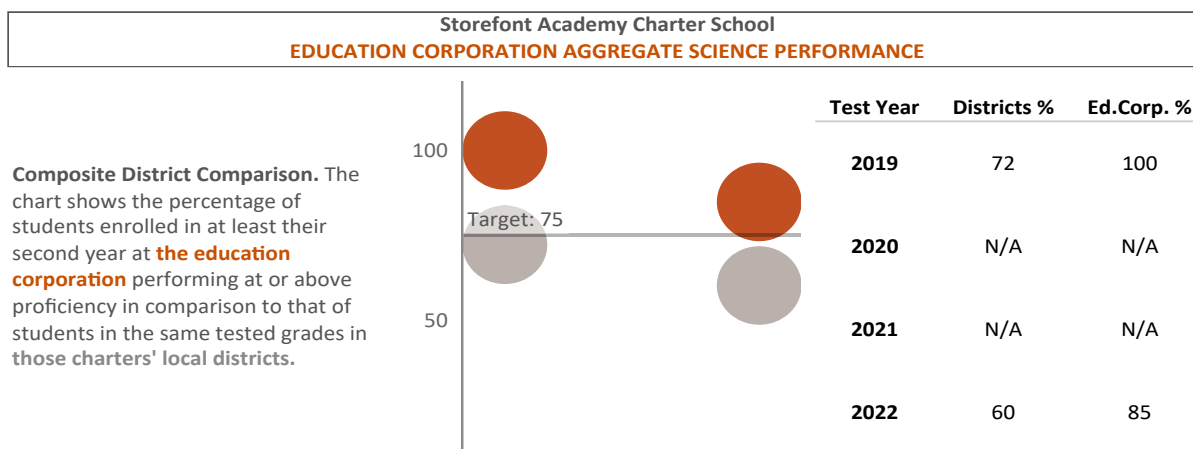
* Data reported in these charts reflect BEDS day enrollment counts as reported by NYSED except for the schools' 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

STOREFRONT SCHOOLS:

AGGREGATE ENGLISH LANGUAGE ARTS AND MATHEMATICS PERFORMANCE FOR ALL SCHOOLS

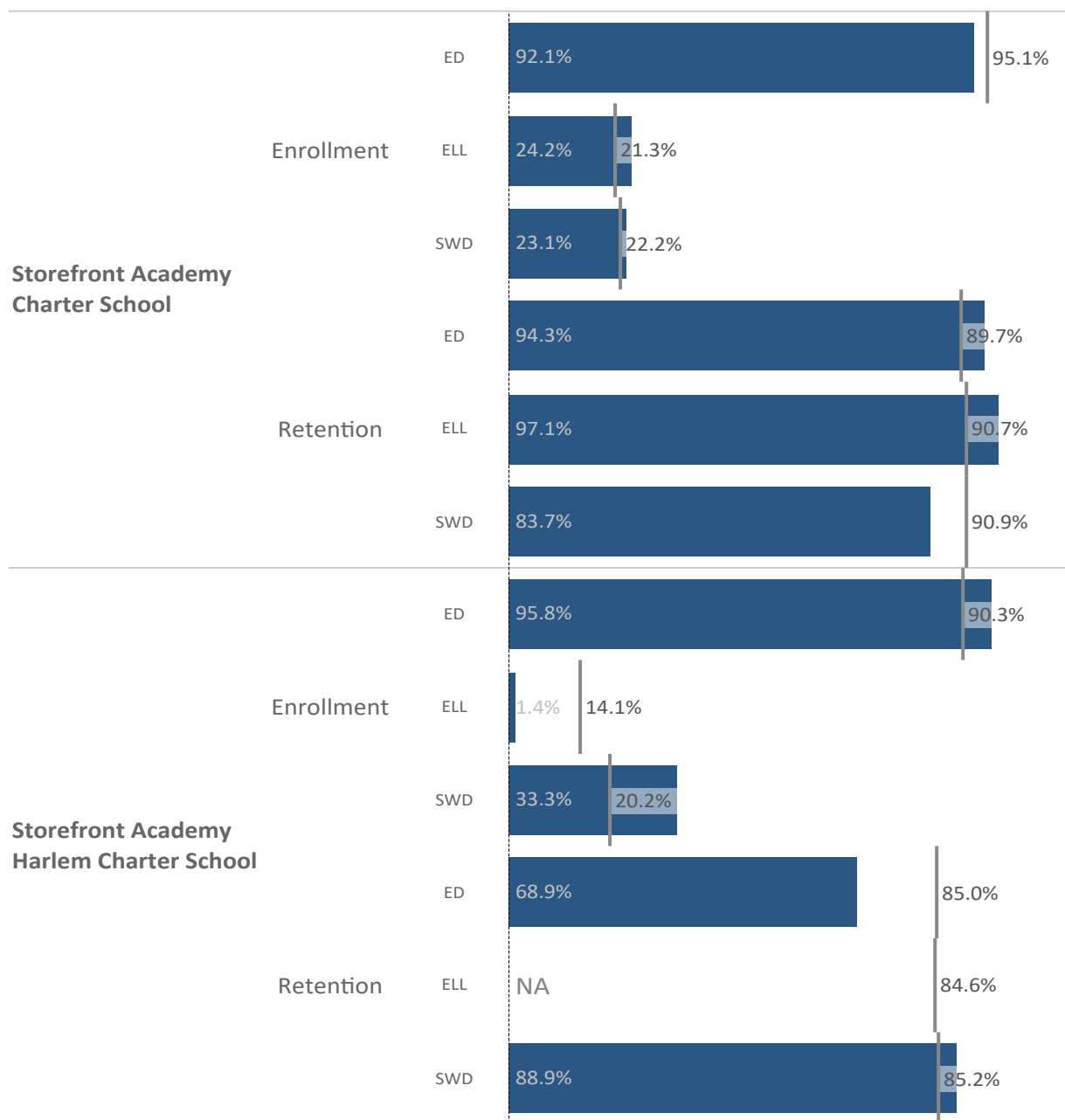


STOREFRONT SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS



*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.

Suspensions: The education corporation's out of school suspension rate and in school suspension rate.



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

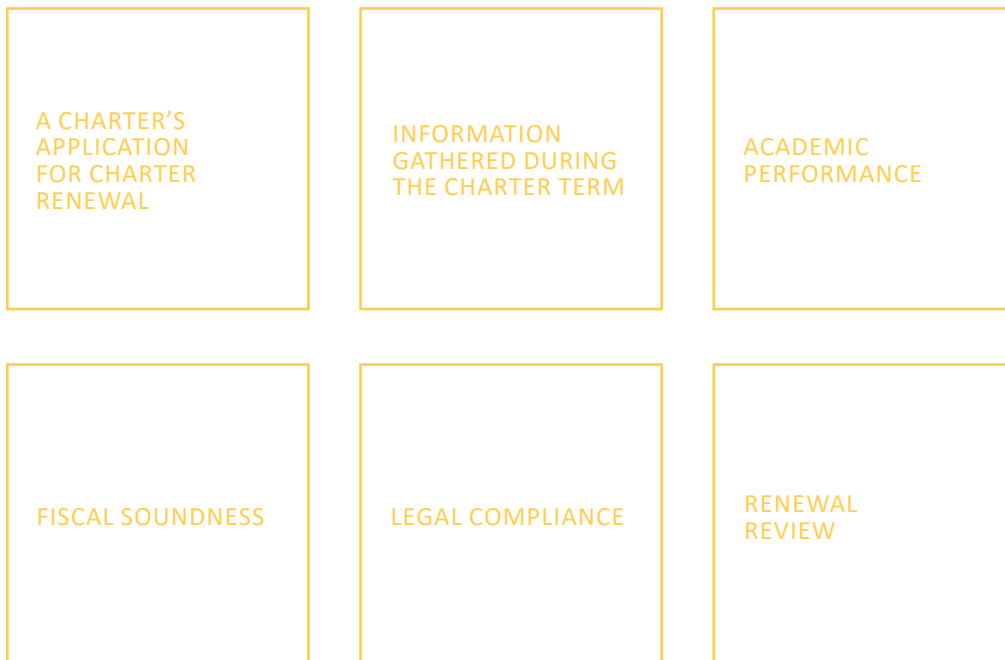
During the most recent school year, the education corporation expelled 0 students.

The sections below contain general information about the SUNY Trustees' and Institute's approach to renewal.

REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the "Institute") transmits to the State University of New York Board of Trustees (the "SUNY Trustees") its findings and recommendations regarding a charter school's Application for Charter Renewal, and more broadly, details the merits of a charter's case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the "SUNY Renewal Policies").¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



Most importantly, the Institute analyzes the charter's record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4, 2013 and available on the [Institute's website](#).

REPORT FORMAT

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful charter school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a charter has made an adequate case for renewal.

RENEWAL QUESTIONS



IS THE CHARTER AN ACADEMIC SUCCESS?

IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS THE CHARTER FISCALLY SOUND?

IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

This report contains appendices that provide additional statistical and organizationally related information including a statistical charter overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the charter. If applicable, the appendices also include additional information about the education corporation, its charters and student achievement of those charters.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute’s website](#).

2. Version 5.0, May 2012, are available on the [Institute’s website](#).



IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,³ the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE CHARTER DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE CHARTER GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3rd- 8th grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state's cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



Charter Schools Institute
The State University of New York