SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Global Community Charter School
Board Chair	James Zika
District of location	NYC CSD 5
Opening Date	Fall 2012
Charter Terms	x Initial Term: September 4, 2012 – June 30, 2017 x First Renewal Term: July 1, 2017 – June 30, 2019 x Second Renewal Term: July 1, 2019 – June 30, 2022

of-year, three-month-long Exhibition which culminates in a written artifact as well as a verbal presentation to their community. The individual student presentation then serves as a portfolio presenting their attainment of both academic and Social Emotional Learning Goals from previous years as well as the presenting year.

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at http://www.nysed.gov/charter-schools/law-regulations-memos) Benchmark 1 allows for the use of longitudinal data. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at http://www.nysed.gov/charter-schools/law-regulations-memos) Benchmark 1 allows for the use of longitudinal data.

Pursuant to the Board of Regents Renewal Policy (see http://www.nysed.gov/charter-schools/charter-school-renewal), a charter school may be granted a renewal term of five years, three years, or one year. The length of the renewal term is determined by the school's performance and compliance with the terms of its charter and applicable laws, rules, and regulations. Generally, a school that meets the standards of the Charter School Performance Framework will be granted a five-year renewal term, unless there are unique circumstances that support a shorter renewal term. A school that substantially meets the standards of the Framework may be granted a three-year renewal term. A school that does not meet the standards of the Framework will be granted a one-year renewal term, unless there are unique circumstances that support a shorter renewal term.

(a) have compiled a record of academic performance on the Framework which will likely result in the school's being awarded the additional time that short-term renewal permits,

(b) have compiled a record of academic performance on the Framework which will likely result in the school's being awarded the additional time that short-term renewal permits,

the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will wind down operations consistently with the Charter School Office's Closing Procedures.

tenure and order a closing survey then

end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement, for each school out (T)4 (8.8 0.9 [(C)-0.8 .-10.5 (p)1)6(1)-52 (u) -8.8 (c)P3 (r7)0.5 (A)1farteaciCo0rseJ 06.7m0.

New York State Education Department
2019 Charter School Performance Framework Rating

	2019 Performance Benchmark	Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic profic trends toward proficiency, similar schools, college and career readiness, and high school graduation, if app Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a R exam score of 65 or higher. Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since administration of the state 3-8 math and ELA Assessments in SY 2018-19. Therefore, this rating does not reflect the efficacy of t school's academic program in SY 2019-20 through the current academic year which is reflected in the Benchmark 2 and 3 ratin	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accour and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high of engagement, thinking and achievement.	Meets - o

Summary of Findings

- GCCS is in year 10 of operation and currently serves students in K – Grade 7. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.

- Summary of Areas of Growth and Strengths:
  GCCS has a comprehensive academic curriculum in place based on the IB program for primary years (K – Grade 5) and for middle years (Grades 6 – 8). The school engages in frequent data checks and updates curriculum and instruction based on students' needs. The school uses diagnostic assessments to inform intervention programs, and utilizes a range of formative and summative assessments, from daily exit tickets to a month's long Exhibition project. According to NYSED data, GCCS's student proficiency outcomes in ELA and math for the 2018 – 2019 school year were above those for its district of location, NYS CSD 25, and the NYS average for all students and all subgroup

- Summary of Areas in Need of Improvement
  Although the school has met its subgroup population enrollment targets for English language learners (ELLs) and economically disadvantaged (ED) students, it continues to enroll a smaller

Benchmark 2: Teaching and Learning
School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn

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

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

- GCCS utilizes the

consists of language and literature (ELA), math, science, individuals and societies (social studies), Spanish, visual and performing arts, digital and/or production design, health, and physical education. GCCS earned certification as an IB World School in August 2017 and, as such, uses the

understanding, whereas a couple of the classes did not utilize a diversity of checks for understanding techniques or did so without promoting an increase in accuracy for the observed student groups. The school leader present in the latter classes, were able to identify checks for understanding and engagement as an area they were providing proactive coaching to support. The school also regularly uses the application classroom, Dojo, which provides external incentives and feedback for students for whom that is helpful. During the focus group, many parents mentioned Class Dojo as a supportive tool. One parent participant for whom English is not her native language explained how the school uses this and other translating programs to communicate academic and other information.

x Indicator d: Ninety-three percent of teachers responding to the CSO survey agreed that the curriculum is systematically reviewed and revised. School leaders highlighted their continued commitment to being 90% proactive and 10% reactive. To support that balance, the grade-level teams look at the previous year's cohort and identify trends. From there, individual staff and teams determine a plan to ensure student success. According to the renewal application, GCCS' COVID recovery plan for the 2021-2022 school year emphasizes diagnosis, assessment, and reteaching and builds in time for SEL to diminish barriers to academic success. It also incorporates enrichment opportunities so that students can be ready for more advanced work.

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reading program. The board focus group described professional development given to teachers and administrators to meet IB standards, which are aligned with NYSLS. During the teacher focus group, one teacher noted that the PD they received on how to identify and serve students who may be McKinney-Vento eligible was “incredibly helpful” and that she was able to immediately apply what she had learned. According to the CSO s2.5 (wh)16.1 B s nw 7.337.9 (h)-0E(h)- Tc 0-C -0.7

Benchmark 3: Culture, Climate, and Student and Family Engagement
The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

Element	Indicators
1. Measures of Culture, Climate, and Student Engagement	a. The -0.003 Tc 0.003 Tw g /TT2 1 Tf 9.9 q 68.4 558.72 122.76 24.

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program at the middles school, and SEL lessons that are facilitated by the school counselors 13
learner profiles that are taught throughout the school also help by teaching students “to regulate themselves and avoid these situations.” The ten attributes of the learner profile are: inquirers,

students can use during play therapy. Students can also take a couple of minutes to meditate there before going back to class. The space also houses an SEL library that includes books associated with feeling words included in the RULER program and other related topics. Every classroom in the ES also includes a “mood meter” on which students can move their marker throughout the day as their feelings change. The advisory program at the MS, mentioned above, provides students with lessons in SEL and developing soft skills. During this time, students also have conversations about their learning. They review data on JumpRope and develop goals and strategies for academic improvement.

- Indicator b: The school uses a variety of data tools such as the intervention tracker and Apricot tracking software to (l u)0.5 (tiliz (e i)3.2 (e).9 (a d)2.2 (e)-5 a t.7 (r)-2.96 (s)-1Td [(t)-3 8ac)-1.9 (k)-tTD [(s)-1.1
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Benchmark 4: Financial Condition
The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Over the course of this charter term, the trajectory with regard to this benchmark has been consistent as its Meets rating on both the 2021 Mid-Term SVR and this Renewal SVR.

Summative Evidence for Benchmark 4:

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

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

Financial Condition

Global Community Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Global Community Charter School's 2020-2021 composite score is 3.00.

Composite Scores
2016-2017 to 2020-2021

Year	Composite Score
2016-2017	2.12
2017-2018	1.64
2018-2019	1.66
2019-2020	1.53
2020-2021	3.00

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

Finding: Meets

Over the course of this charter term, the trajectory with regard to this benchmark has been consistent its Meets rating on both the 2021 Mid-

Benchmark 6: Board Oversight and Governance
The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to pehig

provide the initial revisions and then bring the revised policies to the board for approval. When needed, the board reported that it seeks advice from outside counsel to ensure that the policies comply with state and federal laws.

- Indicator f:

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

Finding: Meets

Element	Indicators
1. School Leadership -	

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory with regard to this benchmark has been consistent. GCCS is rating on both its 2021 Mid-Term SVR and on this Renewal SVR. GCCS has a well-established leadership team that consistently reflects on the school's systems and structures and makes adjustments as needed to support strong staff performance and student outcomes. The school has an effective staff team structure that fosters communication, collaboration, and support among staff.

1. Element: School Leadership:
   - Indicator a: The school has an effective leadership team that [illegible]

Benchmark 8: Mission and Key Design Elements
The school is faithful to its mission and has

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

in the spring of 2021 regarding its low SWD enrollment when compared to NYCSD 5. The school developed a CAP, which was approved by NYSED in May 2021. The CAP includes several strategies the school will continue to employ to increase its enrollment of SWDs, including

- Targeted social media campaigns
- In-person outreach at local day care centers where the school will distribute printed materials specifically targeting families of SWDs
- Analysis of applicant data leading to targeted outreach to families of SWDs
- The addition of subgroup enrollment data to the board's dashboard, and
- An increased lottery weight for students whose application indicates they have an IEP.

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Benchmark 10: Legal Compliance
The school complies with applicable laws, regulations, and the

for completing the 2020-2021 Annual Report this year because school personnel were not always responsive. Additionally, the school submitted an incomplete renewal application, responding only those sections included in the 2015 NYSED Charter School Performance Framework. Despite CSO guidance via webinars and a posting on the CSO website, the school was unaware that it was now under the 2019 NYSED Charter School Performance Framework. Once the school was made aware of the error, school leaders submitted the additional narratives that had been omitted. GCCS has a history of submitting late fire inspection reports and, due to a reporting error, the 2020-2021 ELL enrollment for this charter school is under-represented. Some of the school's policies that were submitted with the renewuth-

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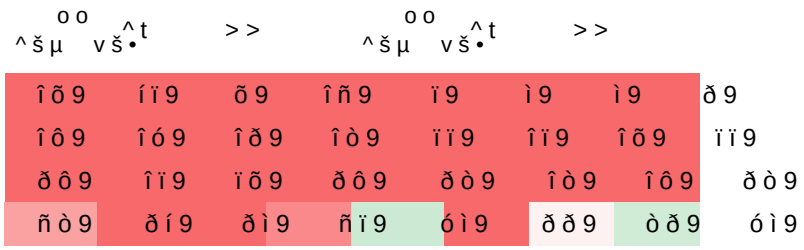

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v Zu Œl í r /v] š}Œ îW o u vš ŒÇlD] o ^ Z

](Œ vš] o š} Ez^	Ez ^ ñ	](Œ vš] o š} •Œ] š	Ez^	](Œ vš] o š} Ez^	^ Čš[ʌµnn{ o {o,	Ez ^ ñ	](Œ vš] o š} •Œ] š	Ez^	](Œ vš] o š} Ez^	^ Čš[ʌµnn{ o {o,	Ez ^ ñ	](Œ vš] o š} •Œ] š	Ez^	](Œ vš] o š} Ez^	^ Čš[ʌµnn{ o {o,

îìíñrîìíò íð9 îí9 6ǰí

îìîî Ez^ Z Œš Œ ^ Z}}o /v(}Œu š]}v

îìîî Ez^ Z Œš Œ ^ Z}}o /v(}Œu š]}v

îìîî Ez^ Z Œš Œ ^ Z}}o /v(}Œu š]}v

v Zu Œl í r /v] š}Œ îW o u vš ŒÇlD] o ^ Z

îX X]ÀX ^µ PŒ}µ‰ 'Œ r> À o WŒ}(]] v ÇW

		^					^					^				
		'o} o }uuµv]šÇ	Ez ^ ñ	]((Œ vš] o š}	Ez^	]((Œ vš] o š}	'o} o }uuµv]šÇ	Ez ^ ñ	]((Œ vš] o š}	Ez^	]((Œ vš] o š}	'o} o }uuµv]šÇ	Ez ^ ñ	]((Œ vš] o š}	Ez^	]((Œ vš] o š}
'Œ	îìíñrîì	ò ò9	ô9	rî	îí9	ríñ	ïô9	îì9	=íô	îô9	=íì	r	r	r	r	r
ï	îìíòrîì	ó îí9	ò9	=íñ	íõ9	=î	îí9	îí9	ì	îõ9	rô	r	r	r	r	r
	îìíórîì	ô ì9	îï9	rîï	ïï9	rïï	ïô9	îô9	=íì	ðì9	rî	r	r	r	r	r
	îìíôrîì	õ ññ9	îì9	=ïñ	ïï9	=îî	òð9	îô9	=ïò	ïõ9	=îñ	r	r	r	r	r
'Œ	îìíñrîì	ò õ9	õ9	ì	íó9	rô	ì9	ó9	ró	îï9	rîï	ïò9	òð9	rîô	óí9	rïñ
ð	îìíòrîì	ó ó9	ó9	rí	íñ9	rô	îõ9	õ9	=îì	îì9	=õ	ñó9	ñí9	=ò	òð9	ró
	îìíórîì	ô íì9	íï9	rï	ïì9	rîì	íì9	íï9	rï	ïî9	rîî	ôì9	ñó9	=îï	óñ9	=ñ
	îìíôrîì	õ íó9	îì9	rï	ïï9	ríò	ñì9	îï9	=îó	ïô9	=íî	ôï9	ñò9	=îó	óï9	=íì
'Œ	îìíòrîì	ó íï9	õ9	=ð	õ9	=ð	íí9	íð9	rï	íô9	ró	r	r	r	r	r
ñ	îìíórîì	ô ñì9	íï9	=ïó	îì9	=ïì	ïô9	íð9	=îð	îô9	=íì	r	r	r	r	r

Ž^ EKd ^ ~í•U ~î•U ~ï•U ~ò•U v ~ó• o}ÁX

Z Œš Œ ^ Z}}o

'>K > KDDhE/dz , Zd Z ^ ,KK>

ïX X]X v ïX X]]X ,]PZ ^ Z}}o Kµš }u • t PPŒ P š v ^µ PŒ}µ‰ d}š o }Z}C
E}š ‰‰o] o š} šZ]• Z Œš Œ • Z}}o

v Zu Œl í r /v] š}Œ ïW ,]P

îìîî Ez^ Z Œš Œ ^ Z}}o /v(}Œu š]}v

v Zu Œl í r /v] š}Œ ïW ,]P

ïX X]X v ïX X]]X 'Œ µ š]}v Kµš }u • t PPŒ P š v ^µ PŒ}µ‰ }Z}Œš 'Œ
E}š ‰‰o] o š} šZ]• Z Œš Œ • Z}}o

ïX X]]]X v ïX X]ÀX 'Œ µ š]}v Kµš }u • t PPŒ P š v ^µ PŒ}µ‰ }Z}Œš Kv
E}š ‰‰o] o š} šZ]• Z Œš Œ • Z}}o

}vš Œ š vŒ}ooou vš	Z ‰}Œš vŒ}ooou vš	W Œ vš }(}vš Œ š vŒ}ooou vš
ðòñ	ððì	õñ9
ðòñ	ðíð	ôõ9
ðòñ	ðîí	õí9
ðòñ	ðîï	õí9
ñîñ	ðòñ	ôõ9

,o} o }uuµv]šÇ ^	Ez ^ ñ	]((Œ vš] o š}]•šŒ] š	,o} o }uuµv]šÇ ^	Ez ^ ñ	]((Œ vš] o š}]•šŒ] š	,o} o }uuµv]šÇ ^	Ez ^ ñ	]((Œ vš] o š}]•šŒ] š
îïï9	îô9	rñ	íó9	íð9	=ï	òô9	õí9	rîï
îîï9	ïí9	rõ	íõ9	íñ9	=ð	õîï9	õí9	=í
îîï9	ïí9	rõ	íõ9	íð9	=ñ	ôõ9	õí9	rî
íô9	ïí9	ríï	îí9	íñ9	=ò	õì9	õí9	rí
íõ9	ïò9	ríó	ð9	íð9	ríì	õï9	õì9	=ï

íX X]X v íX X]]X ,]PZ ^ Z}}o W Œ•]•š v W
E}š ‰‰o] o š} šZ