New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2010 Char C.759 (710>BDC 0.-.5 (.759 (710>BDC h)-88DC l.1 (

instructional resources on the local history of structural racism and civil rights in Monroe County." YWCP was selected as a funded pilot site for PathStone's anti-racist curriculum project.

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Education Department (NYSED) Charter School Office (CSO). This information

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BENCHMARK ANALYSIS

Summary of Findings

- YWCPCS is in year ten of operation and serves students in Grades 7-12. During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.

- Summary of Areas of Growth and Strength: As repeatedly stated in the school's renewal application and evidenced through all prog0 Td ( )T0 Tc 0 T1 T0.004 T -0.004 Tc 0.004g 10.62 0 Td (m)-9

improvements. The school's overall enrollment falls within the CSO's 85 percent threshold but has not yet met its enrollment and retention targets for subgroups; staff continue to deploy time and resources to outreach strategies to enroll additional students with disabilities (SWDs) and English language learners (ELLs).

Benchmark 2: Teaching and Learning
School leaders have systems in place designed to cultivate shared accountability and high expectations

Element	Indicators
4. Supports for Diverse Learners	b. The school provides supports to meet the academic needs for all stu including, but not limited to: students with disabilities; English langua learners/multi-lingual learners; and economically disadvantaged students. c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teache regarding the needs of individual students.

Academic Program for Middle School/High School:

- x MS:
  - YWCP currently serves students in Grades 5th-8th through a single gender, college preparatory model.
  - The school reports an emphasis on developing students' critical literacy and math skills and offers extended instructional time (9 hours/day) throughout the school day at all grade levels to th c

use of Restorative Practice strategies, and individualized intervention plans as needed. At the classroom level, the CSO team observed teachers utilizing personal conferencing with students to check their understanding, providing vocabulary support, and modifying assignments to allow for several ways to demonstrate mastery. The majority of teacher responses to the survey CSO paraphrased examples of frequently used differentiation strategies focused on "choice, scaffolding, and feedback."

- Indicator d: The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups. Through a tiered instructional coaching model, which determines appropriate levels of support for teachers based on their number of years teaching and number of years at YWCP specifically, [illegible]

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

Finding: Meets

Element	Indicators
1. Measures of Culture, Climate, and Student Engagement	a. The school has processes and procedures in place to address c absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educat program. Given the increased autonomy to engage students, chroni absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other

Element

school constituents. The school's website in particular hosts an array of performance and accountability-related documents, such as the school's NYSED report card and parent dashboard.

- Indicator f: The school shares its New York State exam participation rate compared to the district of location. During remote focus group interviews with school leaders, participants referenced sharing participation rate data during board meetings, which are open to the public and detailed in meeting minutes for easy stakeholder access.

4. Element: Social-Emotional and Mental Health Supports
   - Indicator a: The school has systems, programs, and curriculum in place to support the social-emotional (SEL) and mental health needs of all students. YWCP's renewal application describes the school's advisory program, which is one of its key design elements, as "an important offering. It provides dedicated time during the day for social-emotional learning, college and career preparation, and wellness activities and exercises." The school has invested sufficient resources into the advisory program to maintain a low student: teacher ratio so that each advisor can "deeply engage with students to identify and address all the challenges that impact learning. Advisory as a class provides a strong frame-0.01 dorkxi poYll01 Tc 03ogram to64 (ai8-1.4 (o)l)-3 (w93.

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

Finding: Meets

Summative Evidence for Benchmark 4:

Over this charter term, the trajectory with regard to this benchmark has been consistent with its rating of "Meets."

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 statement l'6.6 (r-4.9 (h)10.1 e-0.7 (c(h)10-

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

Finding: Meets

Over this charter term, the trajectory with regard to this benchmark has been consistent in its Meets rating, as it remains strong in satisfying the required indicators.

Renewal is based on evidence that the following indicators are generally present:

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

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Young Women's College Preparatory Charter School of Rochester's 2021 and 2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could

1. Element: Board Oversight and Governance:
   - Indicator a: The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and provides these comprehensive protocols assess performance against established criteria to identify strengths, weaknesses, and areas for further

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 in place

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

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory with regard to this benchmark has been consistent in that it meets rating. School leadership and the board of trustees continue to strategically deploy resources to staff most classrooms with two teachers and employ full time instructional coaches to provide personalized

Benchmark 9: Enrollment, Recruitment, and Retention
The school is meeting or making annual progress toward meeting the enrollment plan outlined in its

- 9 The school has established a relationship with the Rochester Refugee Resettlement Services to help the school connect with families.

- YWCP strives to retain all students. The school is designed to provide individualized attention to its diverse student population in all B.A.S.E. (Behaviorally, Academically, Socially, Emotionally) areas YWCP has robust programmatic strategies in place to specifically students.
  - 9 This includes required Tier I, Tier II, or Tier III interventions for student/family.
  - 9 All YWCP students, including ELL students, benefit .2 (y)nttttuequir.nsrr7.6 (n)- (s)-4.3

- Indicator c: In YWCP's renewal application, leaders stated that YWCP is compliant with teacher certification requirements and that the school provides "encouragement and incentives" for uncertified teachers as they pursue finishing their advanced degree program requirements. During remote focus group interviews with the school's leadership team, participants referenced the school leader's longstanding reputation as a principal in both traditional public and charter schools in the Rochester area also help to recruit and hire experienced, fully certified teacher candidates.
- Indicator d: The YWCP board has appropriately sought Board of Regents and CSO approval for revisions in previous charter terms; the school has not proposed any significant revisions in its current charter term.
- Indicator e: The school maintains sufficient demand to meet the expectations detailed in the enrollment plan set forth in

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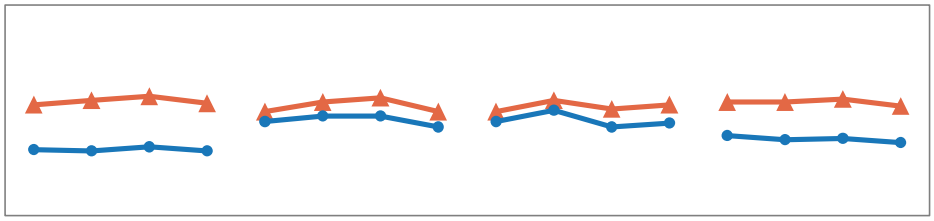

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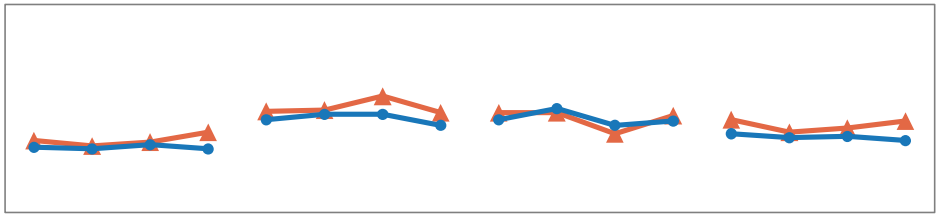

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ŒšZ ^] v	îìíõrîìîì	óñ	íìì9	õó9	=ï	r	r	r	r	íì	íìì9	õò9	=ð	òõ	íìì9	õò9	=ð
	îìîìrîìîí	òí	íìì9	õôð9	=î	ô	íìì9	õôð9	=î	íí	íìì9	õõ9	=í	ñð	íìì9	õôð9	=î
WZÇ•] o ' WZÇ	îìíõrîìîì	ðí	íìì9	íìì9	ì	r	r	r	r	r	r	r	r	ïï	íìì9	íìì9	ì
	îìíòrîìíó	íìò	íò9	ôíð9	òñ	íì	ïì9	ññ9	rîñ	ó	ì9	ñì9	rñì	õñ	íò9	óï9	rñó
	îìíórîìíô	õî	ðï9	ôíð9	ïô	ô	îñ9	ñò9	rïí	ô	ïô9	ñô9	rîì	ôï	ðî9	óï9	rïí
h^ ,]•š}ŒÇ v '}À Œvu vš	îìíõrîìíõ	íì	ðì9	óóð9	ïó	r	r	r	r	r	r	r	r	õ	ðð9	òó9	rîï
	îìíõrîìîì	ðò	õôð9	õó9	=í	íì	íìì9	õï9	=ó	r	r	r	r	ðì	íìì9	õñ9	=ñ
	îìîìrîìîí	ñð	íìì9	íìì9	ì	r	r	r	r	ô	íìì9	íìì9	ì	ñí	íìì9	íìì9	ì

Ž^ EKd ^ ~í•U ~î•U ~ð•U v ~ó• o}ÁX

îìîî Ez^ Z Œš Œ ^ Z}}o /v(}Œu š]}v

v Zu Œl í r /v] š}Œ ïW ,]P

Z Œš Œ ^ Z}}o

zKhE' tKD E–^ K>> ' WZ W Z dKZz , Zd Z ^ ,KK> K& ZK , ^d Z

ïX X]X v ïX X]]X Z ^ Z}}o Kµ }u • t PPŒ P v ^µ PŒ}µ‰ d}š o }Z}C

		Z Œš Œ d]š o	z}µvP t}u v–• WŒ ‰ Œ š}ŒÇ ^	Ez^	]((Œ vš] o š}	Z Œš Œ d]š o	z}µvP t}u v–• WŒ ‰ Œ š}ŒÇ ^	Ez^	]((Œ vš] o š}	Z Œš Œ d]š o	z}µvP t}u v–• WŒ ‰ Œ š}ŒÇ ^	Ez^	]((Œ vš] o š}	Z Œš Œ d]š o	z}µvP t}u v–• WŒ ‰ Œ š}ŒÇ ^	Ez^	]((Œ vš] o š}
>	îìíð }Z}	Œš	ñì	õî9	ôõ9	r	r	r	r	r	r	r	r	ðô	õî9	óô9	íð
	îìíñ }Z}	Œš	ðð	õô9	=õð9	r	r	r	r	r	r	r	r	ïï	õó9	óõ9	=íô
	îìío }Z}	Œš	òì	ôñ9	ôïô9	õ	ïï9	òò9	rïï	ó	ôò9	òõ9	=íó	ñï	ôñ9	ôð9	=í
	îìíó }Z}	Œš	ðõ	õð9	=ôñõ9	ò	íìì9	òõ9	=ïí	r	r	r	r	ðï	õï9	ôò9	=ó
'o} o ,]•š}ŒÇ	îìíð }Z}	Œš	ñì	òô9	óõõ9	r	r	r	r	r	r	r	r	ðô	òó9	òõ9	rî
	îìíñ }Z}	Œš	ðð	òí9	róõ9	r	r	r	r	r	r	r	r	ïï	ñô9	óì9	ríî
	îìío }Z}	Œš	òì	òî9	ôïð9	õ	îî9	òì9	rïô	ó	ñó9	òï9	rò	ñï	òî9	ôì9	ríô
	îìíó }Z}	Œš	ðõ	ôò9	rõó9	ò	òó9	òò9	=í	r	r	r	r	ðï	ôð9	ôð9	ì
D šZ	îìíð }Z}	Œš	ñì	õò9	=óïï9	r	r	r	r	r	r	r	r	ðô	õò9	óó9	=íõ
	îìíñ }Z}	Œš	ðð	õí9	=ôõ9	r	r	r	r	r	r	r	r	ïï	õí9	óô9	=íï
	îìío }Z}	Œš	òì	ôô9	õôô9	õ	òó9	òð9	=ï	ó	ðï9	óî9	rîõ	ñï	ôõ9	ôñ9	=ð
	îìíó }Z}	Œš	ðõ	õô9	=õôî9	ò	íìì9	òõ9	=ïí	r	r	r	r	ðï	õô9	ôó9	=íì
^] v	îìíð }Z}	Œš	ñì	ôô9	=ôñ9	r	r	r	r	r	r	r	r	ðô	ôô9	óò9	=íî
	îìíñ }Z}	Œš	ðð	ôò9	=ôïï9	r	r	r	r	r	r	r	r	ïï	ôî9	óò9	=ò
	îìío }Z}	Œš	òì	ôñ9	ôïó9	õ	ñò9	òð9	rô	ó	ôò9	òò9	=îì	ñï	ôï9	ôï9	ì
	îìíó }Z}	Œš	ðõ	õì9	õôì9	ò	ôï9	óì9	=íï	r	r	r	r	ðï	ôô9	ôó9	=í
h^ ,]•š}ŒÇ	îìíð }Z}	Œš	ñì	óò9	ôðð9	r	r	r	r	r	r	r	r	ðô	óó9	óî9	=ñ
	îìíñ }Z}	Œš	ðð	òò9	róïõ9	r	r	r	r	r	r	r	r	ïï	òí9	óí9	ríì
	îìío }Z}	Œš	òì	òî9	ôïð9	õ	óô9	òí9	=íó	ó	ðï9	òí9	ríô	ñï	òì9	óõ9	ríõ
	îìíó }Z}	Œš	ðõ	õì9	=ôñ9	ò	íìì9	òò9	=ïð	r	r	r	r	ðï	ôô9	ôí9	=ó

Ž^ EKd ^ ~í•U ~î•U ~ð•U v ~ó• o}ÁX

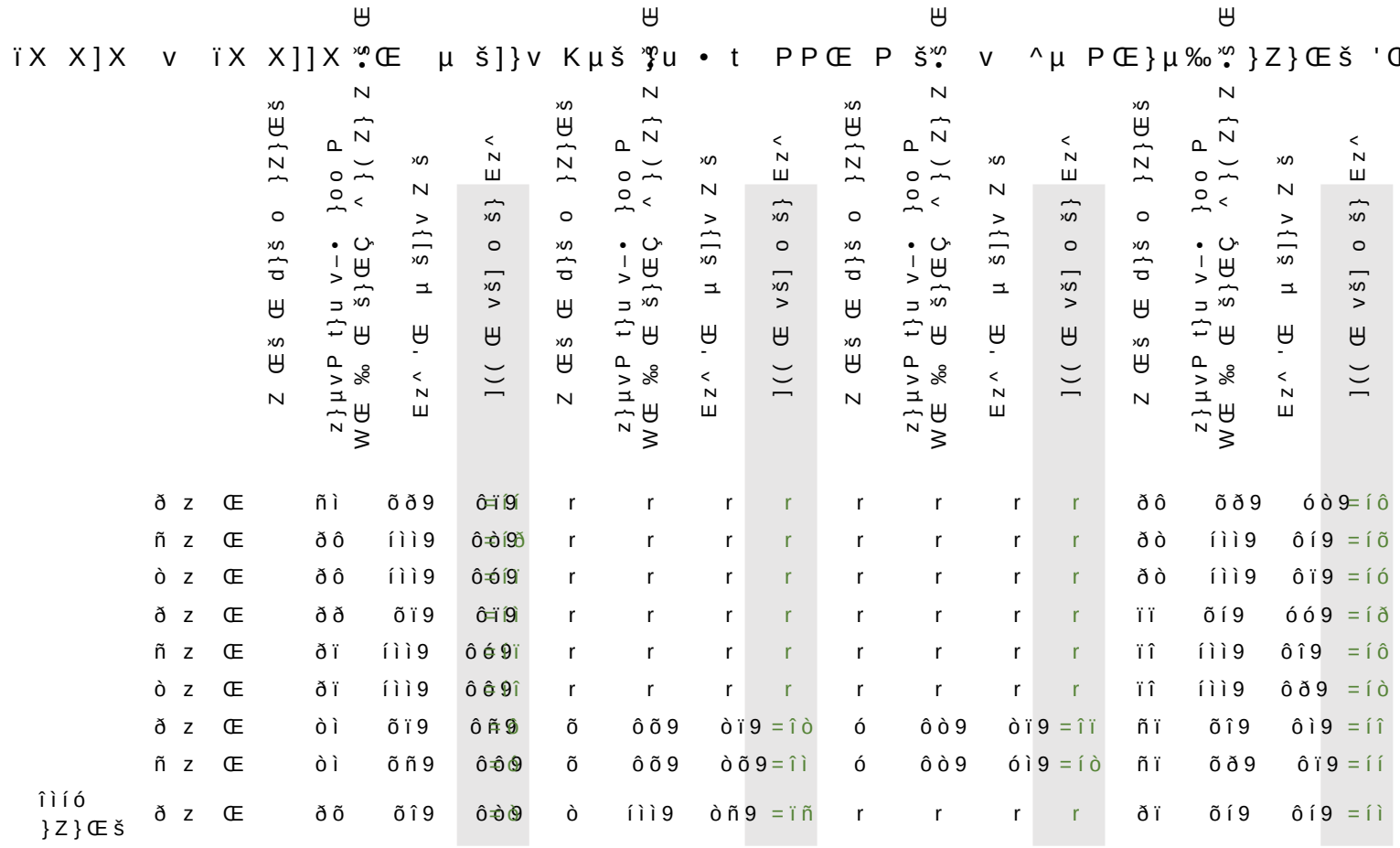
îìîî Ez^ Z Œš Œ ^ Z}}o /v(}Œu š]}v

v Zu Œl í r /v] š}Œ ïW ,]P

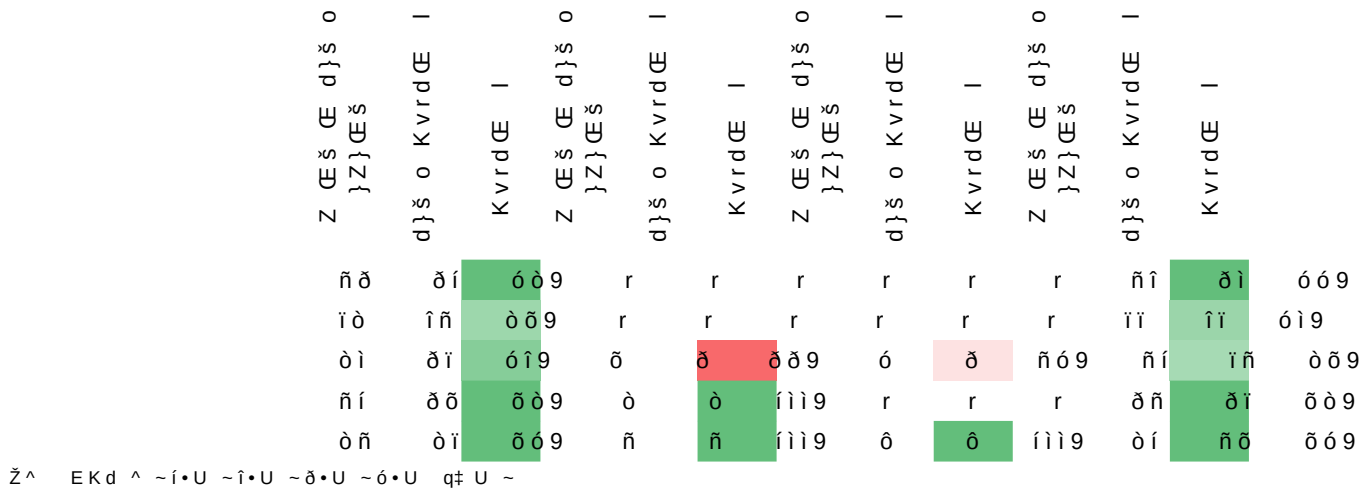
| | | |

îìîî Ez^ Z Œš Œ ^ Z}}o /v(}Œu š]}v

v Zu Œl í r /v] š}Œ ïW ,]P



Ž^ EKd ^ ~í•U ~î•U ~ð•U v ~õ• o}ÁX



Ž^ EKd ^ ~í•U ~î•U ~ð•U ~ó•U q‡ U ~

îìîî Ez^ Z Œš Œ ^ Z}}o /v(}Œu š]}v •Z

v Zu Œl õ r /v] š}Œ íW vŒ}

íX X]]X ^µ PŒ}µ‰ vŒ}oouŒvšW

^µ PŒ}µ‰ vŒ}ooŭ všW^šµ vš•Á]šZ]•]o]š]•U vPo]•Z > vPµ P

}u] Ç Ç]• Àvš P

	z}µvP t}u v–• }oo P WŒ ‰ Œ š}ŒÇ ^ }(Z}	^t ·Œ	]((Œ vš] o š}	z}µvP t}u v–• }oo P WŒ ‰ Œ š}ŒÇ ^ }(Z}	> > ·Œ	]((Œ vš] o š}	z}µvP t}u v–• }oo P WŒ ‰ Œ š}ŒÇ ^ }(Z}	·Œ	]((Œ vš] o š}
îìíòrîìíó	ô9	íï9	rñ	ó9	î9	=ñ	ôì9	ñí9	=îõ
îìíórîìíô	õ9	íï9	rð	ô9	ð9	=ð	ôô9	ñò9	=ïî
îìíôrîìíõ	íí9	íð9	rï	íí9	ð9	=ó	ôï9	ñô9	=îñ
îìíõrîìîì	íî9	íð9	rî	õ9	ñ9	=ð	ôñ9	ñô9	=îó
îìîìrîìîí	íð9	íð9	ì	õ9	ñ9	=ð	õì9	ñò9	=ïð

Ž^ EKd ^ ~î• v ~ò• o}ÁX

îìîî Ez^ Z Œš Œ ^ Z}}o /v(}Œu š]}v •Z

v Zu Œl õ r /v] š}Œ íW vŒ}

íX X]X v íX X]]X Z š vš]}vW

îìîî Ez^ Z Œš Œ ^ Z}}o /v(}Œu š]}v •Z

v Zu Œl õ r /v] š}Œ íW vŒ}

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

	KŒ]P]v o }Z}Œš	W Œ•]•š vš	W Œ vš W Œ•]•š vš	KŒ]P]v o }Z}Œš	W Œ•]•š vš	W Œ vš W Œ•]•š vš	KŒ]P]v o }Z}Œš	W Œ•]•š vš	ð z Œ W Œ•]•š vš	KŒ]P]v o }Z}Œš	W Œ•]•š vš	W Œ vš W Œ•]•š vš	
ðrz Œ	óì	ðï	òí9	r	r	r	r	r	r	ðõ	ïî	òñ9	
ñrz Œ	óì	ðð	òï9	r	r	r	r	r	r	ðõ	ïï	òó9	
òrz Œ	óì	ðð	òï9	r	r	r	r	r	r	ðõ	ïï	òó9	
ðrz Œ	ñô	ïô	òò9	r	r	r	r	r	r	ðî	îò	òî9	
ñrz Œ	ñô	ðì	òõ9	r	r	r	r	r	r	ðî	îô	òó9	
òrz Œ	ñô	ðì	òõ9	r	r	r	r	r	r	ðî	îô	òó9	
ðrz Œ	òõ	ðò	òó9	ó	ò	ôò9	ô	ó	ôô9	òí	ïô	ò	
ñrz Œ	òõ	ðò	òó9	ó	ò	ôò9	ô	ó	ôô9	òí	ïô	ò	
ðrz Œ	ðì	îó	òô9	ó	ò	ôò9	r	r	r	ïò™0 À		ðìôôð	