



**THE SUNY CHARTER SCHOOLS
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT
BRILLA VERITAS CHARTER SCHOOL*

Report Date: November 4, 2021

Review Date: September 15, 2021

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Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

BRILLA VERITAS CHARTER SCHOOL

600 East 156th Street, Bronx, New York | Grades: K-4 | CSD 7



MISSION

Brilla Public Charter Schools, K-8 schools in the classical tradition, help students to grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college and beyond.

CURRENT CHARTER

Serves: Kindergarten – 4th

Chartered Enrollment:
450

Charter Expiration:
July 31, 2022

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 7th

Chartered Enrollment:
711

Charter Expiration:
July 31, 2025

KEY DESIGN ELEMENTS

Grow a grade each year;



Blended learning;



Paideia pedagogical approach;



Extended literacy block;



Core knowledge;



Power to lead; and,



Parent involvement.



CHARTER SCHOOL BACKGROUND

EDUCATION CORPORATION BACKGROUND

The State University of New York Board of Trustees (the "SUNY Trustees") approved the original charter for Brilla Veritas Charter School ("Brilla Veritas") on April 13, 2016. Brilla Veritas opened in fall 2017, serving 120 students in Kindergarten. Brilla College Preparatory Charter Schools ("Brilla Schools") is a SUNY authorized education corporation with the authority to operate four charter schools. The flagship, Brilla College Preparatory Charter School ("Brilla College Prep"), opened its doors in the fall of 2012 under the authorization of the New York State Board of Regents. Brilla College Prep merged into Brilla Veritas effective July 1, 2017 bringing Brilla College Prep under the authorization of the SUNY Trustees. Brilla Schools was approved to operate Brilla Caritas Charter School ("Brilla Caritas") and Brilla Pax Charter School ("Brilla Pax"), both of which opened in the fall of 2020. Brilla Schools contracts with Seton Education Partners, Inc. ("Seton" or the "network"), a Wyoming not-for-profit charter management organization that provides all four charters with academic services, management and operations services, human resources support and development, budgeting, and financial reporting services.



NOTEWORTHY

Brilla Veritas' significant effort in remaining faithful to its key design element of parent involvement is highly effective. In addition to a robust offering of virtual and in-person family events, the charter reports completing home visits to 100% of new families before the school year.

SUMMARY OF COVID-19 RESPONSE

During 2020-21, Brilla Schools transitioned to offering both a fully remote option and hybrid option for families. Students in the hybrid option attended alternate full weeks of virtual and in-person instruction with the same cohort of peers. Students with disabilities and Kindergarten students were given the option to attend 100% of classes in person. When students with disabilities did participate in virtual classes, they were placed in a physical classroom with three teachers to provide increased instructional support. Over the course of the pandemic, Brilla Schools addressed the social-emotional needs of students, families, and staff by extending services and developing deeper relationships with students and families. For example, the education corporation partnered with outside providers to offer crisis counseling to students and staff. In order to provide adequate time for community building, each charter extended advisory blocks throughout the 2020-21 school year.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Renewal through 2024-25. *The Charter Schools Institute (the “Institute”) recommends that the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Brilla Veritas Charter School through July 31, 2025 to align the expiration date and renewal schedule going forward of each charter held by Brilla College Preparatory Charter Schools. The Institute makes this recommendation based on Brilla Veritas Charter School meeting the criteria for renewal set forth in 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 (“SUNY Renewal Policies”).*

The table below presents information on the Institute’s plan¹ to align the charter expiration dates of the charters under the education corporation. By the 2024-25 school year, all charters in the Brilla Schools education corporation will expire and the Institute will conduct a full renewal review of all charters in the education corporation:

CHARTER	2021-22	2022-23	2023-24	2024-25	2025-26
Brilla College Prep		Charter Expiration		Alignment Year	
Brilla Veritas	Charter Expiration			Alignment Year	
Brilla Caritas				Alignment Year	
Brilla Pax				Alignment Year	

1. The plan above does not guarantee a specific renewal outcome for the education corporation or any of its charters.

RENEWAL RECOMMENDATION

To earn an **Initial Full-Term Renewal**, a charter must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,² is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.³

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 three years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

2. The Qualitative Education Benchmarks are a subset of the State University of New York Charter Renewal Benchmarks ("SUNY Renewal Benchmarks") which are available on the Institute's website [here](#).

3. SUNY Renewal Policies (p. 14) are available on the Institute's website [here](#).

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Brilla Veritas is an academic success and has in place a particularly strong and effective program. The summary below demonstrates the key findings and highlights the successes of the charter.

FINDINGS & INFORMATION

Is the charter an academic success?

Brilla Veritas is an academic success. It has replicated with fidelity the existing, high performing program evident at Brilla College Prep which has demonstrated consistently high outcomes in English language arts (“ELA”) and mathematics. Notably in 2018-2019, the most recent year with state assessment data available, Brilla College Prep surpassed all comparative and growth targets set forth in its Accountability Plan. While state assessment data were unavailable due to complications of the COVID-19 pandemic, Brilla Veritas administered the NWEA MAP exam and posted growth and absolute achievement commensurate with the network’s other high performing schools.

Is the charter an effective, viable organization?

Brilla Veritas is an effective, viable organization. The board’s governance of the education corporation and oversight of the network and charter leadership allow for clear academic and financial accountability structures. The network provides the charter with a variety of administrative and operational supports, allowing the charter’s instructional leaders to primarily focus on developing the academic program. The board of trustees and network provide effective oversight that enables the charter to meet its academic goals.

Is the charter fiscally sound?

Brilla Veritas is fiscally sound based on the financial evidence collected through renewal review. The education corporation has met its fiscal benchmarks throughout the charter term, and presents a reasonable and appropriate fiscal plan for the next charter term.

If the SUNY Trustees renew the education corporation’s authority to operate the charter, are its plans for the charter reasonable, feasible, and achievable?

Brilla Veritas’ plans for the future are reasonable, feasible, and achievable. The charter plans to continue the same effective program at the elementary level during the next charter term. If renewed, the charter will grow its middle school program and implement the same programmatic elements that have been successful at Brilla College Prep’s middle school program.

EXECUTIVE SUMMARY

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 Brilla Veritas Charter School an initial renewal with an expiration date of July 31, 2025 to align with the Institute’s renewal plan for Brilla Schools.



DP

DATA PRESENTATION

PAGES: 8-16

AP

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COMPLIANCE
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STUDENT
DEMOGRAPHICS

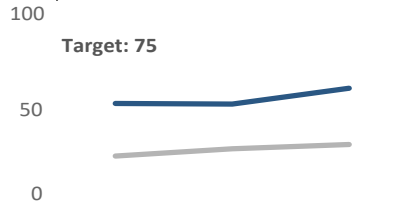


ACADEMIC PERFORMANCE

BRILLA COLLEGE PREPARATORY CHARTER SCHOOL

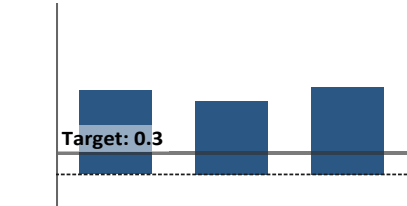
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



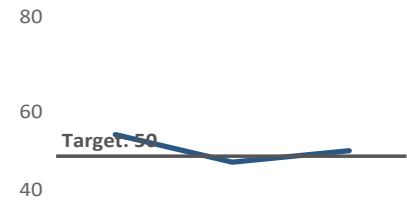
Test Year	Comp Grades	District %	Charter %
2017	3-4	26	53
2018	3-5	30	53
2019	3-6	32	61

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.



Test Year	Test Grades	Effect Size
2017	3-4	1.21
2018	3-5	1.06
2019	3-6	1.27

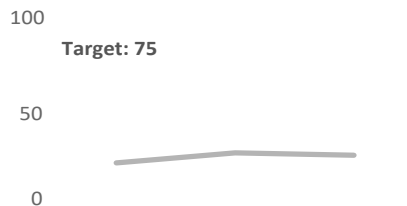
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2017	54.9
2018	49.0
2019	51.5

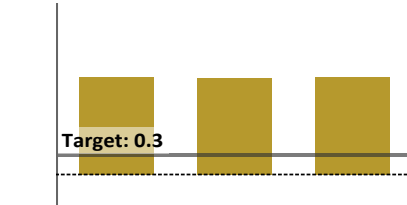
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



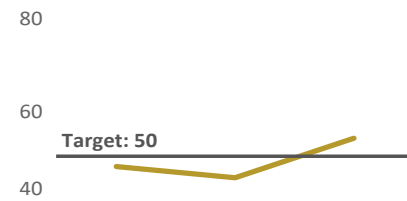
Test Year	Comp Grades	District %	Charter %
2017	3-4	25	63
2018	3-5	30	64
2019	3-6	29	63

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.



Test Year	Test Grades	Effect Size
2017	3-4	1.43
2018	3-5	1.42
2019	3-6	1.43

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**.



Test Year	Charter Mean Growth
2017	47.9
2018	45.4
2019	54.0



ACADEMIC PERFORMANCE

BRILLA COLLEGE PREPARATORY CHARTER SCHOOL



BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - NWEA MAP*

Measure	Subgroup	Brilla College Prep			Brilla Veritas		
		Target	Tested	Results	Target	Tested	Results
Growth	All students	50	488	38	50	93	26
Equity 1	Gap closing	55	264	27	55	43	26
Equity 2	Students with disabilities	37	100	22	26	14	20
Absolute	2+ students	75%	453	33%	75%	84	37%

Measure	Subgroup	Brilla College Prep			Brilla Veritas		
		Target	Tested	Results	Target	Tested	Results
Growth	All students	50	483	40	50	93	28
Equity 1	Gap closing	55	320	38	55	52	35
Equity 2	Students with disabilities	44	101	28	28	14	33
Absolute	2+ students	75%	451	30%	75%	84	38%

SPECIAL POPULATIONS PERFORMANCE**

	2017	2018	2019
Students with Disabilities Enrollment	92	115	131
Tested on State Exam	36	65	71
Charter Percent Proficient on ELA Exam	19.4	26.2	33.8
District Percent Proficient	8.3	11.5	11.6
ELL Enrollment	102	135	119
Tested on NYSESLAT Exam	100	131	119
Charter Percent 'Commanding' or Making Progress	16.0	34.4	18.5

* For description of internal assessments, see section 1A.
** The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the 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?

Brilla Veritas first enrolled students in state testing grades during 2020-21 and therefore has yet to produce New York State exam results in ELA, mathematics, or science during its initial charter term following the state's cancellation of the assessments during the COVID-19 pandemic. Although the charter has not yet produced state exam results suitable for analysis, the charter replicates the same effective program found at Brilla College Prep which has produced a consistent record of strong achievement on the state exams. From 2016-17 to 2018-19, Brilla College Prep's students enrolled in at least their second year scored at or above proficient at rates that exceeded the district each year in both ELA and mathematics. Notably in 2018-19, 63% of Brilla College Prep's students scored at or above proficient in mathematics exceeding the district rate by 34 percentage points. The charter also posted effect sizes far above the target of 0.3 in both subjects each year. This level of performance indicates that in comparison to charters across the state enrolling similar percentages of economically disadvantaged students, the charter performed higher than expected to a large degree. After posting mean growth scores slightly under the target of 50 in 2017-18, the charter surpassed the target for growth in ELA and mathematics during 2018-19. In science, Brilla College Prep posted proficiency rates above the absolute target of 75% and above the district performance each year.

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 measures provide a guidepost for charters and the general public to understand performance growth and grade level proficiency in ELA and mathematics. This year, the measures serve to establish a baseline for future analyses of charter performance. The measures are:

1. Growth Measure: Each year, students grow at the normed rate according to the beginning of year baseline score.
2. Equity Measure 1: Each year, the median growth of students with low initial absolute achievement is greater than the target.
3. Equity Measure 2: Each year, the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups is greater than the median growth of the charter's general education students.
4. Absolute Measure: Each year, 75 percent of 3rd through 8th grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

Brilla Veritas produces internal data that indicate its performance is similar to the internal performance of the education corporation's high-achieving flagship charter, Brilla College Prep. During 2020-21, the charter demonstrated success on its key academic Accountability Plan goals of ELA and mathematics using the nationally-normed NWEA MAP Growth assessment. The charter generated growth and achievement results aligned to four

ACADEMIC PERFORMANCE

measures established by the Institute. That year, Brilla Veritas students enrolled in at least their second year posted rates of achieving the New York State proficiency equivalent of 37% and 38% in ELA and mathematics, respectively. This level of performance was similar to the performance on the same measures at Brilla College Prep. While this level of achievement fell below the target of 75%, the charter posted median growth percentiles for at-risk groups that were comparable to their general education peers in both subjects. Notably, students who initially scored below the proficiency cut off in the fall diagnostic had a median growth percentile of 35 in mathematics, seven points above the median growth for all students. Students with disabilities' median growth in mathematics was 33, five percentile points above the target. These growth data for students with disabilities corroborate the strong growth and achievement data on the New York State exams for students with disabilities at Brilla College Prep during years in which state exam data is available.

COMPLIANCE REPORTING



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

The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter agreement and provisional charter. During Brilla Veritas' term the education corporation demonstrates a clear record of compliance including terms applicable to Brilla Veritas.

BRILLA VERITAS CHARTER SCHOOL

Teacher Certification

The Act allows charters to hire up to 15 uncertified faculty members 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 math (STEM) or career and technical education courses.

Brilla Veritas employs seven uncertified teachers more than allowed by the Act and those individuals do not meet the exceptions outlined in the Act. The Institute is working with the charter to finalize its plans for coming into compliance.

The education corporation provides a comprehensive plan to get teachers certified partnering with the New York City Charter Center to assist each staff member in tracking the certification process. In addition, the education corporation offers tuition reimbursement for eligible employees to pursue additional education in their current positions or prepare them for advancement through programs at Columbia, NYU, Fordham, and the Relay Graduate School including the Relay students with disabilities accreditation.

COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey results and data regarding persistence in enrollment.

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY & COMMUNITY TIES	TRUST
99%	98%	98%	99%	99%

Parent Survey Data

The Institute compiled data from the charter’s 2020-21 family satisfaction survey. That year, 99% of families who received the survey responded. Among the families who responded, 98% expressed satisfaction with the charter.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the 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.

As of the date of this report, the Institute has not received district comments in response to the renewal application.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21 and consistent with persistence rates in years prior, 89% of Brilla Veritas students returned from the previous year. Student persistence data from previous years of the charter term is available in the student demographics section below.

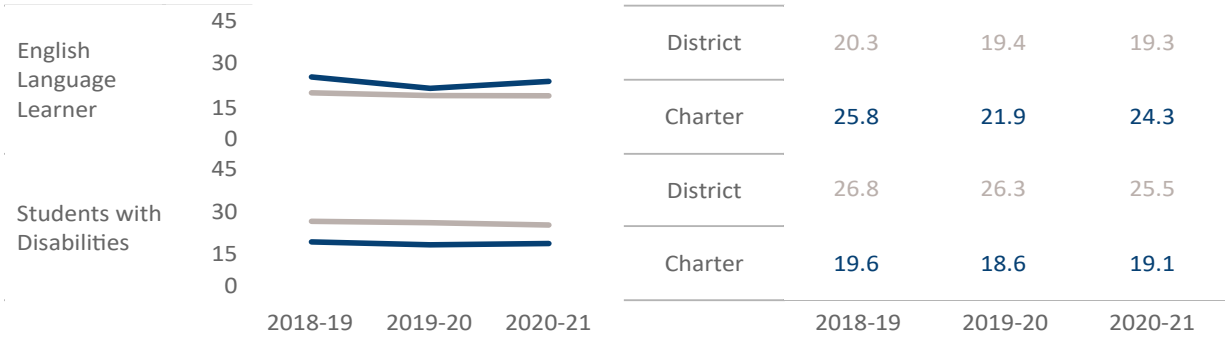
The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the New York City Department of Education (“NYCDOE”) or the NYSED is available to the Institute to provide either district or statewide context.

STUDENT DEMOGRAPHICS

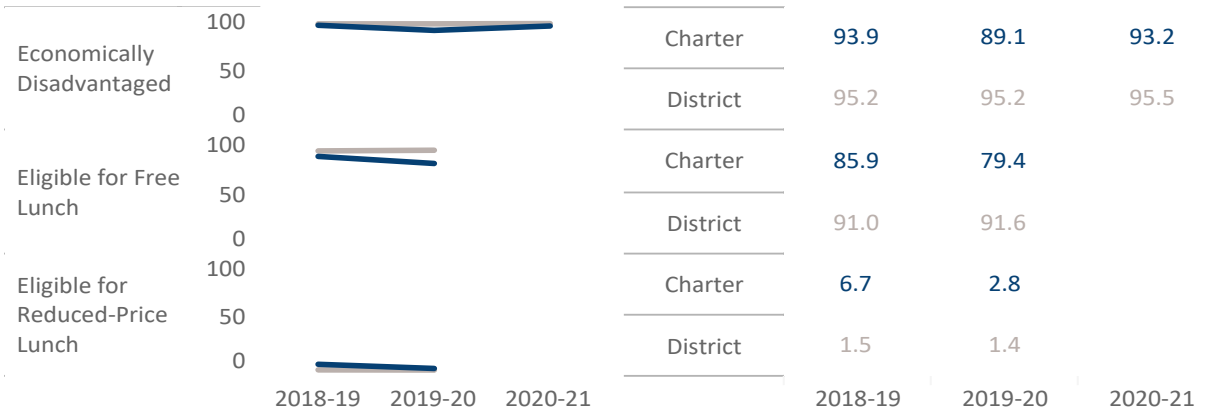
Brilla Veritas Charter School

Bronx CSD 7

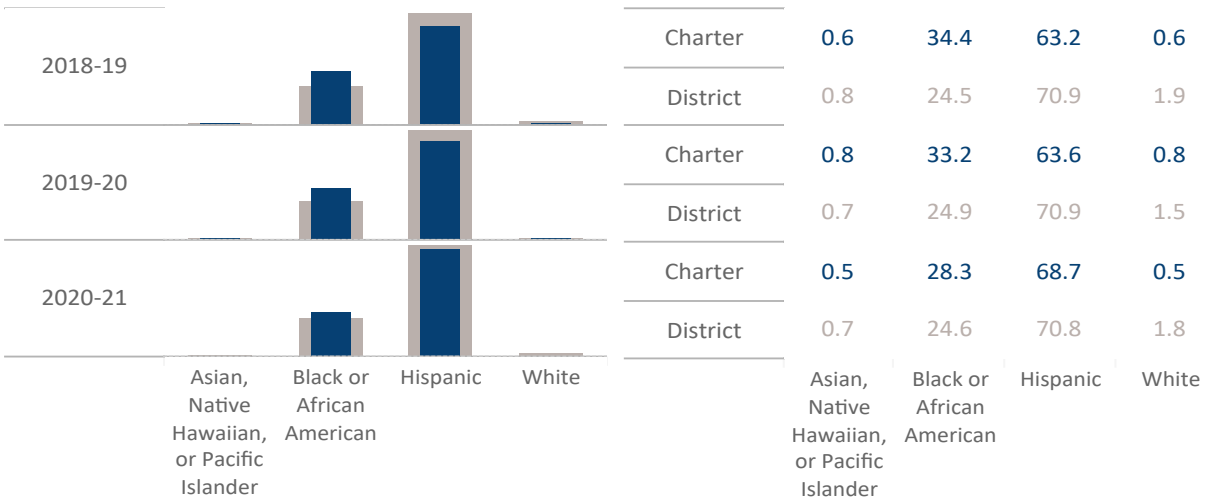
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



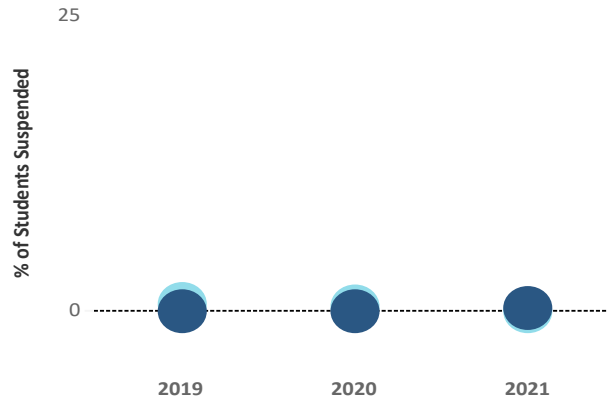
Student Demographics: Race/Ethnicity



* 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

Brilla Veritas Charter School



Bronx CSD 7

	ISS Rate	OSS Rate
2019	0.6	0.0
2020	0.4	0.0
2021	0.0	0.3

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

2018-19	88.6
2019-20	89.0
2020-21	88.7

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

	2019	2020	2021
	0	0	0

Brilla Veritas Charter School's Enrollment and Retention Status: 2020-21

		Target	Charter School
enrollment	economically disadvantaged	95.9	92.9
	English language learners	21.6	22.3
	students with disabilities	21.2	19.1
retention	economically disadvantaged	92.8	89.1
	English language learners	94.0	88.9
	students with disabilities	93.8	84.8

* 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, English language learners ("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.

Brilla Veritas makes good faith efforts to meet its enrollment and retention targets. The charter, with support from the network, conducts the following efforts:

- Partnering with local Universal Pre-K programs and community daycare programs to hold information sessions for prospective families;
- Canvassing and handing out informational fliers in areas with high concentrations of low income residents and native speakers of languages other than English;
- Translating information session materials, recruitment materials, and social media marketing into languages other than English;
- Participating in the New York City Charter Center School Fair;
- Conducting home visits to families' residences of newly enrolled students before classes begin;
- Holding open house events to highlight the programs the charter offers for all types of students; and,
- Providing weekly and monthly opportunities for families to participate in charter school activities.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on the Institute’s review of the fiscal evidence gathered over the charter term, Brilla Veritas as well as Brilla Schools are fiscally sound and have demonstrated so over a majority of the charter term.⁵ The analysis below encompasses all charters in the Brilla Schools education corporation. As a charter within a merged, multi-charter education corporation, Brilla Veritas is not a fiscally distinct entity.



Brilla Schools contracts with Seton which supports the charters in the area of curriculum, assessment, recruiting, training, professional developments, financial management, technology, and real estate under the terms of a management contract that includes a 15% management fee over the charter term. The financial model is intended to ensure all charters in the not-for-profit education corporation are financially sustainable.

Brilla Veritas opened in 2017-18 authorized by SUNY and is combined with three additional charters the education corporation has the authority to operate. In addition to analyzing the soundness of the individual charter schools, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the charter and finds it too has adequate financial resources to ensure stable operations. The fiscal dashboards reflect a fiscally strong standing for the combined entity.



DOES THE CHARTER OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

Brilla Veritas 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 charter 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.	+

5. 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 charter.

“+” : 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

The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.

+

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

+

DOES THE CHARTER MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

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

INDICATORS	EVIDENT?
The charter has a history of sound fiscal policies, procedures and practices, and maintains appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The Financial Policies and Procedures manual is reviewed and updated on a regular basis.	10/13/2020

DOES THE CHARTER COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Brilla Veritas has complied with financial reporting requirements by providing the SUNY Trustees and the NYSED with required financial reports that are on time, complete and follow generally accepted accounting principles. The following reports will have generally been 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.	+

FISCAL ANALYSIS

Bi-monthly enrollment reports to the sending districts and if applicable, to the NYSED including proper documentation regarding the level of special education services provided to students. **+**

Grant expenditure reports. **+**

DOES THE CHARTER MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

Brilla Veritas 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 charter maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The charter maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The charter prepares and monitors cash flow projections.	+
If the charter includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	+
If necessary, the charter pursues district state aid intercepts with the NYSED to ensure adequate per pupil funding.	N/A
The charter accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.	+
The charter is in compliance with all loan covenants.	N/A

FISCAL ANALYSIS

Brilla Veritas opened in 2017-18 and has reported operating surpluses in each year since. The net assets of the charter have grown to \$1.2 million, contributing to the overall net assets of the combined education corporation of \$6.4 million as of June 30, 2020. The education corporation benefits from a combined balance sheet, which is a combination of individual charters' assets and liabilities. In order to track the operations of any individual charter within an education corporation, the Institute tracks each individual charter's revenues and expenses in order to report operating surpluses or deficits. The combined education corporation fiscal dashboard reflects a fiscally strong standing with 3.4 months of cash on hand to pay liabilities due shortly. Brilla Schools has funded and maintained the required amount in a separate escrow account in case of dissolution of any of the four operating charters.

FISCAL ANALYSIS

BRILLA VERITAS CHARTER SCHOOL

NOTE: Effective 2017-18, the charter merged finances with the education corporation, "Brilla College Preparatory Charter Schools." 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 2017-18		
		MERGED	MERGED	MERGED	
		2017-18	2018-19	2019-20	
		2015-16	2016-17	2017-18	2019-20
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	-	-	-	-	-
Operating Revenue					
Resident Student Enrollment	-	-	1,707,058	2,502,461	4,091,129
Students with Disabilities	-	-	121,975	281,982	402,570
Grants and Contracts					
State and local	-	-	247,329	13,403	20,543
Federal - Title and IDEA	-	-	109,072	132,033	139,776
Federal - Other	-	-	497,512	346,782	70,322
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	370,000	646,000	1,212,859
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	3,052,946	3,922,661	5,937,199
Expenses					
Regular Education	-	-	1,644,148	2,301,856	3,735,092
SPED	-	-	276,793	595,316	954,617
Other	-	-	-	-	-
Total Program Services	-	-	1,920,941	2,897,172	4,689,709
Management and General	-	-	755,284	766,016	1,155,557
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	2,676,225	3,663,188	5,845,266
Surplus / (Deficit) From School Operations	-	-	376,721	259,473	91,933
Support and Other Revenue					
Contributions	-	-	327,775	59,752	35,835
Fundraising	-	-	1,250	4,472	4,850
Miscellaneous Income	-	-	26,317	12,938	33,524
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	355,342	77,162	74,209
Total Unrestricted Revenue	-	-	3,408,288	3,999,823	6,011,408
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	3,408,288	3,999,823	6,011,408
Change in Net Assets	-	-	732,063	336,635	166,142
Net Assets - Beginning of Year - GRAPH 2	-	-	-	732,063	1,068,698
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	732,063	1,068,698	1,234,840

FISCAL ANALYSIS

BRILLA VERITAS CHARTER SCHOOL

NOTE: Effective 2017-18, the charter merged finances with the education corporation, "Brilla College Preparatory Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2015-16	2016-17	2017-18	2018-19	2019-20
Personnel Service					
Administrative Staff Personnel	-	-	463,614	648,934	797,226
Instructional Personnel	-	-	635,913	1,016,784	1,747,534
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	1,099,527	1,665,718	2,544,760
Fringe Benefits & Payroll Taxes	-	-	138,765	198,775	477,650
Retirement	-	-	21,737	27,924	10,286
Management Company Fees	-	-	178,870	271,472	-
Building and Land Rent / Lease	-	-	369,999	646,000	1,290,000
Staff Development	-	-	65,060	59,557	54,048
Professional Fees, Consultant & Purchased Services	-	-	324,864	374,440	830,700
Marketing / Recruitment	-	-	22,733	45,556	71,619
Student Supplies, Materials & Services	-	-	265,990	221,235	231,048
Depreciation	-	-	36,200	49,310	104,609
Other	-	-	152,480	103,201	230,546
Total Expenses	-	-	2,676,225	3,663,188	5,845,266

CHARTER ANALYSIS

ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-20
Original Chartered Enrollment	-	-	170	249	360
Final Chartered Enrollment (includes any revisions)	-	-	120	180	270
Actual Enrollment - GRAPH 4	-	-	115	159	250
Chartered Grades	-	-	K-1	K-2	K-3
Final Chartered Grades (includes any revisions)	-	-	K	K-1	K-2

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2015-16	2016-17	2017-18	2018-19	2019-20
	-	-	14,527	15,307	16,150
Increase over prior year	0.0%	0.0%	100.0%	5.1%	5.2%

PER STUDENT BREAKDOWN

Revenue	2015-16	2016-17	2017-18	2018-19	2019-20
Operating	-	-	26600	24693	23749
Other Revenue and Support	-	-	3096	486	297
TOTAL - GRAPH 3	-	-	29,696	25,178	24,046
Expenses	2015-16	2016-17	2017-18	2018-19	2019-20
Program Services	-	-	16737	18237	18,759
Management and General, Fundraising	-	-	6581	4,822	4,622
TOTAL - GRAPH 3	-	-	23,318	23,059	23,381
% of Program Services	0.0%	0.0%	71.8%	79.1%	80.2%
% of Management and Other	0.0%	0.0%	28.2%	20.9%	19.8%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	27.4%	9.2%	2.8%

Student to Faculty Ratio

2015-16	2016-17	2017-18	2018-19	2019-20
0.0	-	9.6	9.3	9.6

Faculty to Admin Ratio

2015-16	2016-17	2017-18	2018-19	2019-20
-	-	3.0	2.8	3.3

Financial Responsibility Composite Scores - GRAPH 6

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

Net Working Capital	2015-16	2016-17	2017-18	2018-19	2019-20
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

FISCAL ANALYSIS

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS (COMBINED)

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

	2015-16	2016-17	MERGED 2017-18	MERGED 2018-19	MERGED 2019-20
Cash and Cash Equivalents - GRAPH 1	-	-	4,298,063	4,948,769	6,051,857
Grants and Contracts Receivable	-	-	498,659	439,083	1,226,695
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	162,408	309,079	633,521
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	4,959,130	5,696,931	7,912,073
Property, Building and Equipment, net	-	-	1,182,611	1,025,637	1,794,220
Other Assets	-	-	564,330	564,437	564,562
Total Assets - GRAPH 1	-	-	6,706,071	7,287,005	10,270,855

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	-	-	542,279	530,135	927,204
Accrued Payroll and Benefits	-	-	391,250	509,088	685,433
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	80,880	85,868	794,563
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	31,705	-
Total Current Liabilities - GRAPH 1	-	-	1,014,409	1,156,796	2,407,200
Deferred Rent/Lease Liability	-	-	-	76,601	437,114
All other L-T debt and notes payable, net current maturities	-	-	203,181	121,660	1,000,678
Total Liabilities - GRAPH 1	-	-	1,217,590	1,355,057	3,844,992

Net Assets

Without Donor Restrictions	-	-	5,488,481	5,931,948	6,425,863
With Donor Restrictions	-	-	-	-	-
Total Net Assets	-	-	5,488,481	5,931,948	6,425,863
Total Liabilities and Net Assets	-	-	6,706,071	7,287,005	10,270,855

ACTIVITIES

Operating Revenue

Resident Student Enrollment	-	-	9,495,436	11,429,615	15,018,034
Students with Disabilities	-	-	929,286	1,150,906	1,437,349
Grants and Contracts					
State and local	-	-	284,771	58,440	72,492
Federal - Title and IDEA	-	-	560,533	655,199	681,317
Federal - Other	-	-	533,012	437,734	887,995
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	1,700,000	2,523,191	3,627,541
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	13,503,038	16,255,085	21,724,728

Expenses

Regular Education	-	-	7,344,378	9,677,905	12,235,115
SPED	-	-	1,868,225	2,806,188	4,119,877
Other	-	-	-	-	-
Total Program Services	-	-	9,212,603	12,484,093	16,354,992
Management and General	-	-	2,833,207	3,503,458	5,118,495
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	12,045,810	15,987,551	21,473,487
Surplus / (Deficit) From School Operations	-	-	1,457,228	267,534	251,241

Support and Other Revenue

Contributions	-	-	847,549	79,674	110,940
Fundraising	-	-	10,360	7,433	11,404
Miscellaneous Income	-	-	93,124	88,826	120,330
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	951,033	175,933	242,674

Total Unrestricted Revenue	-	-	14,454,071	16,431,018	21,967,402
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	14,454,071	16,431,018	21,967,402

Change in Net Assets	-	-	2,408,261	443,467	493,915
Net Assets - Beginning of Year - GRAPH 2	-	-	3,080,220	5,488,481	5,931,948
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	5,488,481	5,931,948	6,425,863

FISCAL ANALYSIS

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS (COMBINED)

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2015-16	2016-17	2017-18	2018-19	2019-20
Personnel Service					
Administrative Staff Personnel	-	-	1,746,184	2,325,562	2,959,748
Instructional Personnel	-	-	3,421,195	4,552,838	6,131,819
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	5,167,379	6,878,400	9,091,567
Fringe Benefits & Payroll Taxes	-	-	824,108	1,201,497	1,625,479
Retirement	-	-	112,696	152,683	237,855
Management Company Fees	-	-	1,188,373	1,412,013	-
Building and Land Rent / Lease	-	-	1,480,000	2,807,801	4,329,069
Staff Development	-	-	191,566	271,200	235,302
Professional Fees, Consultant & Purchased Services	-	-	994,881	1,158,354	3,226,970
Marketing / Recruitment	-	-	81,600	155,924	188,424
Student Supplies, Materials & Services	-	-	759,810	811,635	771,268
Depreciation	-	-	632,943	643,605	472,187
Other	-	-	612,454	494,439	864,339
Total Expenses	-	-	12,045,810	15,987,551	21,042,460

CHARTER ANALYSIS

ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-20
Original Chartered Enrollment	-	-	688	850	1,037
Final Chartered Enrollment (includes any revisions)	-	-	638	781	947
Actual Enrollment - GRAPH 4	-	-	638	725	919
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2015-16	2016-17	2017-18	2018-19	2019-20
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

	2015-16	2016-17	2017-18	2018-19	2019-20
Operating	-	-	21172	22436	23640
Other Revenue and Support	-	-	1491	243	264
TOTAL - GRAPH 3	-	-	22,663	22,679	23,904

Expenses

	2015-16	2016-17	2017-18	2018-19	2019-20
Program Services	-	-	14445	17231	17,797
Management and General, Fundraising	-	-	4442	4,836	5,570
TOTAL - GRAPH 3	-	-	18,887	22,067	23,366
% of Program Services	0.0%	0.0%	76.5%	78.1%	76.2%
% of Management and Other	0.0%	0.0%	23.5%	21.9%	23.8%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	20.0%	2.8%	2.3%

Student to Faculty Ratio

2015-16	2016-17	2017-18	2018-19	2019-20
0.0	-	10.8	10.1	10.4

Faculty to Admin Ratio

2015-16	2016-17	2017-18	2018-19	2019-20
-	-	2.8	2.5	2.7

Financial Responsibility Composite Scores - GRAPH 6

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	3.0	2.9	2.8
	N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

	2015-16	2016-17	2017-18	2018-19	2019-20
Net Working Capital	0	0	3,944,721	4,540,135	5,504,873
As % of Unrestricted Revenue	0.0%	0.0%	27.3%	27.6%	25.1%
Working Capital (Current) Ratio Score	0.0	0.0	4.9	4.9	3.3
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	0.0	0.0	4.7	4.7	3.0
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	LOW	LOW	LOW
	N/A	N/A	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.0	0.0	0.2	0.2	0.4
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	LOW	LOW	LOW
	N/A	N/A	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	0.0	0.0	4.3	3.7	3.4
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	LOW	LOW	LOW
	N/A	N/A	Excellent	Excellent	Excellent

FUTURE PLANS



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

Brilla Veritas is an academic success supported by an effective, viable organization. Brilla Veritas and the education corporation are fiscally sound and present sound financial plans. As such, the plans for Brilla Schools to operate Brilla Veritas for the next charter term are reasonable, feasible, and achievable.

BRILLA VERITAS 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. Brilla Veritas plans to continue implementing the same core elements of its educational program that enabled the charter and education corporation to demonstrate academic success in the current charter term. These elements are likely to enable the charter to meet its Accountability Plan goals in the next charter term. Brilla Veritas will continue to grow to serve students in middle school grades and implement the same core elements from the education corporation's other successful middle school program.

Plans for Board Oversight & Governance. Board members express interest in continuing to serve Brilla Schools in the future. The board may add new trustees in the next charter term.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the three-year financial plan, Brilla Schools presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and individual charter budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the network. The Institute has reviewed the proposed terms of such contract prior to its execution.

Brilla Veritas will continue to operate its program in the existing facility that is privately leased. The facility provides the necessary space and resources to operate the program sufficiently for the foreseeable future.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	450	711
Grade Span	K-4	K-7
Teaching Staff	36	59
Days of Instruction	180	180

Brilla Veritas

Ax

APPENDICES

PAGES Ax 1-15

CO ^A CHARTER OVERVIEW	BS ^B BENCHMARK SUMMARY	EO ^C ED CORP OVERVIEW	RI ^D REPORT INFORMATION
PAGE Ax 1	PAGE Ax 3	PAGE Ax 7	PAGE Ax 12



BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS BOARD OF TRUSTEES

<p>CHAIR</p> <p>Eric Eckholdt</p> <p>TREASURER</p> <p>Charles Bozian</p> <p>SECRETARY</p> <p>Richard Ramirez</p>	<p>TRUSTEES</p> <p>David Ingles</p> <p>Mary O’Grady</p> <p>Darla Romfo</p> <p>Elena Sada</p> <p>Stephanie Saroki de Garcia</p> <p>James Jones</p> <p>Brother Brian Carty, FSC</p>
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CHARTER LEADERS

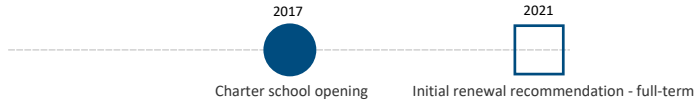
<p>PRINCIPAL</p> <p><i>Meirelys Ruiz, Principal (May 2020-Present)</i></p> <p><i>Zoranlly Burgos, Founding Principal (May 2017-May 2020)</i></p>

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	120	115	96%	K
2018-19	180	159	88%	K-1
2019-20	270	250	93%	K-2
2020-21	360	370	103%	K-3
2021-22	450	Not Yet Available	Not Yet Available	K-4



TIMELINE OF CHARTER SCHOOL RENEWAL



CHARTER VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2017-18	First Year Visit	February 13, 2018
2021-22	Renewal Review	September 15, 2021

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
September 15, 2021	Sinnjinn Bucknell	Director of Performance and Systems

BENCHMARK SUMMARY

For strong performing SUNY authorized education corporations that implement a common design across multiple charters, the Institute provides an analysis and description of the charters' academic design using the Qualitative Education Benchmarks. This subset of the SUNY Renewal Benchmarks focuses on assessment, curriculum, pedagogy, leadership, at-risk programs, organizational capacity, and board oversight. The following program description analyzes and reports on the charter design that produced the high quality outcomes captured in the body of this renewal report.

ASSESSMENT

Brilla Schools have an assessment system that improves instructional effectiveness and student learning. The programs have a valid and reliable process for scoring their assessment suite and leaders make results available to all stakeholders. Charter leaders and teachers use data to guide their practice and regularly communicate student progress to parents. The charter regularly administers a variety of valid and reliable assessments aligned to the curriculum and state performance standards. Each charter administers the NWEA MAP ("MAP") in reading and mathematics. The elementary programs administer standards-based and curriculum-aligned interim assessments ("IAs") three times a year. At the middle school program, IAs are administered four times a year. Teachers across each charter supplement these assessments with exit tickets, running records, and other informal assessments. Charter leaders use assessment results to evaluate teacher effectiveness and to develop and adjust professional development and coaching strategies. Leaders also use assessment data to inform the teacher evaluation process, and teachers with lower performance receive more coaching.

CURRICULUM

Brilla Schools implement an effective curricular program with sufficient resources to support teachers in instructional planning. The network provides charters with a framework, supporting documents, and performance expectations that enable teachers to develop high quality lesson plans aligned to state standards. In ELA, the education corporation uses Core Knowledge at the elementary program and Wit and Wisdom at the middle school program. As a result of the network's analysis of reading and writing data trends across the charters, the education corporation established targeted literacy blocks in partnership with an external consultant to provide students with additional support in ELA. In mathematics, charters use Eureka Math across all grades. In science, charters use a combination of Core Knowledge and Amplify Science. Charters schedule ample time for teachers to conduct the intellectual preparation necessary to anticipate student misconceptions and tailor content to students' needs. Each week, teachers submit lesson plans and instructional leaders provide feedback. Across charters, grade level teams meet on a weekly basis to discuss challenging content and to preview the subsequent week's lessons with a focus on school-based priorities.

PEDAGOGY

High quality instruction is evident across all Brilla Schools. Teachers' lessons include clear objectives aligned to purposeful activities. Teachers employ multiple strategies to check for student understanding such as circulating the classroom, conferencing with students, and using student hand signals. In most lessons co-teachers use strategic groupings of students to allow for more targeted instruction. Across the education corporation, teachers challenge students with rigorous content and embed opportunities for higher order thinking throughout lessons. Teachers frequently ask students to elaborate on their answers and provide specific evidence to back up assertions. In many classrooms, teachers implement Socratic questioning strategies to develop students' higher order thinking and problem solving skills. Across all Brilla Schools, teachers maintain classrooms that focus on academic achievement. Teachers implement clear and consistent routines to ensure students are engaged throughout lessons. A sense of urgency is evident across classrooms in all the charters.

INSTRUCTIONAL LEADERSHIP

Brilla Schools establishes strong instructional leadership practices across its charters. The charters' leadership teams establish an environment of high expectations for both adults and students within the charter community. Leaders communicate charterwide priorities and provide teachers with information about their decision-making process, strengthening teachers' investment in the education corporation's mission. As a result, teacher preparation and classroom instruction focus on student mastery and growth. The charter leaders directly support a robust team of grade and content leads ("GCLs"). The GCLs provide direct support to teachers based on their grade and content assignments. Within this structure, teachers receive frequent and effective support, differentiated by grade and content. Each charter provides teachers with sustained, systemic, and effective coaching aimed at improving teachers' instructional effectiveness. Instructional leaders observe teachers biweekly and conduct follow up meetings to review areas of growth and action steps. Leaders hold teachers accountable for quality instruction and student achievement through this consistent coaching and feedback system. If a teacher is not meeting expectations leaders escalate the frequency and intensity of the coaching cycle. Leaders implement performance improvement plans for teachers who continue to struggle. While network leaders at Brilla Schools are thoughtful about minimizing teacher turnover, charter leaders do not invite back teachers who fail to meet performance expectations.

AT RISK PROGRAM

Brilla Schools have programs in place to meet the needs of students with disabilities, ELLs, and students who are at risk of academic failure. The charters have clear systems to identify students in each of these subgroups. Each charter administers a battery of assessments in the early fall designed to identify students performing below grade level expectations. The charters also have a clear process to identify students who may require evaluation for special education services and work closely with the district committee on special education ("CSE") and families to ensure students receive the evaluations in a timely manner. Families complete the Home Language Identification Survey as part of the admissions packet and charter staff members interview families to identify students who need to complete the New York State Identification Test for English Language

Learners (“NYSITELL”). Once identified, the education corporation has sufficient services to support the learning needs of students with disabilities, ELLs, and students who struggle academically. Across all charters, classrooms are staffed with at least two teachers and every grade level has at least one integrated co-teaching (“ICT”) classroom where a certified special education teacher provides support to students with disabilities and students struggling academically. The charters also have learning specialists who push into classrooms where students require skills remediation and work with small groups to provide targeted interventions. For ELLs, student services leaders oversee the charters’ learning specialists in providing language acquisition supports in both the regular classroom environment and in small groups pull-out sessions. All these supports establish an at-risk program that produces high achievement for students with disabilities and ELLs at the education corporation. In 2018-19, students with disabilities and ELLs enrolled at Brilla Schools posted proficiency rates in ELA and mathematics that exceeded their district and statewide peers in the same grade levels.

ORGANIZATIONAL CAPACITY

Brilla Schools has clear operational procedures and an organizational structure that effectively supports the delivery of the academic program at each charter. The network provides support with financial oversight and bookkeeping, recruitment and human resources needs, data analysis support, and facilities maintenance. The network also provides the charter’s curriculum, assessments, and materials. These network supports allow charter-based instructional leaders to focus on implementing the academic program successfully. The network and charters have clear lines of accountability that ensure leaders and teachers understand the responsibilities of each position. Brilla Schools maintain sufficient enrollment and have high retention year over year. The charters closely monitor progress towards meeting enrollment and retention targets for student subgroups. Notably, each charter far exceeds its enrollment target for ELLs. The network works to focus recruitment activities on high poverty areas in the charters’ neighborhoods and to increase students with disabilities enrollment.

BOARD OVERSIGHT AND GOVERNANCE

The Brilla Schools board works effectively to meet each charter’s Accountability Plan goals. After opening a flagship elementary program at one charter, the board has expanded its oversight responsibilities to four charter schools and concomitantly increased its membership to build capacity. Board members have experience in education, finance, facilities, and other areas that enable them to provide effective oversight of the network and charters. As the education corporation continues to increase the number of students it serves, the board plans to focus on developing best practices for governance. Board members request and receive information on the charters that allows them to provide sufficient oversight. Network and charter leaders provide the board with monthly data reports on progress across the charters related to academics, culture, operations, and finance. Informed by this information, the board establishes clear priorities aligned to the charters’ academic, fiscal, and operational success, and implements clear systems to monitor ongoing progress towards meeting these goals. The board creates measurable annual performance goals, conducts an annual evaluation of the network, and holds Seton accountable for the academic, financial, and operational success. The board also administers annual surveys to staff and families to gather additional feedback on the education corporation.

As the first replication, the strength of the board’s structure and systems is evident throughout its oversight over the charter term of the program at each charter. The board works in a clear committee structure dividing work to ensure an appropriate level of oversight. The board has clearly defined the role and expectations of Seton through a comprehensive management agreement and evaluation system of the network. The board and Seton have worked under a clear strategic plan and are thoughtful about modifications to that plan and continued growth.

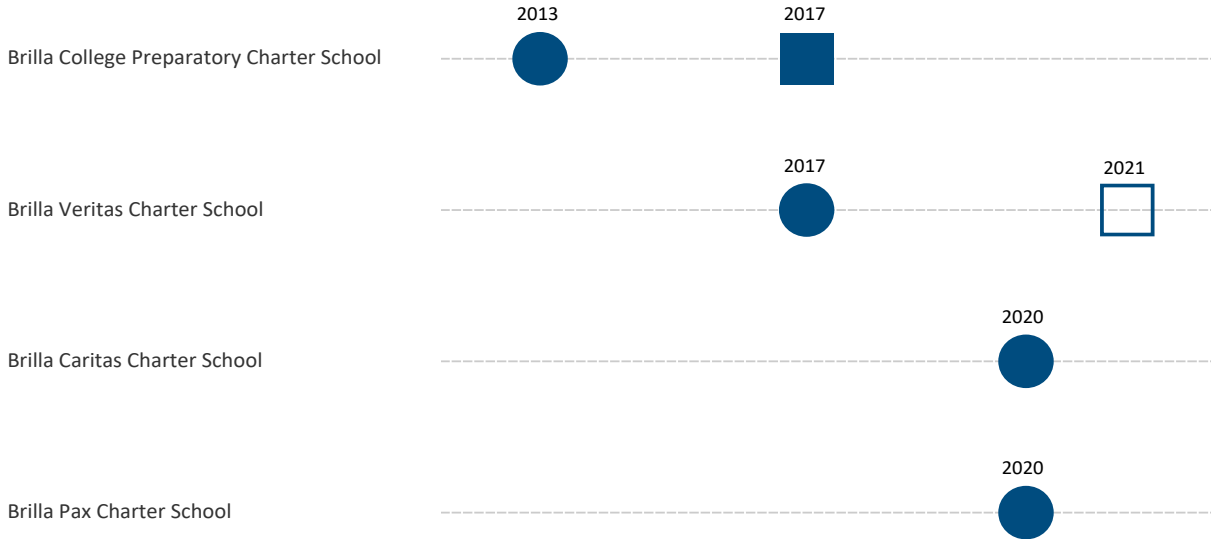


EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

Charter School Opening

Initial Renewal Full-Term

Initial Renewal Recommendation Full-Term





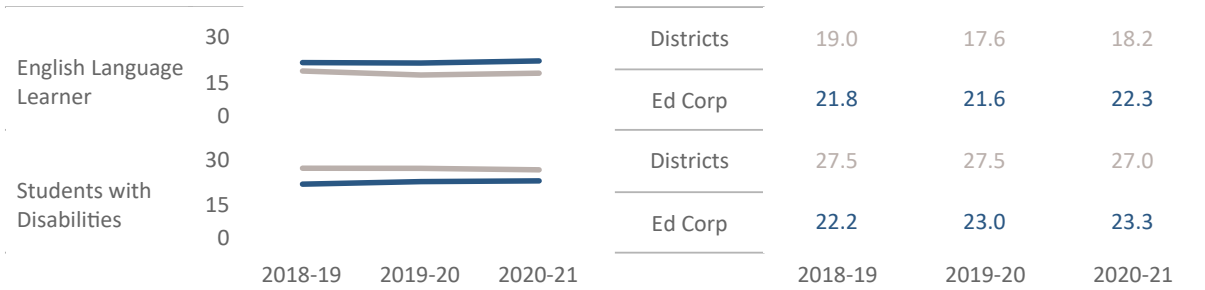
EDUCATION CORPORATION CHARTER CHARACTERISTICS

CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Brilla Caritas Charter School	Bronx CSD 10	No	180	K-1
Brilla College Preparatory Charter School	Bronx CSD 7	No	756	K-8
Brilla Pax Charter School	Bronx CSD 10	No	180	K-1
Brilla Veritas Charter School	Bronx CSD 7	No	450	K-4

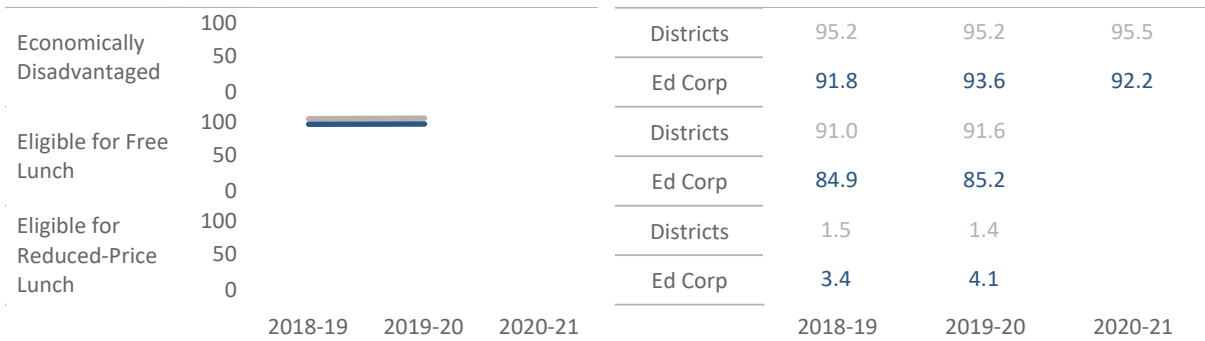


Brilla College Preparatory Charter Schools Aggregate Education Corporation Enrollment and Persistence

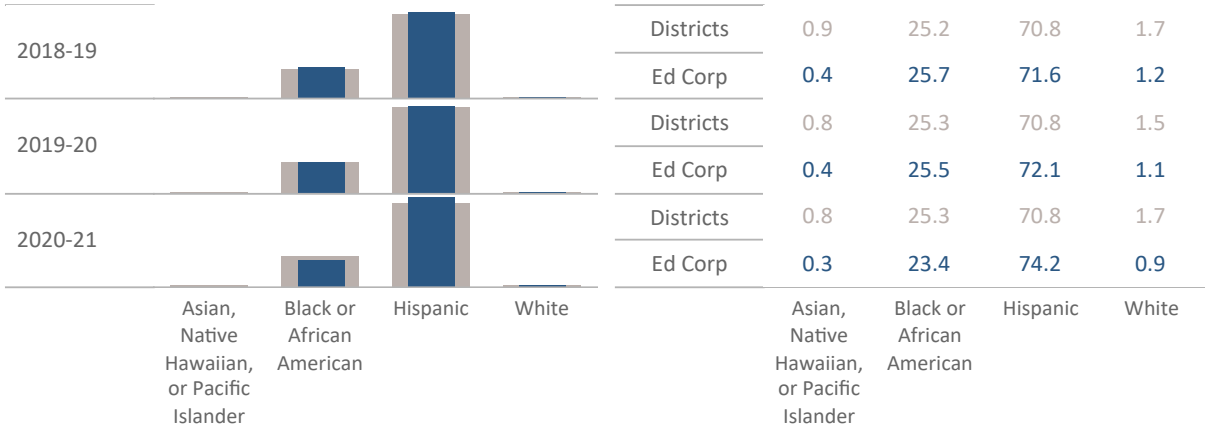
Aggregate Education Corporation Demographics: Special Populations



Aggregate Education Corporation Demographics: Free/Reduced Lunch



Aggregate Education Corporation Demographics: Race/Ethnicity



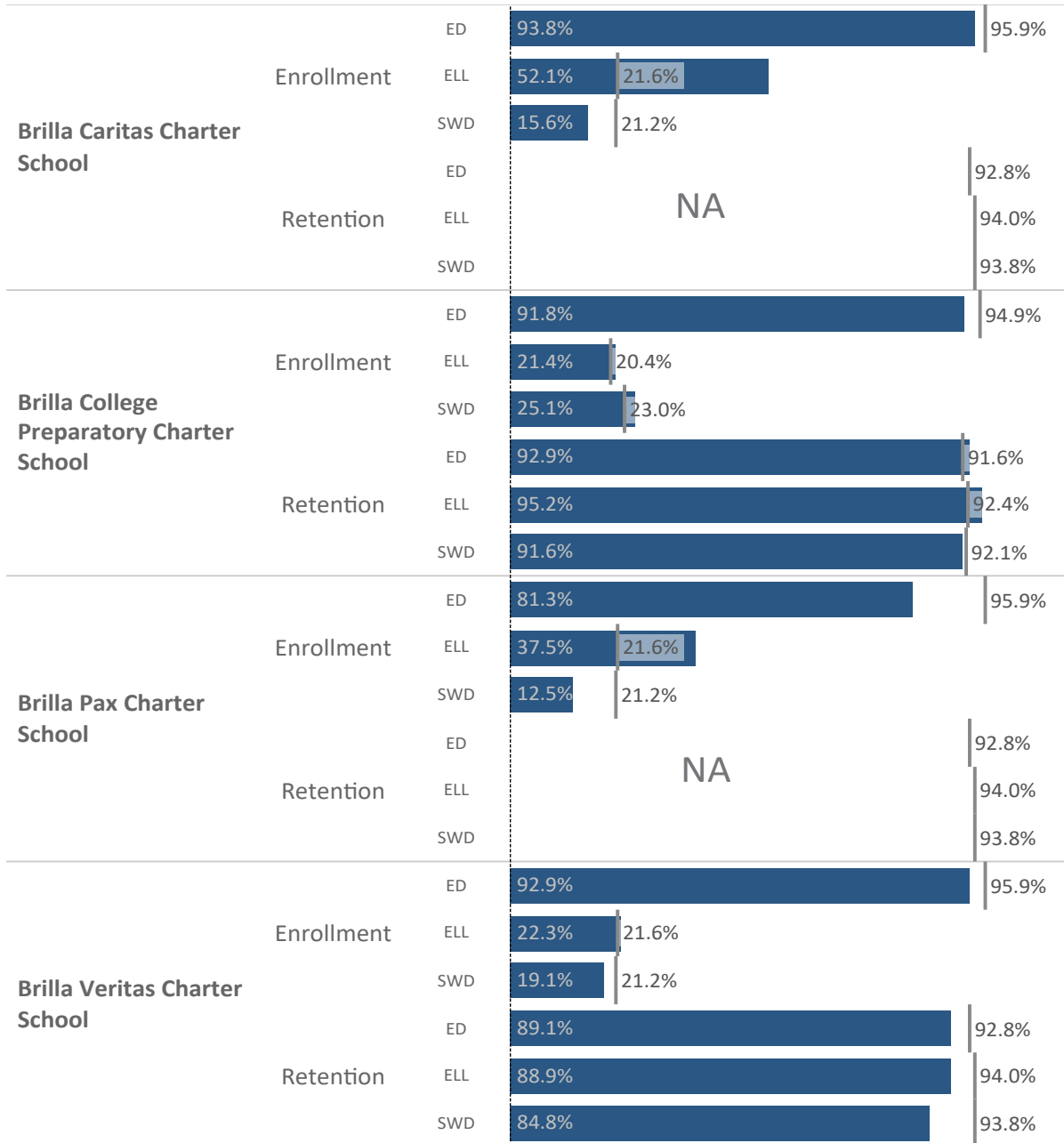
Aggregate Education Corporation Persistence in Enrollment

2018-19	2018-19	90.4
2019-20	2019-20	90.1
2020-21	2020-21	92.0

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



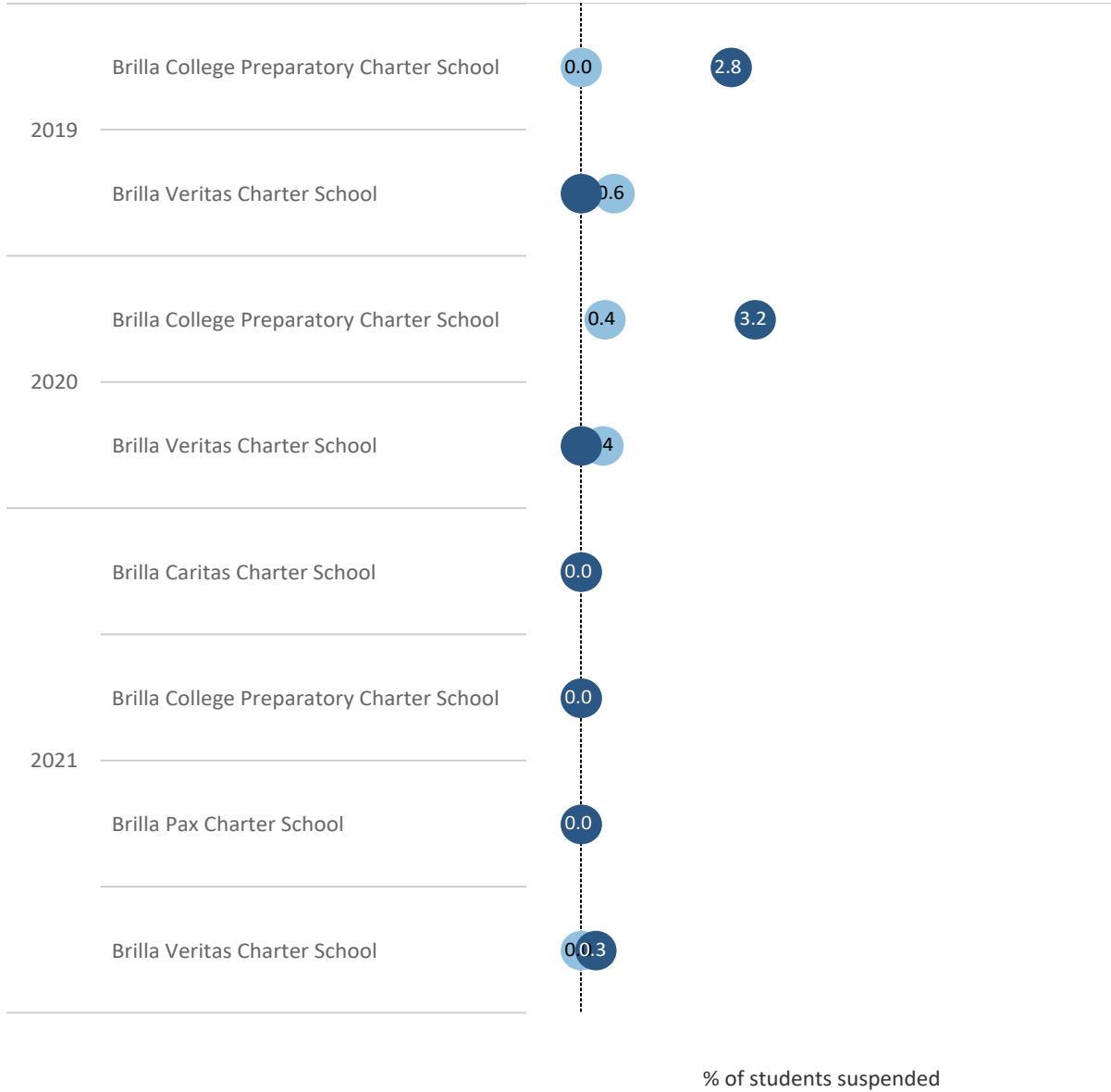
ENROLLMENT AND RETENTION TARGETS



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 network.



Suspensions: Brilla College Preparatory Charter Schools'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.

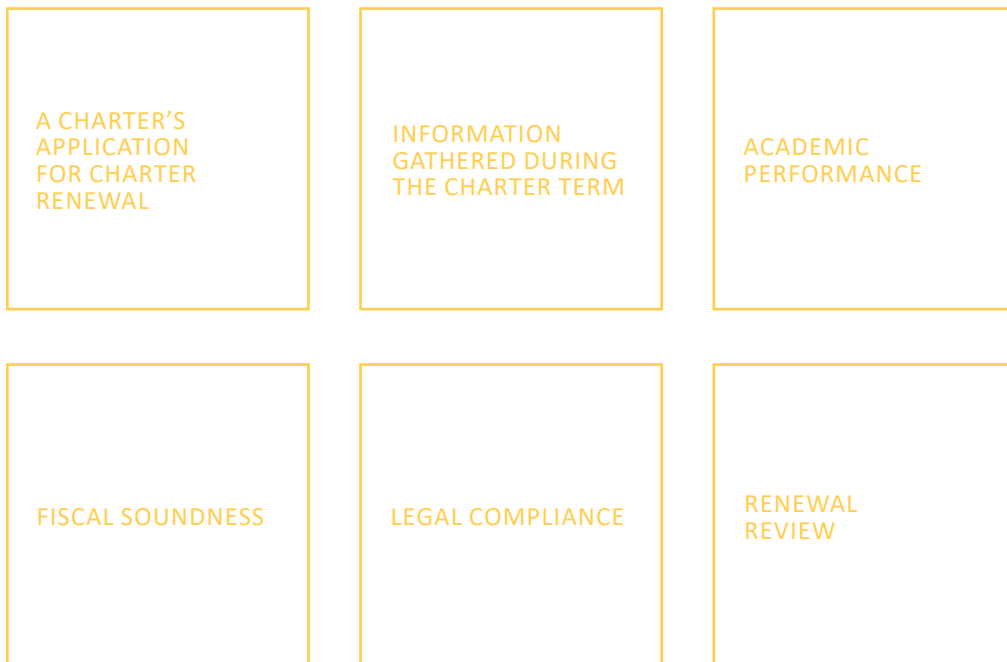
During the most recent school year, the education corporation expelled 0 students.

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 [here](#).

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 EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE CHARTER, ARE ITS 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 [here](#).

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



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 SCHOOL.

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