



**Department of
Education**

Chancellor Richard A. Carranza

Renewal Report
for Cultural Arts Academy Charter School
at Spring Creek

SCHOOL YEAR 2019-2020

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CONTENTS

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION	2
PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS	6
PART 3: FINDINGS	9
PART 4: SUPPORTING DATA	22
APPENDIX A : SCHOOL OVERVIEW	32
APPENDIX B : SCHOOL VISIT	34
APPENDIX C : ACADEMIC PERFORMANCE	35
APPENDIX D : MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME	36
APPENDIX E : CHARTER SCHOOL GOALS	38
APPENDIX F : RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS	46
APPENDIX G : ADDITIONAL ACCOUNTABILITY DATA	49
SOURCES	50

This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

CURRENT SCHOOL SNAPSHOT

Cultural Arts Academy Charter School at Spring Creek	
DBN	84K792
School Leader(s)	Dr. Laurie B. Midgette
Board Chair(s)	Dr. A. R. Bernard, Sr.
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	18
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(KBXV) 1400 Linden Boulevard, Brooklyn NY 11212 Grades at Building: K-5 Facility Owner: Non-DOE Owned
2019-2020 Enrollment ⁱ	272
2019-2020 Grades Served	K-5
Current Authorized Enrollment	280
Current Authorized Grade Span	K-5
School Opened For Instruction	2010-2011
School Year of First Renewal	2014-2015
School Year of Second Renewal	2016-2017
Current Charter Term ¹	July 01, 2017 - June 30, 2020

RENEWAL RECOMMENDATION

Cultural Arts Academy Charter School at Spring Creek (CAACS) has satisfied the conditions placed upon it for future renewal.

¹ Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2018-2019 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a short-term renewal with conditions.

Recommendation	
Proposed New Charter Term	Short term, 3 years July 1, 2020 – June 20, 2023
Proposed Authorized Grade Span for New Charter Term	K-5
Proposed Authorized Enrollment for New Charter Term	280
Conditions on Renewal	<ol style="list-style-type: none"> 1. By June 30th of each year of the next charter term, the school must demonstrate growth in meeting the host community school district enrollment rates for English Language Learners (ELLs) and ultimately meet the host community school district enrollment rates by the end of the charter term. 2. By June 30th of each year of the next charter term, the school must demonstrate growth in meeting the host community school district enrollment rates for Students with Disabilities (SWDs) and ultimately meet the host community school district enrollment rates by the end of the charter term.

PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a short-term renewal, the first three years of the school’s full application plan are included below.

Grade	Current School Year (2019-20)	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)
K	60	40	40	40
1	60	60	40	40
2	40	60	60	40
3	40	40	60	60
4	40	40	40	60
5	40	40	40	40
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
9	0	0	0	0
10	0	0	0	0
11	0	0	0	0

Grade	Current School Year (2019-20)	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)
12	0	0	0	0
TOTAL	280	280	280	280

RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

CAACS received a three-year short term renewal in the 2016-17 academic year with the following conditions:

Current Charter Conditions	On Target/Not On Target/Met/Not Met	Notes
1. By June 30th of each year of the next charter term, the school must maintain at least 60 days of cash on hand per the cash position standard.	Not Met	2017-18: Not Met 2018-19: Not Met
2. By June 30th of each year of the next charter term, the Board of Trustees must meet the minimum required number of times per N.Y. Educ. Law § 2851.	Met	2017-18: Met 2018-19: Met
3. By June 30th of each year of the next charter term, the Board of Trustees must consistently meet quorum as defined in the Board Bylaws.	Met	2017-18: Met 2018-19: Met

CAACS was not placed on notice during the current charter term.

CHARTER SCHOOL BACKGROUND

CAACS is an elementary school located in the Brownsville neighborhood of Brooklyn. The school does not have a universal pre-kindergarten program. The school is located in private space in Community School District 18. The school is not co-located with any other schools or programs.²

The school is in its third charter term.

SCHOOL HIGHLIGHTS³

Cultural Arts Academy Charter School's mission is to provide a college preparatory education with exemplary cultural arts proficiency to young leaders who will profoundly impact the human condition.

² According to NYC DOE Location Code Generation and Management System.

³ School Highlights provided directly by the charter school and have not been reviewed for accuracy.

CURRENT SCHOOL LEADERSHIP TEAM⁴

	School Leader Name	Position	Years at School
1.	Dr. Laurie Midgette	Principal	9.0
2.	Joy Thompson	Director of Curriculum & Instruction	6.0
3.	Monique Burrowes	Director of Operations	9.0
4.	Gray Stewart	Director of Accountability & Compliance	9.0
5.	Rachel Charles-Pierre	Director of Student Support & Development	9.0
6.	Ricardo Jefferson	Food Services Manager	6.0
7.	Derrick Redmond	School Safety Manager	7.0
8.	Kimberly Jones	Director of the Arts	9.0
9.	Raquel Scott	Technology Director	9.0

⁴ School Leadership Team information is from July 1, 2019 through October 1, 2019.

PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 2, 2019.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing and Accountability Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing and Accountability Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing and Accountability Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability Team.

STATUTORY BASIS FOR RENEWAL

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

§ 2851(4): Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

RENEWAL OUTCOMES

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing and Accountability Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing and Accountability Team approves the renewal application and the Chancellor

recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing and Accountability Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

FULL-TERM RENEWAL

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

SHORT TERM RENEWAL

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

NON-RENEWAL

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.

PART 3: FINDINGS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

At the time of this school's renewal, CAACS has partially demonstrated academic success.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix C. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix E. These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

PERFORMANCE AGAINST STANDARDS

Standards	Charter Term Outcomes ⁵	Details
Comparative Academic Performance		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	◐	2017-18: Not Met 2018-19: Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	○	2017-18: Not Met 2018-19: Not Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁶	○	2017-18: Not Met 2018-19: Not Met See Figure 1
NYS Math exam proficiency rates meet or exceed comparable CSD rates	○	2017-18: Not Met 2018-19: Not Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	○	2017-18: Not Met 2018-19: Not Met See Figure 2

⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

⁶ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as "peer groups" and "similar schools"). Please refer to the documentation available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

Standards	Charter Term Outcomes⁵	Details
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	○	2017-18: Not Met 2018-19: Not Met See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	○	2017-18: Not Met 2018-19: Not Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	◐	2017-18: Not Met 2018-19: Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A ⁷	
Total cohort exam pass rates in Regents English Language Arts meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Science meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents U.S. History & Government meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography meet or exceed Citywide rates	N/A	
Graduation rates meet or exceed Citywide rates ⁸	N/A	
Academic Growth		
NYS ELA exam proficiency rates increase	●	2017-18: N/A⁹ 2018-19: Met See Figure 1
NYS Math exam proficiency rates increase	●	2017-18: N/A 2018-19: Met See Figure 2

⁷ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

⁸ The NYC DOE considers the 4-year August graduation rate for this and all graduation standards.

⁹ For NYS assessments administered beginning with the 2017-18 school year, NYS ELA and Math tests were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable.

Standards	Charter Term Outcomes⁵	Details
Total cohort exam pass rates in Regents English Language Arts increase	N/A	
Total cohort exam pass rates in Regents Mathematics increase	N/A	
Total cohort exam pass rates in Regents Science increase	N/A	
Total cohort exam pass rates in Regents U.S. History & Government increase	N/A	
Total cohort exam pass rates in Regents Global History and Geography increase	N/A	
Graduation rates increase	N/A	
Closing the Achievement Gap		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	N/A	
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	N/A	
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	N/A	
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	N/A	
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	●	2017-18: Met 2018-19: Met See Figure 4
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	●	2017-18: Met 2018-19: Met See Figure 4
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	○	2017-18: Not Met 2018-19: Not Met See Figure 7
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	○	2017-18: Not Met 2018-19: Not Met See Figure 7
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹⁰ meet or exceed CSD rates	◐	2017-18: Met 2018-19: Not Met See Figure 6

¹⁰ The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

Standards	Charter Term Outcomes⁵	Details
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	○	2017-18: Not Met 2018-19: Not Met See Figure 6
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	○	2017-18: Not Met 2018-19: Not Met See Figure 9
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	○	2017-18: Not Met 2018-19: Not Met See Figure 9
Total cohort exam pass rates in Regents English Language Arts for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Science for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents U.S. History & Government for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents English Language Arts for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Science for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents U.S. History & Government for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents English Language Arts for FRPL meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics for FRPL meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Science for FRPL meet or exceed Citywide rates	N/A	

Standards	Charter Term Outcomes⁵	Details
Total cohort exam pass rates in Regents U.S. History & Government for FRPL meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography for FRPL meet or exceed Citywide rates	N/A	
Graduation rates for ELLs meet or exceeds Citywide rates	N/A	
Graduation rates for SWD meet or exceeds Citywide rates	N/A	
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates	N/A ¹¹	
College & Career Readiness (for grades 9-12 only)		
Postsecondary enrollment rates meet or exceed Citywide rates ¹²	N/A	
College & Career Preparatory Course Index meet or exceeds Citywide average	N/A	
College Readiness Index meet or exceeds Citywide average	N/A	

¹¹ The NYC DOE does not report citywide graduation rates for students eligible for FRPL; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

¹² The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard.

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

At the time of this school's renewal, CAACS has partially demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix E. These goals relate to school environment, leadership, governance, and compliance. For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix F.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

CURRENT BOARD OF TRUSTEES¹³

Board Member Name	Position	Committee(s)	Years on Board
1. Dr. A.R. Bernard	President	N/A	9
2. Cheryl Pemberton	Vice President	N/A	9
3. Shirley Glasgow	Secretary	N/A	9
4. Henry Clouden	Treasurer	Finance	9
5. Chrysetta Patterson	Member	Member	9

SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide up to seven key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

COLLEGIATE MODEL

Cultural Arts Academy Charter School at Spring Creek has a collegiate design model in which each class, beginning in kindergarten, is named after nationally renowned college or university. The teachers are referred to as "Professors", all administrative staff are called "Deans" and each class is adorned with their university paraphernalia.

INTERNATIONAL BACCALAUREATE CANDIDATE SCHOOL – PRIMARY YEARS PROGRAMME

All teachers and administrators have access to the IB online curriculum centre (OCC), a website rich with IB publications and teacher support materials, as well as online forums that engage IB teachers from around the world. Throughout the candidate phase, our consultant will customize support and advice based on information provided in the current IB publications.

THE LEADER IN ME LIGHTHOUSE SCHOOL

¹³ Board of Trustees as of October 1, 2019.

The Leadership Model Program here at CAACS integrates Dr. Covey's philosophies into every class, co-curricular activity, and the school culture. Our goal is to help students develop a skill set to succeed in the 21st century based on the mastery of the 7 Habits. Along with internalizing the 7 Habits, the leadership model empowers students to take ownership over their development and growth.

THE ARTS

CAACS provides students with high-quality arts-infused learning opportunities and classroom partnerships between teachers and artists that lead to high student engagement. Teaching artists and teachers work together to design and enhance content area curricula and the delivery of instruction using the NYC's Blueprint for Teaching and Learning in the Arts: Pre-K-12 which outlines what students should know and be able to do in the arts at key grades in their growth and development.

TECHNOLOGY

Designed on the National Educational Technology Standards for Students (NETS*S) and the work of the Partnership for 21st Century Skills, the CAACS curriculum is embedded in the K-8 technology literacy standards. Students engage in real world applications where they learn new technology skills as they work through meaningful mathematics, science, language arts, and social studies activities and are assessed through a rubric tied to the technology literacy standards.

STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

STAFFINGⁱⁱ

In the 2017-18 school year, zero leadership staff left the school; 7 or 19% of instructional staff left the school.

In the 2018-19 school year, 1 or 11% of leadership staff left the school; 4 or 14% of instructional staff left the school.

GOVERNANCE

In 2017-18, the Board had 5 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The 2017-18 calendar listed 12 meetings, and met 12 times, which meets the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 12 times out of the 12 meetings that took place in 2017-18.

In 2018-2019, the Board had 5 members; this is within the minimum to maximum range of 5 to 11 members stated in the bylaws. The 2018-2019 calendar lists 12 meetings, and met 12 times, which meets the requirement of the Charter Schools Act to meet monthly. The Board regularly posts board meeting agendas and minutes on their website. The Board met quorum 12 times out of the 12 meetings that took place in 2018-2019.

PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on October 29, 2019. Ninety-three (93) individuals attended the hearing. Fifteen (15) comments were made in

support and none were made in opposition to the proposed charter renewal. Fifteen (15) of letters were received in support of the renewal; none were received in opposition. Comments in support focused on access to extracurricular activities and the school's commitment to developing the whole child; they also spoke to how staff really contribute to a sense of community.

PERFORMANCE AGAINST STANDARDS

For the data informing many of these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ¹⁴	Details
Supportive Environment		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	2017-18: Met 2018-19: Met
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	○	2017-18: Not Met The school does not have a compliant, formal procedure posted and available to staff. 2018-19: Not Met The school does not have a compliant, formal procedure posted and available to staff.
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages ¹⁵	○	2017-18: Not Met 2018-19: Not Met See Figure 10
Student attendance rate meets or exceeds CSD average	●	2017-18: Met 2018-19: Met See Figure 11
Student attendance rate meets or exceeds Citywide average	●	2017-18: Met 2018-19: Met See Figure 11
Improved student retention rate over prior year	◐	2017-18: Not Met 2018-19: Met See Figure 12

¹⁴ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

¹⁵ To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

Standards	Charter Term Outcomes¹⁴	Details
Decreased student suspension rate over prior year	◐	2017-18: Met 2018-19: Not Met See Figures 19 and 20
Operational Stability		
School meets all DOE deadlines, including annual reporting requirements	◐	2017-18: Met 2018-19: Not Met The school missed 1 out of 26 reporting deadlines.
School has documented teacher evaluation procedures	●	2017-18: Met 2018-19: Met
School has documented professional development opportunities	●	2017-18: Met 2018-19: Met
School has a formal process for evaluating progress against charter school goals	●	2017-18: Met 2018-19: Met
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	2017-18: Met 2018-19: Met
Board has developed a succession plan for board and school leadership	●	2017-18: Met 2018-19: Met
Board has access to legal counsel	●	2017-18: Met 2018-19: Met
Board held the required number of meetings per the charter law	●	2017-18: Met 2018-19: Met
Board meetings consistently meet quorum	●	2017-18: Met 2018-19: Met
Compliance		
School's ELL enrollment meets CSD rate	○	2017-18: Not Met 2018-19: Not Met See Figure 15
School's ELL retention meets CSD rate	●	2017-18: Met 2018-19: N/A See Figure 16
School's SWD enrollment meets CSD rate	○	2017-18: Not Met 2018-19: Not Met See Figure 13

Standards	Charter Term Outcomes¹⁴	Details
School's SWD retention meets CSD rate		2017-18: Not Met 2018-19: Met See Figure 14
School's FRPL enrollment meets CSD rate		2017-18: Not Met 2018-19: Not Met See Figure 17
School's FRPL retention meets CSD rate		2017-18: Not Met 2018-19: Met See Figure 18
School has written rules and procedures for student discipline ("discipline policy"), which includes guidelines for suspension and expulsion. The discipline policy must be consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs		2017-18: Not Met 2018-19: Not Met The discipline code does not include the right to a formal hearing prior to a long-term suspension, alternative instruction, nor proper appeal procedures.
School has followed all applicable lottery and enrollment laws and regulations		2017-18: Met 2018-19: Met
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable		2017-18: Met 2018-19: Met
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)		2017-18: Not Met The school had 5 uncertified teachers above the permissible number. 2018-19: Met
School is in compliance with employee fingerprinting requirements		2017-18: Not Met The school had 3 staff members start prior to their fingerprint clearance date. 2018-19: Not Met The school had 3 staff members start prior to their fingerprint clearance date.
School has an appropriate safety plan		2017-18: Met 2018-19: Met
School has appropriate insurance documentation		2017-18: Met 2018-19: Met

Standards	Charter Term Outcomes¹⁴	Details
School is in good standing with the Department of Health	●	2017-18: Met 2018-19: Met
School has submitted its Annual Report to NYSED and posted it online	●	2017-18: Met 2018-19: Met
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	2017-18: Met 2018-19: Met

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school's renewal, Cultural Arts Academy Charter School at Spring Creek has partially demonstrated financial viability.

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix E. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP's findings for Essential Question 3 is below.

SCHOOL FINANCES

An independent audit performed for fiscal year 2018 (FY18) noted the following material findings: "The School is required to be in compliance with the New York State Education Department ("NYSED") requirements. The teacher certification exemption allows Charter Schools to have up to 10 uncertified teachers and an additional 5 uncertified teachers if the teachers are teaching science, technology, engineering, and math ("STEM") subjects. The School had 18 teachers that were uncertified, none of which taught STEM subjects."

An independent audit performed for fiscal year 2019 (FY19) showed no material findings.

The school has \$75,223 in escrow, meeting the \$70,000 requirement.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes¹⁶	Details
Short-term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	○	2017-18: Not Met 2018-19: Not Met See Figure 21
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	○	2017-18: Not Met 2018-19: Not Met See Figure 22
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	2017-18: Met 2018-19: Met See Figure 23
Debt management – school is meeting all current debt obligations	●	2017-18: Met 2018-19: Met
Long-term Financial Sustainability¹⁷		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	○	2017-18: Not Met 2018-19: Not Met See Figure 24
Aggregated three-year total margin – school operates at a surplus over three-year period	N/A	
Debt to assets ratio less than 1.0	○	2017-18: Not Met 2018-19: Not Met See Figure 26
Aggregate assets to liabilities ratio greater than 1.0	N/A	
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	◐	2017-18: Not Met 2018-19: Met See Figure 25
Multi-year cash flow – positive cash flow over previous three fiscal years	N/A	

¹⁶ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

¹⁷ Aggregate and multi-year standards require three years of available data within the current charter term to calculate. This charter has fewer than three years of available data within the current charter term. As such, the aggregate and multi-year standards are not applicable.

GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCEⁱⁱⁱ

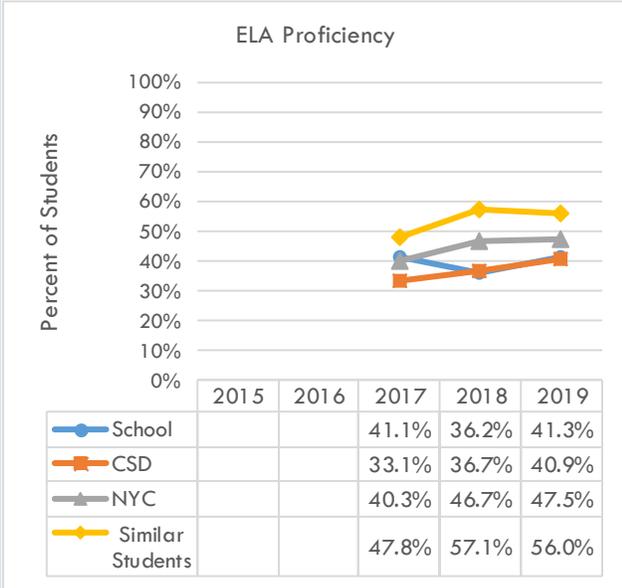


Figure 1

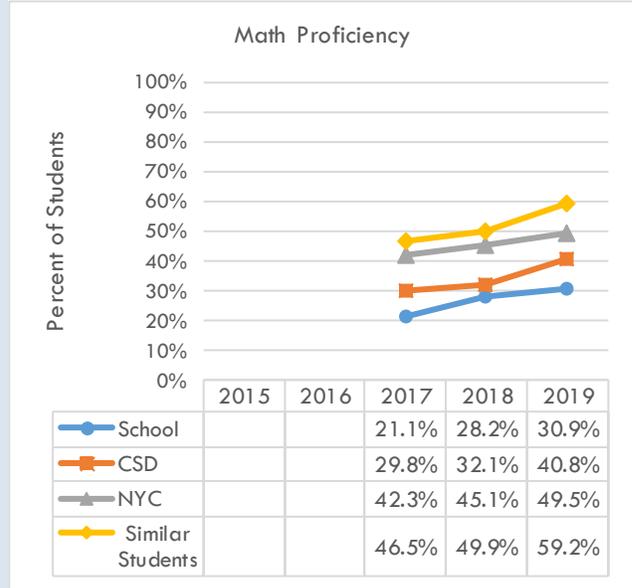


Figure 2

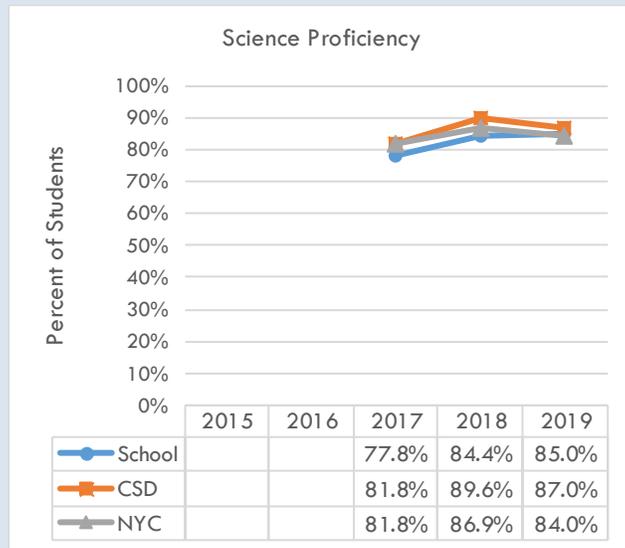


Figure 3

¹⁸ If applicable, results in cases when five or fewer students take the exam are not displayed in the following graphs.

CLOSING THE ACHIEVEMENT GAP - GRADE 3-8 ENGLISH LANGUAGE ARTS^{iv}

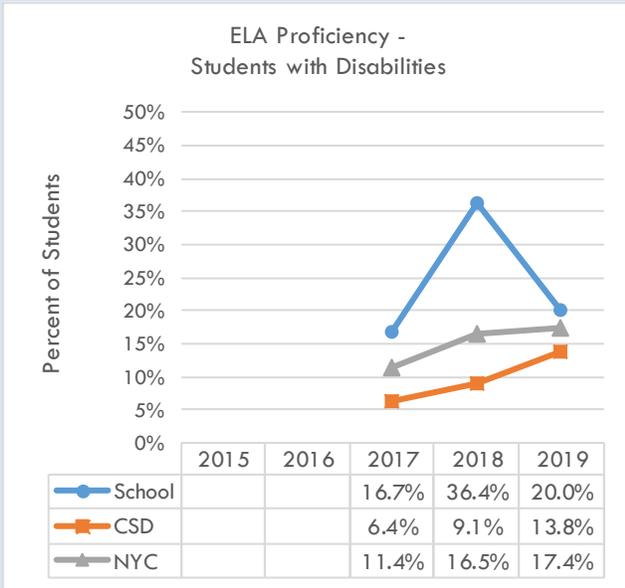


Figure 4

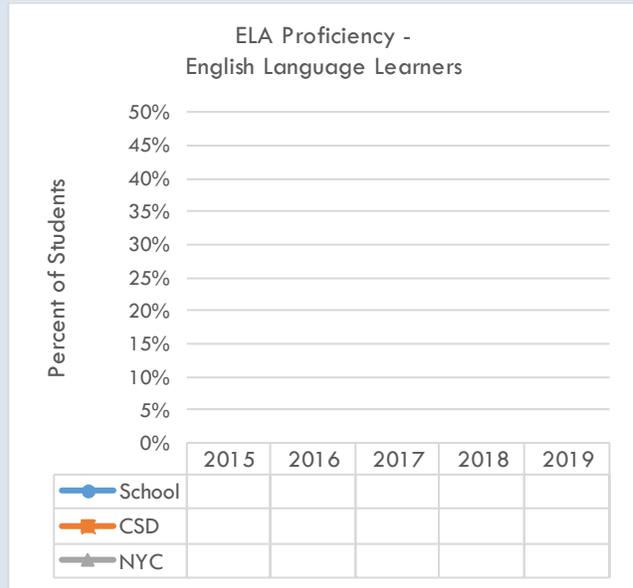


Figure 5

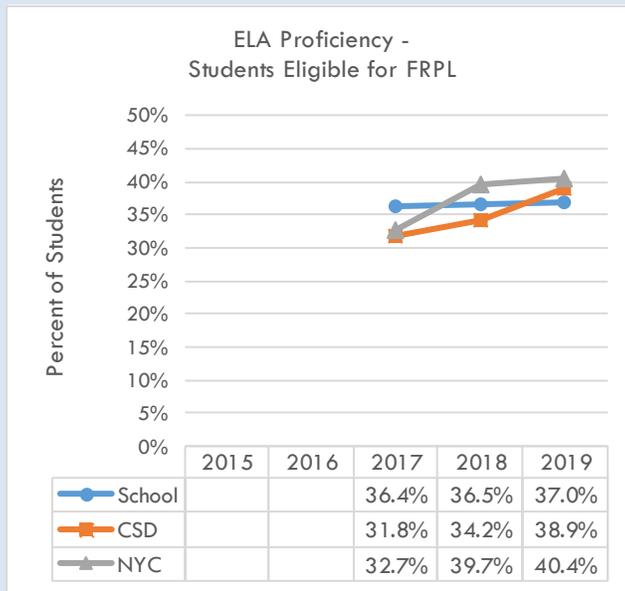


Figure 6

CLOSING THE ACHIEVEMENT GAP - GRADE 3-8 MATH^v

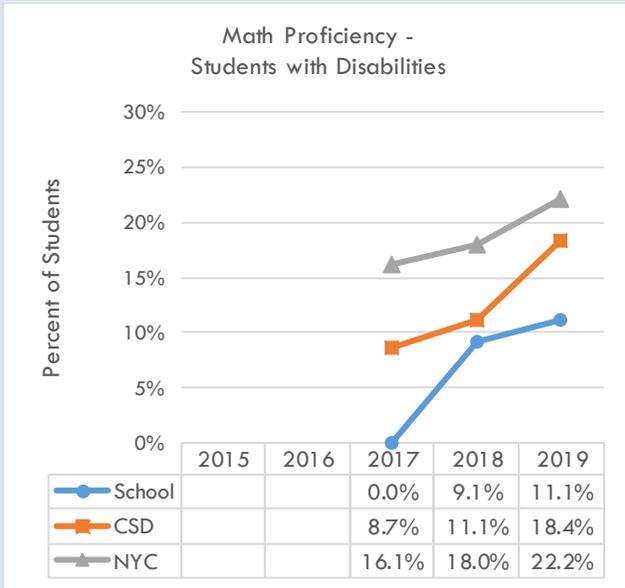


Figure 7

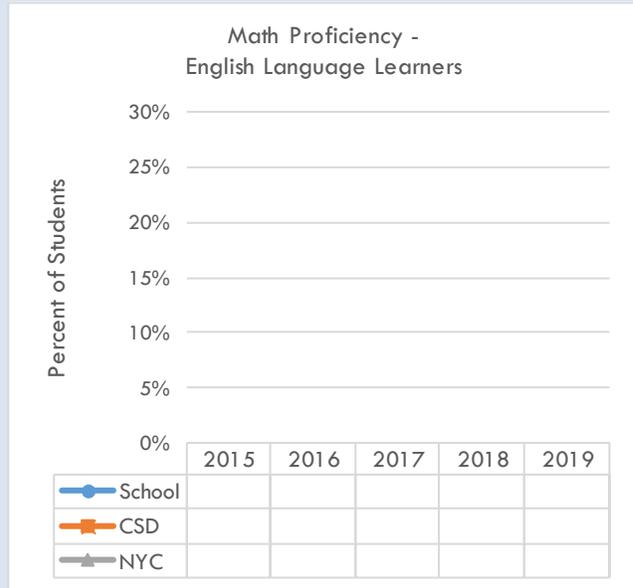


Figure 8

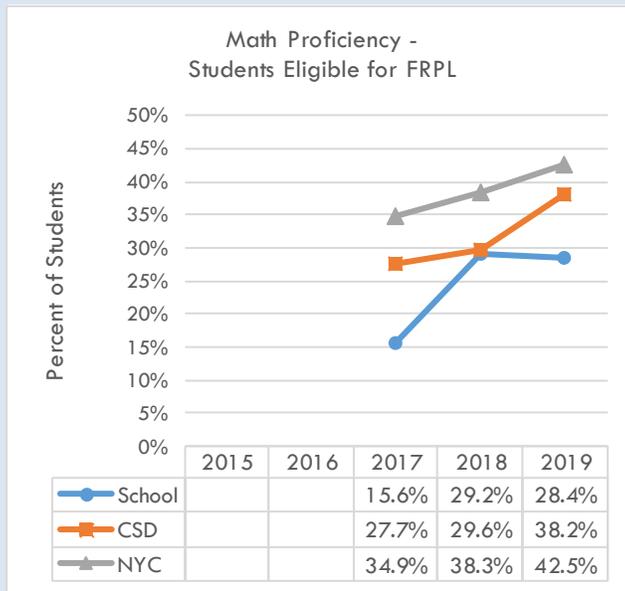


Figure 9

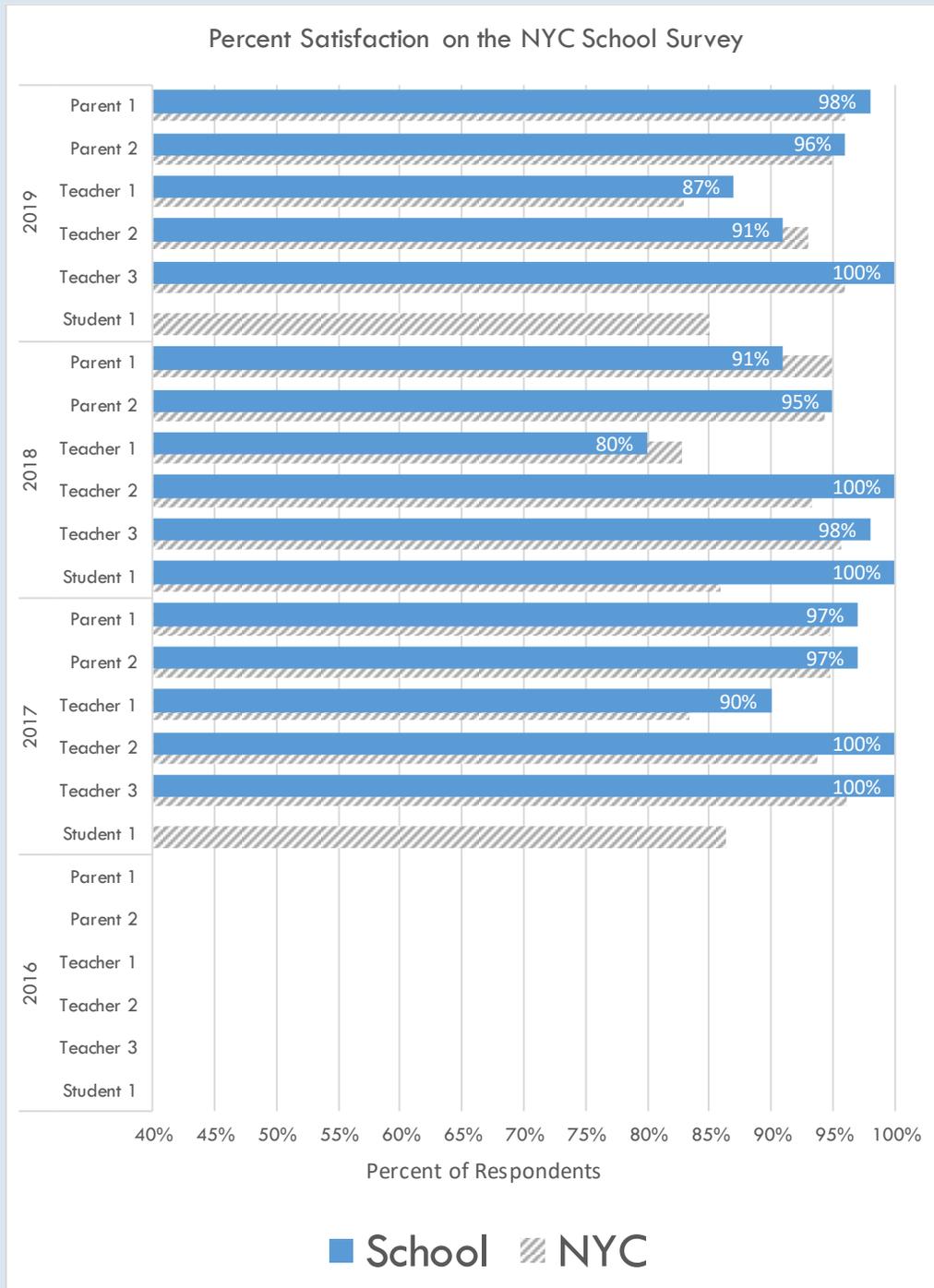


Figure 10

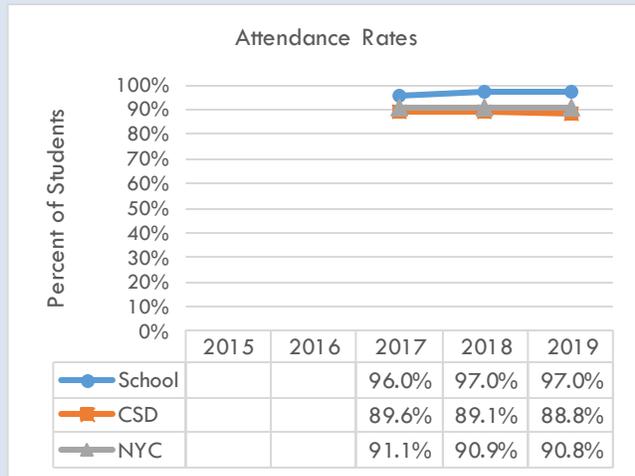


Figure 11

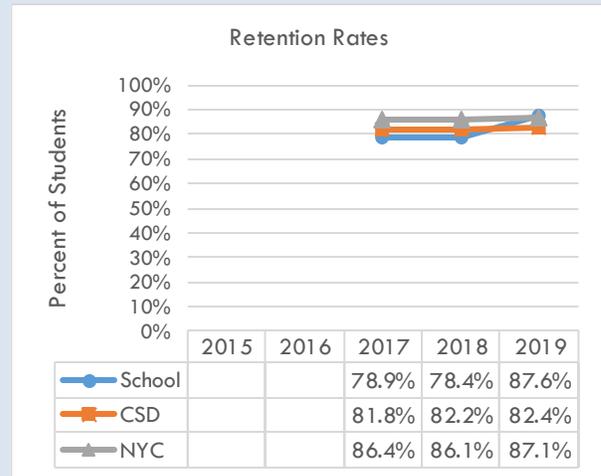


Figure 12

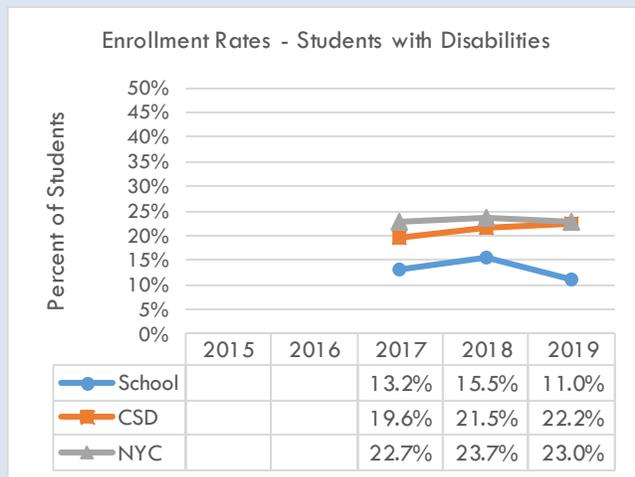


Figure 13

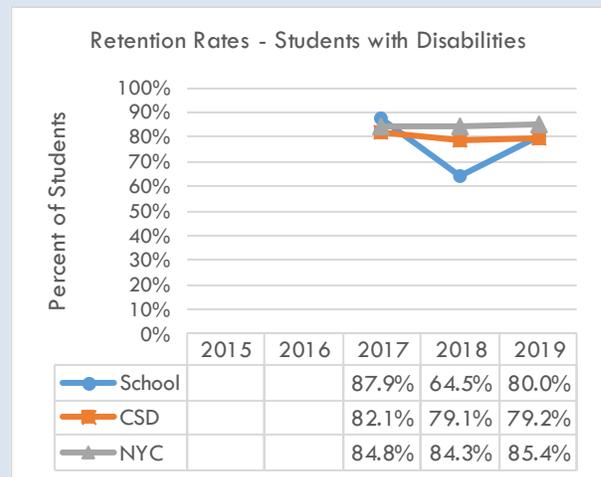


Figure 14

¹⁹ A student is counted towards ELL or SWD enrollment and retention figures for three years post-declassification.

Enrollment Rates - English Language Learners

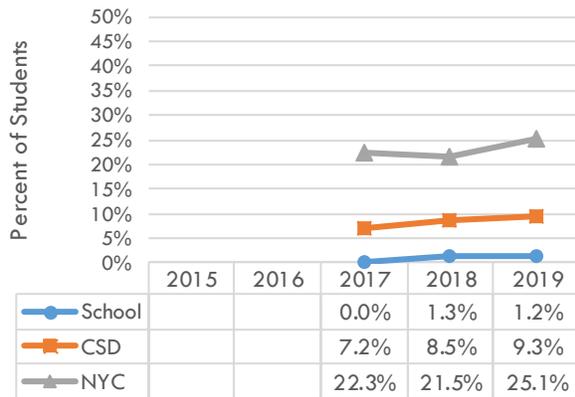


Figure 15

Retention Rates - English Language Learners

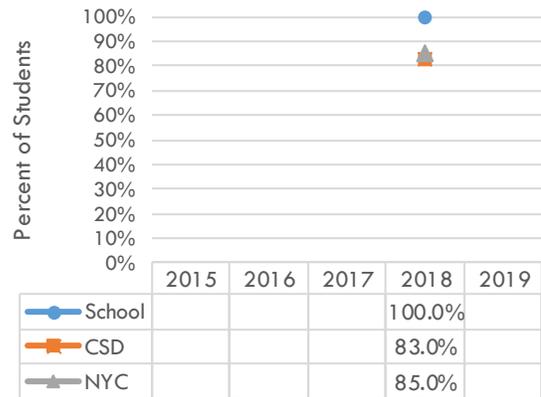


Figure 16

Enrollment Rates - Students Eligible for FRPL

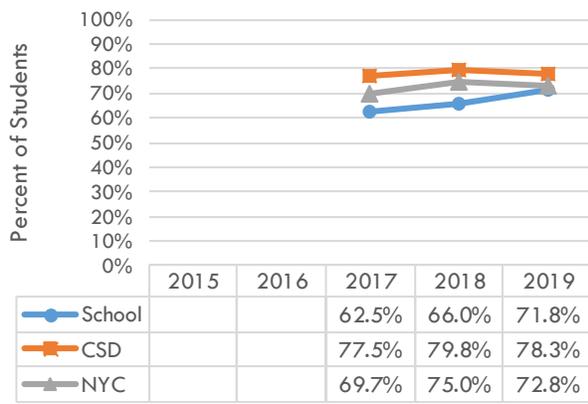


Figure 17

Retention Rates - Students Eligible for FRPL

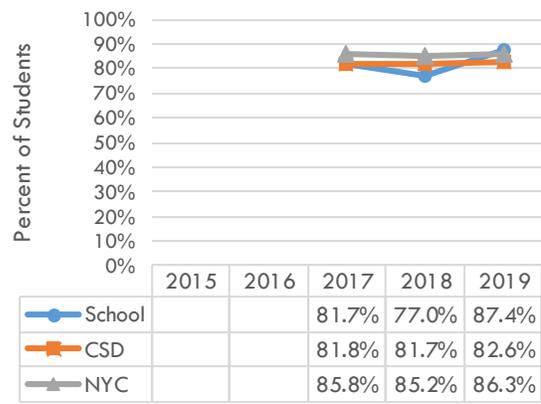


Figure 18

SUSPENSION RATES^{viii}

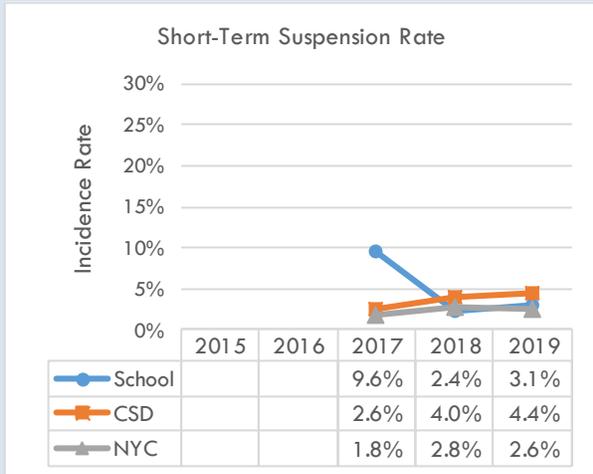


Figure 19

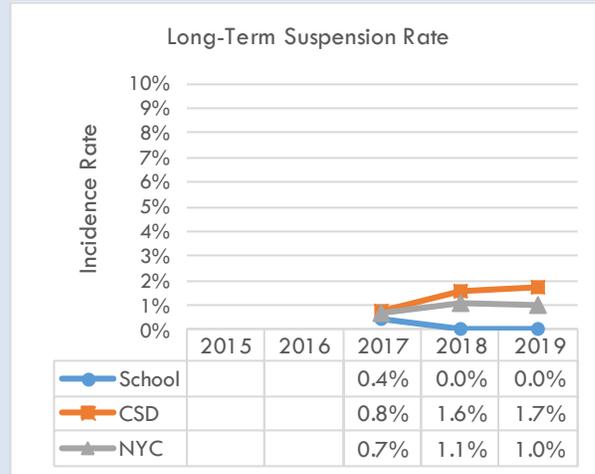
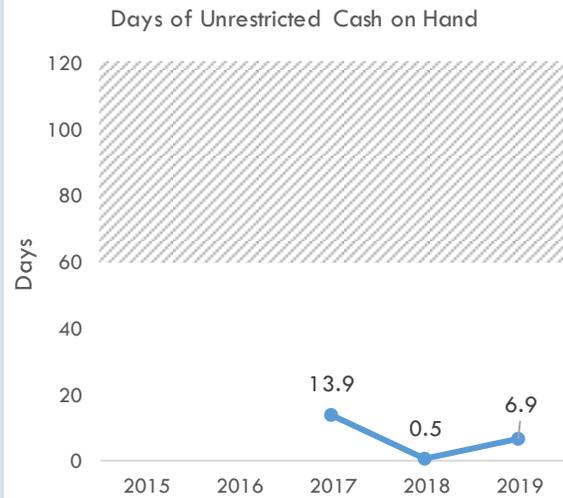


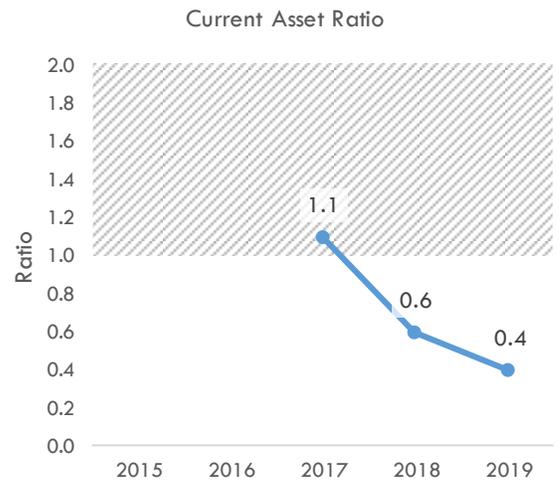
Figure 20

SHORT-TERM FINANCIAL VIABILITY^{ix}



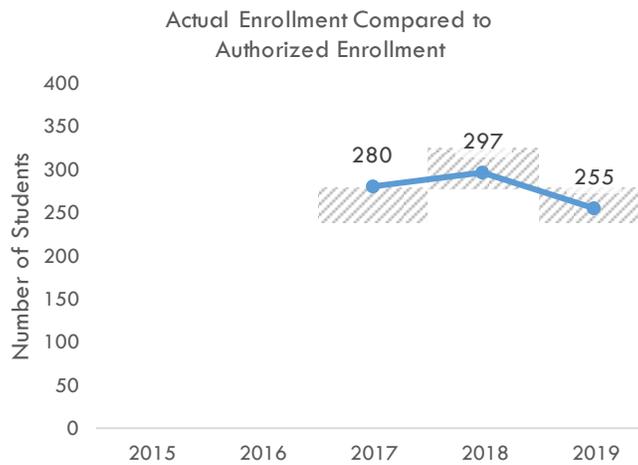
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.

Figure 21



The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

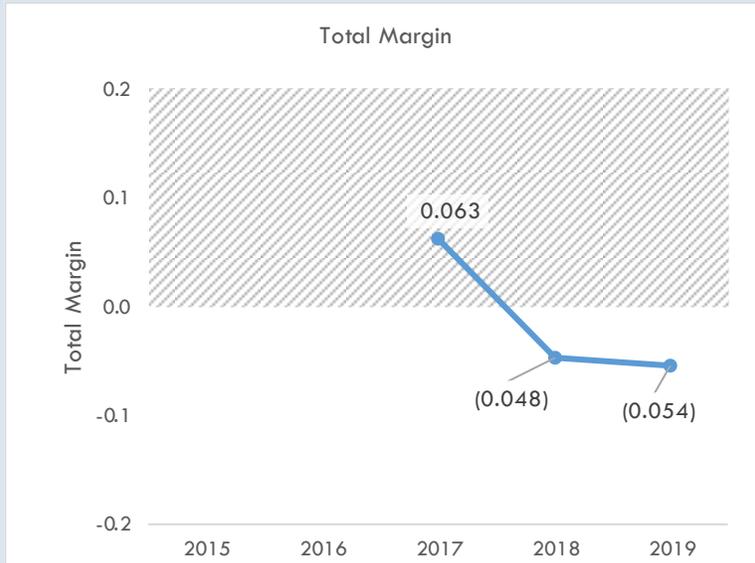
Figure 22



Fully grown charter schools must enroll no less than 85% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

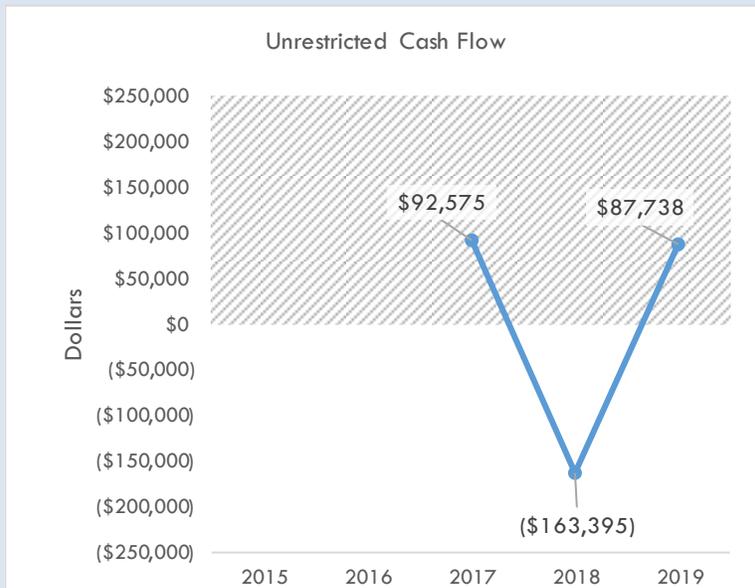
Figure 23

LONG-TERM FINANCIAL SUSTAINABILITY*



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart. The one-year measure is indicated with a circle; the three-year aggregate measure is indicated with a triangle (if applicable).

Figure 24



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart. The one-year measure is indicated with a circle; the three-year aggregate measure is indicated with a triangle (if applicable).

Figure 25

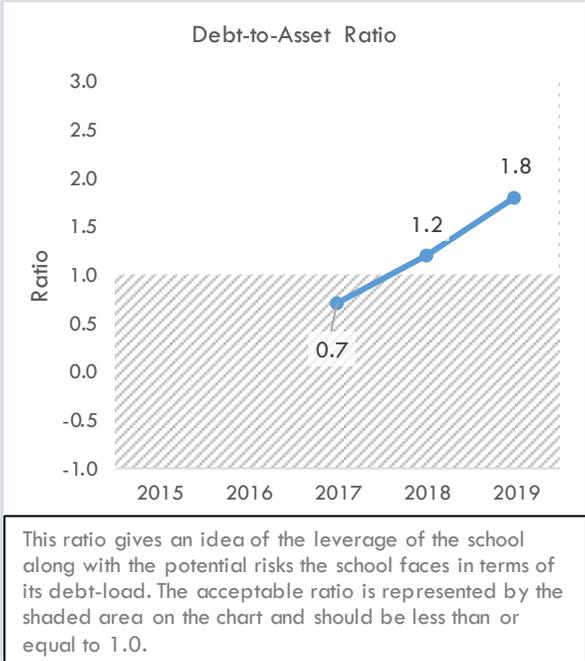


Figure 26

APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported and has not been reviewed for accuracy or completeness.

Programming, Admissions, and Lottery	
Number of Instructional Days	180
Pre-Kindergarten Program	
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	K, 2, 4, 5: 2 1, 3: 3
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1,2,3,4,5
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2019-2020)	300
Number of Students Accepted via the Lottery (School Year 2019-2020)	68
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	Yes
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	Yes
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No
Children of Employees of the Charter School or CMO	Yes

CURRENT STUDENT DEMOGRAPHICS^{xi}

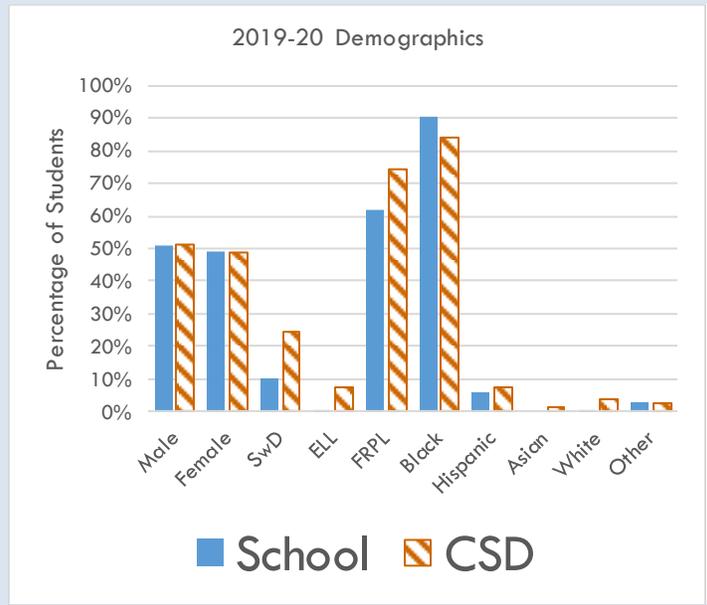


Figure 27

EXPULSION RATES^{xii}

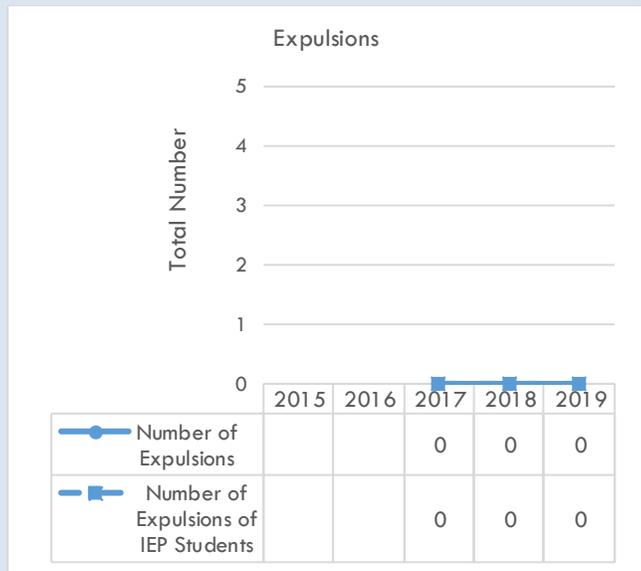


Figure 28

APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited Cultural Arts Academy Charter School on October 29 and October 30, 2019. The school leadership team identified what CAAT team members would see in classrooms based on the school's key design elements and unique school culture. CAAT provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that CAAT did not have the opportunity to observe that item during the visit.

- Evidence of beginning, emerging and experience teachers; CAAT saw evidence of this.
- Evidence of standards-based lessons; CAAT saw evidence of this.
- Evidence of teachers facilitating student discussion, ensuring that all students engaged; CAAT saw mixed evidence of this.
- Evidence of other adults present to provide support; CAAT saw evidence of this.
- Evidence of instructional indicators on the walls (such as word calls, LIM, IB resources, etc.) & well stocked classroom library; CAAT saw evidence of this.
- Evidence of varied levels of rigorous instructional delivery; CAAT saw evidence of this.
- Evidence of student voice; CAAT saw limited evidence of this.
- Evidence of technology; CAAT saw mixed evidence of this.
- Evidence of small group learning; CAAT saw mixed evidence of this.
- Evidence of arts- infused learning; CAAT saw limited evidence of this.

GRADE-LEVEL PROFICIENCY IN ELA

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Cultural Arts Academy Charter School at Spring Creek					
Grade 3			48.8%	37.2%	50.0%
Grade 4			37.8%	38.6%	40.0%
Grade 5			36.6%	27.0%	33.3%
Grade 6				44.0%	
Grade 7					
Grade 8					
DIFFERENCE FROM CSD					
Grade 3			14.4%	-2.4%	0.8%
Grade 4			0.4%	-2.6%	-1.8%
Grade 5			9.4%	-2.6%	1.3%
Grade 6				7.0%	
Grade 7					
Grade 8					

GRADE-LEVEL PROFICIENCY IN MATH

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Cultural Arts Academy Charter School at Spring Creek					
Grade 3			31.0%	44.2%	37.8%
Grade 4			11.1%	15.6%	22.0%
Grade 5			22.0%	16.2%	34.4%
Grade 6				41.7%	
Grade 7					
Grade 8					
DIFFERENCE FROM CSD					
Grade 3			-6.6%	0.5%	-12.3%
Grade 4			-15.8%	-18.2%	-17.5%
Grade 5			-3.3%	-11.1%	1.4%
Grade 6				18.0%	
Grade 7					
Grade 8					

ENGLISH/LANGUAGE ARTS

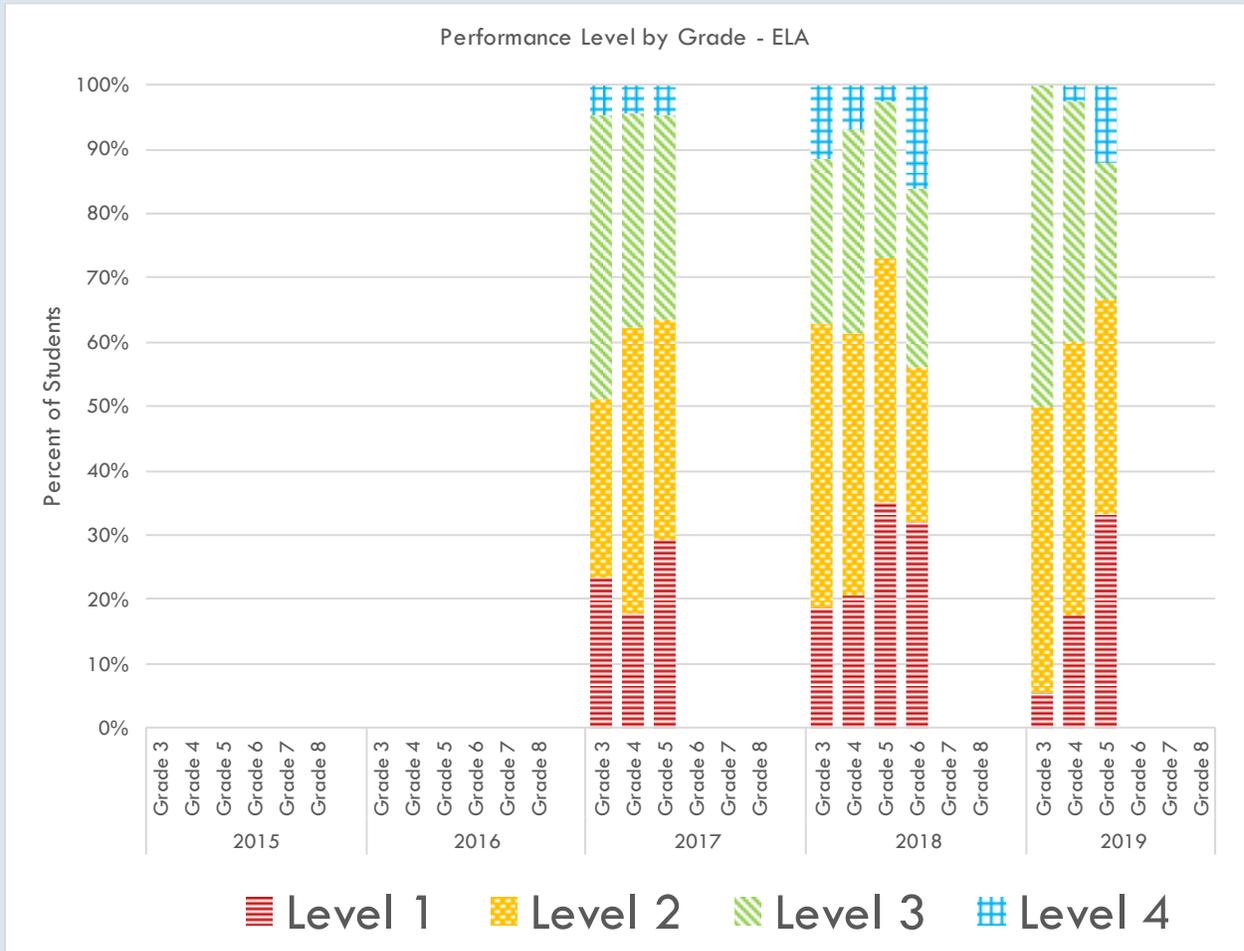


Figure 29



APPENDIX E: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2018-2019 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as a part of a holistic evaluation of the school.

To see the school's full 2018-2019 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must meet or exceed such percentage for New York City.	NYS ELA Assessment Gr CAA NYC 3) 50% 53% 4) 40% 50% 5) 33% 40% All) 41% 48%	Not Met	To target ELA growth in 2019-20, CAACS-SC will focus on providing students with targeted support in differentiated, small-group instruction. In order to maximize the time devoted to differentiated instruction in the 2019-20 school year, teachers will begin guided reading and literacy learning centers as early as October. CAACS-SC will aim to provide an additional teacher in the classroom during guided reading for all testing grades to ensure effectiveness and smooth transitions. In grades 3-5, students will be placed into 1 of 3 groups based on their ELA level. The groups will meet at least 2-3 times a week during the fall months and 3-4 times a week during the winter months that lead up to the New York State tests. The groups will be led by the literacy specialist and teachers, based on the specific grade levels that they teach. These differentiated group sessions will focus on the ELA skills such as summarizing, questioning, and making inferences. To further support teachers in our work to increase academic outcomes, CAACS-SC has added a literacy specialist to our staff. This role will provide critical support to

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
				teachers as they implement our ELA program.
Academic Goal 2	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.	NYS ELA Assessment Gr CAA #18 3) 50% 49% 4) 40% 42% 5) 33% 32% All) 41% 41%	Met	The literacy specialist who began in the 2019-20 school year was previously employed by CAACS-SC and left the school for a period before being rehired. This individual therefore has a strong knowledge of the CAACS-SC academic program and approach to instruction and is well suited to the position of coaching teachers. Teachers will meet with the literacy specialist during their common planning time no less than twice a week for collaborative planning and professional learning. During this time, teachers and the literacy specialist will review student data and strategies for differentiated instruction. In addition to leading professional learning meetings, the literacy coach will model exemplary teaching by pushing into classrooms on a regular basis. The coach will also conduct non-evaluative classroom observations and will provide feedback to promote growth in instruction for all ELA teachers.
Academic Goal 3	For each year of the school's renewal charter term, the	NYS Mathematics Assessment Gr. CAA NYC 3) 38% 53% 4) 22% 49% 5) 34% 46% All) 31% 50%"	Not Met	CAACS-SC will use Eureka Math to improve alignment with the state standards. After our 2019 state exam results indicated that a majority of our students were not proficient, we determined a need for more alignment between our curricular resources and the NYSLS. In the past years, we used a combination of resources from Envision Math, Singapore Math, and Eureka Math. We identified that Eureka Math has strong alignment with

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
				<p>the NYSLS and therefore have purchased the full Eureka Math curricular program. While we will continue to use portions of other curricular programs, Eureka Math will be used as our primary curricular resource starting in the 2019- 20 school year. CAACS-SC will focus on increasing students' math confidence and engagement. After examining our math practices in connection to our 2019 math outcomes, we identified that many students had a dislike or even fear of math. To support teachers in developing students' math confidence, we will work to engage students in activities that make math fun. One strategy we will use is gaming. The use of interactive, low-tech math games will support students in learning math concepts through an engaging activity. The use of games will also help reach students with different learning styles, as math games will include tactile, visual, and auditory elements. In addition, in alignment with our IB focus on inquiry, we will focus on helping students create their own understanding of math through the use of writing and peer discussion, allowing students to discover and make connections within the practice of math. Teachers will be supported in developing a classroom culture that invites students to be mathematicians rather than just learning about what other mathematicians have discovered.</p>
Academic Goal 4	For each year of the school's renewal charter term, the percentage of	NYS Mathematics Assessment	Not Met	CAACS-SC will provide comprehensive math development for our teachers.

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
	<p>the school's students who score at or above Level 3 on the New York State Mathematics examination must meet or exceed such percentage for the Community School District (CSD).</p>	<p>Gr. CAA #18 3) 38% 50% 4) 22% 39% 5) 34% 33% All) 31% 41%"</p>		<p>CAACS-SC will be providing our teachers with extensive math professional development in the 2019-20 school year. The professional development began in September. Teachers will deepen their understanding of three main components essential for strong math instruction: the culture of a mathematics classroom. Our professional development will emphasize the expectation that all students can learn mathematics. Teachers will be supported in contextualizing math with recognition that students have varying life experiences and bring those experiences to the classroom. In addition, teachers will be coached in strategies to provide positive feedback, use feedback to guide instruction and anticipate concerns/issues, and focus on personal growth and resources to reach attainable goals. Professional development will also include guidance on how to communicate about math to learners of varied abilities and backgrounds through the use of models, experiences, the 5- step lesson, and analogies, images, or demonstrations. Elementary math content. Teachers will increase their own math content knowledge by experiencing 5- step math lessons, and work as a group to revise existing math lesson plans to emphasize mathematical process standards and align with the New York State Learning Standards. Elementary pedagogical methods for math. Twice a month, teachers will participate in Lesson</p>

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
				Study. The lesson study will include a demonstration of a math lesson, followed by a discussion of the teachers' experiences with the content from a learner's perspective. We will also emphasize how to use math pedagogy to increase opportunities for differentiation. Teachers will share student work and critiqued reports on lessons they've taught.
Academic Goal 5	Based on the proficiency rates on the New York State ELA examination, the school will demonstrate positive academic growth in each year of the charter term. (Relevant for schools serving grades 3-8)	NYS ELA Assessment 36% of all students scored at proficiency in ELA in 2017-18, whereas 41% did so in 2018-19.	Met	
Academic Goal 6	Based on the proficiency rates on the New York State Mathematics examination, the school will demonstrate positive academic growth in each year of the charter term. (Relevant for schools serving grades 3-8)	NYS Mathematics Assessment 28% of all students scored at proficiency in math in 2017-18, whereas 31% did so in 2018-19.	Met	
Academic Goal 7	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable	NYS ELA Assessment	Not applicable as fewer than 6 students were tested.	

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
	population in each year of the charter term.			
Academic Goal 8	Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term.	NYS ELA Assessment 36% of SWD scored a 3 or 4 on the ELA exam in 2018, whereas 20% did so in 2019.	Not Met	To support SWD, CAACS-SC offers Integrated Co- Teaching (ICT) classrooms and Special Education Teacher Support Services (SETSS). Our Director of Student Support and Development oversees all student support services, including our special education teachers and guidance counselor, and Response to Intervention and Academic Intervention Services. In the 2019-20 school year, CAACS-SC will offer 4 ICT classrooms and will have 4 special education-certified teachers on staff. Through the Department of Education, we also provide speech/language therapy, occupational therapy, physical therapy and hearing services.
Academic Goal 9	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced price lunch program, the school will demonstrate positive academic growth on New York State ELA Examination proficiency rates for that applicable population in each year of the charter term.	NYS ELA Assessment 36% of Economically Disadvantaged students scored a 3 or 4 on the ELA exam in 2018, whereas 37% did so in 2019.	Met	
Academic Goal 10	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New	NYS Mathematics Assessment	Not applicable as fewer than 6 students were tested.	

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
	York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)			
Academic Goal 11	Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term.	NYS Mathematics Assessment 9% of SWD scored a 3 or 4 on the Math exam in 2018, whereas 11% did so in 2019.	Met	
Academic Goal 12	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced price lunch program, the school will demonstrate positive academic growth on New York State Math Examination proficiency rates for that applicable population in each year of the charter term.	NYS Mathematics Assessment 29% of Economically Disadvantaged students scored a 3 or 4 on the math exam in 2018, whereas 28% did so in 2019.	Not Met	As a supplement to the general ELA and math curriculum, CAACS-SC provides support for students to meet the NYSLS. These supports include after school homework help, AIS small group instruction, and Test Prep Fridays. AIS is offered in the forms of extra time during the regular school day, co-teaching, team-teaching, after school, or DOE summer school. AIS is provided by the Student Support staff, ELA and Math Instructional Specialists, and teachers. The provision of academic intervention services (AIS) is intended to increase achievement for our CAACS students who are struggling to meet the New York State Learning Standards, as evidenced by their performance on the State assessments in English language arts (ELA) and mathematics in grades 3-5. AIS runs from October through the

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
				<p>conclusion of state assessments. CAACS students attend DOE summer programs as determined by state assessment scores. Afterschool homework help is provided by the Student Support team, composed of guidance counselors and teachers, along with local high school students who are participating in service learning.</p>

APPENDIX F: RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities, English Language Learners, and students who are eligible for FRPL.

As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

The school has submitted the following text in support of this requirement.

SCHOOL-PROVIDED EFFORTS

ENROLLMENT EFFORTS

ECONOMICALLY DISADVANTAGED

This year, in we have strategically partnered with the local movie theaters, the Caribbean Times Newspaper and the Canarsie Courier, to enhance our enrollment coverage area.

CAACS also:

- Posted flyers at the Brownsville Recreation Center and other community locations that tend to serve lower income families and their children
- Made contact with community resources used by low-income families, including SNAP (Supplemental Nutrition Assistance Program) and WIC (Women, Infants and Children) food stamp programs, food pantries, thrift shops, social service agencies.
- Provided relevant contact persons with flyers and information regarding enrollment, information sessions, etc. Provide rides to information sessions from these locations. Recruited Kindergarten students through collaboration with Head-Start, daycares and other organizations serving predominantly low-income and immigrant families and limited-English speaking families, since program eligibility is determined by family income below the federal poverty level.

ENGLISH LANGUAGE LEARNERS

CAACS applied for a charter revision to create a dual language program. CAACS believes that creating a dual language will help us meet state-mandated goals to improve education for non-English-speaking students. In one study, students who enrolled in dual-language courses in kindergarten gained the equivalent of one year of reading instruction by eighth grade, compared with their peers who received English-only instruction. Supporters of dual language programs cite the work of neuroscientist Ellen Bialystok, who found that people who are bilingual tend to maintain better cognitive functioning with age and are even believed to have delayed onset in Alzheimer's symptoms after diagnosis. Our request to create a dual language program was not approved by the authorizers.

CAACS translated all materials into the predominantly spoken languages of our district and community. CAACS used non- English media, approach community-based organizations serving the language group, recent immigrant support services. CAACS describe our ELL programs in our marketing materials, as well as our programs at all recruiting/outreach events and on our website

Additionally, our initiatives will also include handing out flyers, attending school fairs, going to local churches, meeting local representatives, and attending community board meetings, radio spots, newspaper articles, and interviews. Social media like Facebook and Twitter are also two methods we will use. We will connect all of these on our website, enabling visitors to see any kind of activity happening with the school.

STUDENTS WITH DISABILITIES

CAACS collaborates with our local Committee on Special Education for District 18. Since 2011-2012, we have been a member of the NYC Charter Center Special Education Collaborative and will continue to participate. This organization, the NYC Special Education Collaborative, focuses on assisting schools with starting and operating successful special education programs. Specific benefit details include:

- Program Support: technical assistance and advocacy
- Staff Training: Verbal de-escalation and restraint training, monthly instructional training, counseling staff support, discounts to fee-based training
- Teacher Recruitment: Career fair table and job postings
- Resources: Common Core IEP goal bank access, access to resource library

Additionally:

- CAACS hosts an annual breakfast for all of our families who have students with disabilities. All of the service providers make a presentation and parents can access an exhibit of curriculum and assistive technology
- Creates and disseminates brochures that describe our special education programming
- Members of CAACS staff also connect the school with information and programs that they use for their own children.

RETENTION EFFORTS

ECONOMICALLY DISADVANTAGED

CAACS provides access to a great educational opportunity that is in demand for in and out-of-District families. We know that most families hear about our school by word of mouth. CAACS will continue to monitor the efficacy of our recruitment and enrollment of efforts for our economically disadvantaged special population by carefully tracking student enrollment numbers. Through our data dashboard, we collect detailed information on trends in at-risk student populations, report to the Board on enrollment trends, and adjust the marketing strategy, as needed.

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population by carefully tracking student enrollment numbers. Through our data dashboard, we collect detailed information on trends in at-risk student populations, report to the Board on enrollment trends, and adjust the marketing strategy, as needed.

CAACS' retention strategies include:

- Taking time to learn about the cultures and needs of ELL families in your school's community;
- Understanding that written materials are not always enough - place phone calls to ELL families;
- Utilizing ELL family members who are already in our school community – we will designate them to speak on behalf of our school.
- Having our bilingual staff member or volunteer who can help answer families' questions and fill out paperwork;
- Hosting an open-house specific to ELL families and providing translated materials and presenters who can translate for families.

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- CAACS will continue to build relationships with support organizations to gain familiarity with the services they provide.
- CAACS will continue to create a database of support services to the families so these organizations know about our school and its special education program and make recommendations to the families they serve.

APPENDIX G: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8.

SOURCES

ⁱ Number of students actively enrolled on October 31, 2019 as recorded in ATS.

ⁱⁱ Calculations based on data reported by the school in its renewal data collection form.

ⁱⁱⁱ State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{iv} State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

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^{vi} Data from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:

- Parent 1 – “How satisfied are you with the education your child has received this year?”
- Parent 2 – “The principal promotes family and community involvement in the school.”
- Teacher 1 – “I would recommend my school to parents seeking a place for their child.”
- Teacher 2 – “Teachers work closely with families to meet students’ needs.”
- Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”
- Student 1 – “It’s clear what I need to do to get a good grade.”

^{vii} Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31st of the prior year who are still at the school on October 31st of the evaluated year. Subgroup enrollment data comes from an October 31st ATS pull for the evaluated year and includes students formerly identified as part of the subgroup when applicable.

^{viii} School-reported suspension and expulsion data. City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Rates are calculated as number of events divided by total population.

^{ix} Annual school audit

^x Annual school audit

^{xi} Number of students actively enrolled on October 31, 2019 as recorded in ATS.

^{xii} School-reported suspension and expulsion data. City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Rates are calculated as number of events divided by total population.

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