

Application: Cultural Arts Academy

Annual Reports

Summary

ID: 0000000347

Status: Annual Report Submission

Entry 1 School Info and Cover Page

Completed - Oct 21 2020

[Instructions](#)

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK 331800860988

a1. Popular School Name

CAACS

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

NEW YORK CITY CHANCELLOR OF EDUCATION

c. DISTRICT / CSD OF LOCATION

CSD #18 - BROOKLYN

d. DATE OF INITIAL CHARTER

1/2010

e. DATE FIRST OPENED FOR INSTRUCTION

8/2010

f. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

“Where Leaders Grow Up.”

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.

g. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Briefly describe each Key Design Elements (KDE) as presented in the schools approved charter. KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success.

KDE 1	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.
KDE 2	International Baccalaureate Candidate School – Primary Years Programme Cultural Arts Academy Charter School at Spring Creek is an International Baccalaureate Candidate School. 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. CAACS is becoming authorized to offer the Primary Years Programme (PYP). CAACS receives the support of the IB, its relevant IB regional office, and an assigned consultant from the IB educator network (IBEN), who has been fully trained according to global IB policies. A crucial

element of the candidate phase is the consultation process, which includes a fixed number of hours of remote consultation per year of candidacy as well as an on-site visit. Throughout the candidate phase, our consultant will customize support and advice based on information provided in the current IB publications and his or her professional knowledge of the appropriate program. Each report summarizes the progress made by the school towards meeting the requirements for authorization and provides feedback on the school's readiness to apply for authorization. Each year, the IB gathers educational leaders, decision makers and practitioners from schools, universities and governments, as well as students, to discuss and develop ideas on international education.

KDE 3

The Leader In Me Lighthouse School
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. These are put into action through such practices as "Synergizing through community service projects" (Your Turn To Lead Scholar-Leaders) and "Seeking First To Understand in peer conflict mediation" within our student support services. Along with internalizing the 7 Habits, the leadership model empowers students to take ownership over their development and growth. Additionally CAACS offers a variety of co-curricular activities spanning tennis, the arts, fencing, chess, track, basketball and martial arts through which students may further pursue leadership development. The school's instructional practices are specially tailored to deliver the leadership model while aligning with the Common Core. Students are taught through a combination of arts and technology infused project-based learning (PBL). Examples of projects include using LEGO Academy where students are able to build local, national and international structures to show the development of our international-minded approach toward viewing ourselves as global citizens.

KDE 4	<p>The Arts</p> <p>Cultural Arts Academy Charter School at Spring Creek 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.</p> <p>Professional development seminars and workshops provide teachers with the pedagogical skills to design and implement art-infused curricula that are driven by NYS learning standards. Classroom observations, on-going professional development and access to cultural resources build our quality instruction. Students and teachers interact with arts institutions and organizations that exhibit and perform the arts, offer advanced study or provide internships or employment in arts-related businesses. CAACS uses 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 and levels in their growth and development.</p>
KDE 5	<p>Technology</p> <p>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.</p> <p>Instructional delivery includes the power of touch, motion, and sound. Assignments can be sketched, scored, charted, coded, or performed. Learning activities include an assessment rubric tied to the technology literacy standards.</p>
KDE 6	(No response)
	(No response)

KDE 7	
KDE 8	(No response)
KDE 9	(No response)
KDE 10	(No response)

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

<https://www.culturalartsacademy.org/>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

280

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

265

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5
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I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

	No, just one site.
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School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1400 Linden Boulevard Brooklyn, NY 11212	718-683- 3301	NYC CSD 18	K-5	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Laurie B. Midgette	718-683-3301		
Operational Leader	Gray N. Stewart	718-683-3301		
Compliance Contact	Gray N. Stewart	718-683-3301		
Complaint Contact	Gray N. Stewart	718-683-3301		
DASA Coordinator				
Phone Contact for After Hours Emergencies	Dr. Laurie B. Midgette			

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 1 Certificate of Occupancy (COO)

[COO1_3511666479-CERTIFICATE OF OCCUPANCY.pdf](#)

Filename: COO1_3511666479-CERTIFICATE OF OCCUPANCY.pdf **Size:** 120.5 kB

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Jen Pasek
Position	Consultant
Phone/Extension	
Email	

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

Date

Sep 15 2020

Thank you.



Entry 3 Progress Toward Goals

Completed - Oct 21 2020

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
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	NYS Exam	Unable to Assess	

	ELA examination must exceed such percentage for New York City. (Relevant for schools serving grades 3-8)			
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 exceed such percentage for the Community School District (CSD) in which the school is located. (Relevant for schools serving grades 3-8)	NYS Exam	Unable to Assess	
Academic Goal 3	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 Mathematics examination must exceed such percentage for New York City. (Relevant for schools serving grades 3-8)	NYS Exam	Unable to Assess	
	For each year of			

Academic Goal 4	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 Mathematics examination must exceed such percentage for the Community School District (CSD). (Relevant for schools serving grades 3-8)	NYS Exam	Unable to Assess	
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 Exam	Unable to Assess	
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	NYS Exam	Unable to Assess	

	grades 3-8)			
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 population in each year of the charter term. (Relevant for schools serving grades 3-8)	NYS Exam	Unable to Assess	
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. (Relevant for schools serving grades 3-8)	NYS Exam	Unable to Assess	

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. (Relevant for schools serving grades 3-8)	NYS Exam	Unable to Assess	
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 York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving	NYS Exam	Unable to Assess	

	grades 3-8)			
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2. Do have more academic goals to add?

Yes

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
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. (Relevant for schools serving grades 3-8)	NYS Exam	Unable to Assess	
	Where the school has an eligible			

Academic Goal 12	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. (Relevant for schools serving grades 3-8)	NYS Exam	Unable to Assess	
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

No

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of staff participate in the	NYCDOE School Survey - Pending Results	Unable to Assess	

	survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher.			
Org Goal 2	Each year, the school self-reported average daily student attendance rate shall meet or exceed the average daily attendance for the Community School District (CSD) of location for elementary and middle schools and the citywide average for high schools.			
Org Goal 3	Each year, the percentage of students enrolled in ATS on 10/31 of a given school year that are enrolled in ATS on 10/31 the following school year will exceed the rate of the Community School District (CSD) of location for elementary and middle schools and the citywide average for high schools.	CAACS had a 74% retention rate in 2019-20.	Unable to Assess	

Org Goal 4	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for English language learners.	SIRS Data and NYSED Preliminary Enrollment Data (not including former ELLs and SWDs)	Not Met	CAACS enrolled less than 1% and NYC District 18 enrolled 8% ELL students.
Org Goal 5	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students with disabilities.	SIRS Data and NYSED Preliminary Enrollment Data (not including former ELLs and SWDs)	Not Met	CAACS enrolled less than 12% and NYC District 18 enrolled 20% SWD students.
Org Goal 6	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students eligible for free and reduced price lunch.	SIRS Data and NYSED Preliminary Enrollment Data	Not Met	CAACS enrolled less than 72% and NYC District 18 enrolled 77% ED students.
Org Goal 7	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for English language learners.	BEDS Day Enrollment Records	Not Met	

Org Goal 8	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students with disabilities.	BEDS Day Enrollment Records	Met	100% of ELL students returned for the 2019-20 school year.
Org Goal 9	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students eligible for free and reduced price lunch.	BEDS Day Enrollment Records	Not Met	64% of SWD students returned for the 2019-20 school year.
Org Goal 10	In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met	BEDS Day Enrollment Records	Not Met	75% of ED students returned for the 2019-20 school year.

	this goal if at least 50% of parents participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher.			
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.

Financial Goal 1	Each year, the school will maintain a stable cash flow as evidenced by having 60 days of unrestricted cash on hand reported in their yearly independent fiscal audit.	Pending Financial Audit		
Financial Goal 2	Each year, the school will operate on a balanced budget. A budget will be considered “balanced” if revenues equal or exceed expenditures.	Pending Financial Audit		
Financial Goal 3	Each year, the school will meet or exceed 85% of their authorized enrollment on 10/31 as recorded in ATS. (This goal applies only to schools that are no longer “growing” grades within the current charter term.)		Met	
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 7 Disclosure of Financial Interest Form

Completed - Oct 21 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools:** [Disclosure of Financial Interest Form](#)
- **SUNY- Authorized Charter Schools:** [Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

BOT Forms 2019-20 CAA

Filename: BOT_Forms_2019-20_CAA.pdf Size: 737.7 kB

Entry 8 BOT Membership Table

Completed - Oct 21 2020

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the

Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 8 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK 331800860988

1. 2019-2020 Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Dr. AR Bernard, [REDACTED]	Chair	None	Yes	3	9/1/2019	8/31/2022	8
2	Cheryl A. Pemberton, [REDACTED]	Vice Chair	None	Yes	3	9/1/2019	8/31/2022	12
3	Henry Clouden, III, [REDACTED]	Treasurer	Finance	Yes	3	9/1/2019	8/31/2022	12
	Shirley A.							

4	Glasgow, [REDACTED]	Secretary	Parent Engagem ent	Yes	3	9/1/2019	8/31/202 2	11
5	Chrysetta Patterson , [REDACTED]	Trustee/M ember	None	Yes	3	9/1/2019	8/31/202 2	8
6	Dr. Laurie B. Midgette	Other	School Leader	No	3	9/1/2019	8/31/202 2	
7				No				
8				No	3			
9								

1a. Are there more than 9 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2020	6
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-10

3. Number of Board meetings held during 2019-2020

12

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 9 Board Meeting Minutes

Completed - Oct 21 2020

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

Entry 10 Enrollment & Retention

Completed - Oct 21 2020

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK 331800860988

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	Cultural Arts Academy Charter School at Spring Creek understands the need to enroll and retain specific student populations in numbers comparable to the NYC CSD #18. This year, in we have strategically partnered with the	

Economically Disadvantaged	<p>local movie theaters, the Caribbean Times Newspaper and the Canarsie Courier, to enhance our enrollment coverage area.</p> <p>CAACS also:</p> <ul style="list-style-type: none"> -- 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. 	<p>In 2019-20, our percentage of ED students was 72% and our district was 77% .</p>
	<p>Cultural Arts Academy Charter School at Spring Creek understands the need to enroll and retain specific student populations in numbers comparable to the NYC CSD #18. This year, in we have strategically partnered with the local movie theaters, the</p>	

English Language
Learners/Multilingual Learners

Caribbean Times Newspaper and the Canarsie Courier, to enhance our enrollment coverage area. 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

In 2019-20, we have 1 ELL student and two former ELL students.

	<p>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.</p>	
Students with Disabilities	<p>Cultural Arts Academy Charter School at Spring Creek understands the need to enroll and retain specific student populations in numbers comparable to the NYC CSD #18. 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 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:</p> <ul style="list-style-type: none"> • 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 	<p>In 2019-20, our percentage of SWD students was 12% and our district was 20%.</p>

	<ul style="list-style-type: none"> • Teacher Recruitment: Career fair table and job postings • Resources : Common Core IEP goal bank access, access to resource library <p>Additionally:</p> <ul style="list-style-type: none"> • 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. 	
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
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 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,	Our retention rate for ED students was 75% between 2018-19 and 2019-20.

	<p>and adjust the marketing strategy, as needed.</p> <p>CAACS continues to identify community programs similar to the Brownsville Recreation Center, Boys and Girls Club and the local YMCA with more substantial populations of student eligible for free lunch, establish relationships with these organizations, make information available to organization leaders and post flyers.</p>	
English Language Learners/Multilingual Learners	<p>CAACS' retention strategies include:</p> <ul style="list-style-type: none"> -- 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 <ul style="list-style-type: none"> - place phone calls to ELL families; -- Utilizing ELL family members who are already in our school community – we 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. 	Our retention rate for ELLs was 100% between 2018-19 and 2019-20.
Students with Disabilities	<ul style="list-style-type: none"> -- CAACS continues to build relationships with support organizations to gain familiarity with the services they provide. -- CAACS maintains a database of support services to the families so these organizations know 	Our retention rate for SWD was 64% between 2018-19 and 2019-20.

about our school and its special education program and make recommendations to the families they serve.

Entry 12 Percent of Uncertified Teachers

Completed - Oct 21 2020

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Entry 12 Uncertified Teachers

School Name: CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK
331800860988

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	2
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category A: 5 or 30% whichever is less	2.0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category B: not to exceed 5	0.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category C: not to exceed 5	0.0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	0

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	24

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	26



Thank you.

Entry 13 Organization Chart

Completed - Oct 21 2020

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

[Entry 13 Organization Chart] 31542063-organizational-structure-2019-2020

Filename: Entry_13_Organization_Chart_31542063-o_TcKDqfp.pdf **Size:** 413.3 kB

Entry 14 School Calendar

Completed - Oct 21 2020

Instructions for submitting School Calendar

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

CAACS-SCHOOL-CALENDAR-2020-2021

Filename: CAACS-SCHOOL-CALENDAR-2020-2021.pdf **Size:** 179.9 kB

Entry 15 Links to Critical Documents on School Website

Completed - Oct 21 2020

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 15 Links to Critical Documents on School Website

School Name: Cultural Arts Academy

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	https://www.culturalartsacademy.org/images/Annual_Report_NYSED_2018-2019.pdf
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	https://www.culturalartsacademy.org/accountability/notice-of-public-meetings
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.culturalartsacademy.org/accountability/notice-of-public-meetings
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?year=2019&instid=800000067494
4. Most Recent Lottery Notice Announcing Lottery	https://www.culturalartsacademy.org/about-us/apply
5. Authorizer-Approved DASA Policy	https://www.culturalartsacademy.org/accountability
6. District-wide Safety Plan	https://www.culturalartsacademy.org/images/SAFETY_PLAN_2019-2020_.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.culturalartsacademy.org/images/Family_Handbook_2018-2019.pdf
7. Authorizer-Approved FOIL Policy	https://www.culturalartsacademy.org/parents-corner
8. Subject matter list of FOIL records	https://www.culturalartsacademy.org/parents-corner
9. Link to School Reopening Plan	https://www.culturalartsacademy.org/images/RE-OPENING_PLAN-CAACS-2020-2021.pdf

Thank you.



Entry 16 COVID 19 Related Information

Completed - Oct 21 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: Cultural Arts Academy

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	265	0	265

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

	Ass ess me nt Title	Gra de K	Gra de 1	Gra de 2	Gra de 3	Gra de 4	Gra de 5	Gra de 6	Gra de 7	Gra de 8	Gra de 9	Gra de 10	Gra de 11	Gra de 12	Nu mbe r of Parti cipa ting Stud ents
	Eng age NY, Gre at Min ds' Eur eka Mat h end -of- mo dule ass ess me nts	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
	Co mm on Cor e Sta nda rds and Skill s	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
	Curr icul														

		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
Tota l															0

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Dr. A.R. Bernard, Sr.

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Cultural Arts Academy of Spring Creek

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Chairman

2. Are you an employee of any school operated by the education corporation? ____ **Yes** **X** **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school? ____ **Yes** **X** **No**
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ____ **Yes** **X** **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? ____ **Yes** **X** **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities? ____ **Yes** **X** **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
	NONE		
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
	NONE			

Completed on behalf of board member _____ August 3, 2020
Signature _____ Date _____

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____

last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Cheryl A. Pemberton-Graves

Name: _____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Cultural Arts Academy at Spring Creek

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Vice President

2. Are you an employee of any school operated by the education corporation? ____ **Yes** ^x ____ **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school? ____ **Yes** ^x ____ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ____ **Yes** ^x ____ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? ____ **Yes** ^x ____ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities? ____ **Yes** x **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write “None” if applicable. Do not leave this space blank.</i>			
NONE	NONE	NONE	NONE

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “**None**.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
NONE	NONE	NONE	NONE	NONE

DocuSigned by:

Cheryl A. Pemberton-Graves

7/15/2020

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Signature

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____

last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Henry Clouden _____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Cultural Arts Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Treasurer

2. Are you an employee of any school operated by the education corporation? ____ **Yes** ^x ____ **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school? ____ **Yes** ^x ____ **No**
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ____ **Yes** ^x ____ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? ____ **Yes** ^x ____ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities? ____ **Yes** x **No**

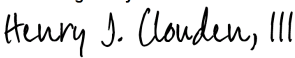
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write “None” if applicable. Do not leave this space blank.</i> none	none	none	none

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “**None**.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i> none	none	none	none	none

DocuSigned by:

 6DF2EB0220BC468...

7/7/2020

Signature

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:  _____

Business Address:  _____

E-mail Address:  _____

Home Telephone:  _____

Home Address:  _____

last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Shirley A. Glasgow _____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Cultural Arts Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Parent representative

2. Are you an employee of any school operated by the education corporation? ____ **Yes** ^x ____ **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school? ____ **Yes** ^x ____ **No**
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ____ **Yes** ^x ____ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? ____ **Yes** ^x ____ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities? ____ **Yes** x **No**


If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write “None” if applicable. Do not leave this space blank.</i>			
None	None	None	None

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “**None**.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
None	None	None	None	None

DocuSigned by:

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7/18/2020

Signature

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____

last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Chrysetta Patterson _____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Cultural Arts Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Member

2. Are you an employee of any school operated by the education corporation? ____ **Yes** ^x ____ **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school? ____ **Yes** ^x ____ **No**
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ____ **Yes** ^x ____ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? ____ **Yes** ^x ____ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities? ____ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write “None” if applicable. Do not leave this space blank.</i> none	none	none	none

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “**None**.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i> none	none	none	none	none

DocuSigned by:

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8/1/2020

Signature

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____

last revised 06/8/2020



"Where Children And Success Are Synonymous"

MEETING OF THE BOARD OF TRUSTEES

1400 Linden Boulevard, Brooklyn, New York 11212

Wednesday, July 17, 2019

6:30pm-8:30pm

MISSION: Cultural Arts Academy Charter School's mission is to provide a college preparatory education with exemplary cultural arts proficiency (The Arts) to young leaders (Leader In Me) who will profoundly impact the human condition (International Baccalaureate).

Public Session: 7:30-8:30pm (Open)

AGENDA

- A. Call To Order
- B. Roll Call (Attendance)
- C. Approval of Minutes
- D. Committee Reports

TOPICS

1. NYCDOE ACR Meeting Request – July 25th

NYCDOE did a preliminary review of the data and findings from the ACR process and at this time they are requesting to meet with the board regarding implications for the renewal process. Below is a summary of their major discussion points:

- CAACS' ELA and Math proficiency rates are just below the CSD's.
(Correction needed – CAACS achieved higher proficiency in ELA than District 18).
- They discussed the importance of sub-group (ELL, SWD, FRPL) enrollment meeting or exceeding the district. CAACS is currently -8% in ELL enrollment, -10% in SWD enrollment, and -6% in FRLP enrollment (as compared to the CSD).

- Implementing a lottery preference for Students with Disabilities *(Correction needed – CAACS already has a lottery preference for Students with Disabilities).*
- OSDCP will not approve the material revision request to add a dual-language program because the school does not have 50% of its students speaking the second language (Spanish). CAACS can offer Spanish as a foreign language. *(CAACS already offers Spanish as a second language).*

CAACS submitted the following documents to NYCDOE for review:

- Sample teacher observations/evaluations
- Sample Math and ELA unit plans
- Professional development calendar
- Public notices of board meetings

Items discussed with Mr. Clouden (Board Treasurer) on June 3, 2019:

- Implementing a lottery preference for Students with Disabilities
- Dual-language material revision request
- Obtaining a Letter of Financial Support (from the church)
- Current employment status of staff hired for Grade 6
- Financial impact the new school building will have on the school

2. NYC Charter Center - Making the Most of the Renewal Application Year

***Recommended Audience:* School leaders and Board members**

Thursday, August 8, 9:00am – 12:00pm

Starting your renewal application year with clear objectives is critical. All stakeholders need to understand the school's current renewal positioning, plans for continued improvement, and how this affects the narrative for the renewal application. Pasek Consulting will share best practices for organizing the renewal application year, drawing from their experience supporting over 60 renewals from all three New York authorizers. Attendees will return to their schools with tools and resources to tackle activities for planning the renewal application in the important year ahead.

3. Pasek Consulting – NYSED Annual Report – Due August 1, 2019

We have received a link to our Annual Report Work Plan Folder. There are specific requirements for each authorizer and Pasek Consulting has flagged which ones our school should omit. As in the past, there are several deadlines:



MEETING OF THE BOARD OF TRUSTEES

1400 Linden Boulevard, Brooklyn, New York 11212

Tuesday, August 14, 2019

6:30pm-8:30pm

MISSION STATEMENT

Cultural Arts Academy Charter School's mission is to provide a college preparatory education (*Curriculum and Instruction*) with exemplary cultural arts proficiency (*The Arts*) to young leaders (*Leader In Me*) who will profoundly impact the human condition (*International Baccalaureate*).

"Where Leaders Grow Up."

Public Session: 7:30-8:30pm (Open)

AGENDA

- A. Call To Order
- B. Roll Call (Attendance)
- C. Approval of Minutes
- D. Committee Reports – Financial

TOPICS

- 1. 2019 Audit Visit
 - 2. DOE-Board Visit
 - 3. New Staffing/Student Enrollment Update
 - 4. The Algebra Project Partnership
 - 5. The Math Doctor
 - 6. 3-Year Restructuring Plan 2019-2022
 - 7. Enrollhand Partnership
-
- E. Adjournment

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES OF CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK

A meeting of the Board of Trustees of the Cultural Arts Academy Charter School at Spring Creek was held at 1400 Linden Boulevard, Brooklyn, New York 11212 on August 14, 2019.

IN ATTENDANCE:

Henry Clouden III
Shirley A Glasgow
Cheryl Pemberton-Graves
Chrysetta Patterson
Dr. AR Bernard
Dr. Laurie B. Midgette, Principal

The meeting was called to order at 6:53 pm with a quorum present.

VOTE

The annual school policies (*Safety Plan, Employee and Family Handbooks, etc.*) were presented to the Board. After discussion, Board unanimously accepted the policies. A motion was made by Chrysetta Patterson to accept them as presented by the Principal with no revisions. The motion was seconded by Henry Clouden. The Board of Trustees voted to accept all of the revised school policies. The Board also reviewed and discussed both the Board Calendar and the School Calendar for 2019-2020 and both were accepted.

2019 Audit – Principal had to sign authorization to conduct our audit by Mohammad Abdel-Atti at MBAF CPAs LLC. The authorization allows MBAF CPAs LLC to request information they need to the complete our financial audit. Henry Clouden wanted clarity about what is required when they visit the school.

DOE Board Visit - Laurie Hazeley, Senior Director, Charter Authorizing for the Office of School Design & Charter Partnerships requested a meeting with the Board regarding implications for the renewal process. The meeting was held on July 29th. Melissa Harris and Dan Pasek also attended.

Staffing and Enrollment - The Principal gave an update on new staffing and student enrollment. At least six families have moved to Long Island, Virginia, Jersey and Connecticut. There are seven new staff members for CAA.

The Algebra Project – Based on the feedback from the meeting with the DOE, the Board discussed how the school's renewal may be impacted due to academic underperformance on state tests, particularly in mathematics (*scores are not out yet*). The Principal proactively outlined strategies that could be implemented in the short term that she feels will have impactful, long-term results. She found a new educational program called the Algebra Project that she feels will strength the skills of the instructional staff as well as the scholars. She has upcoming conference calls with Conference OSU-Mansfield; Fannie Lou Hamer; the Math

Doctor and, CUNY Technology. The Principal presented and shared a 3-year action plan that the Board feels is extremely strong and noted the hard work that the Principal did to put it together.

Enrollhand Grantwriting – The Principal has set up a partnership with a grant-writing company that will search for grants to pursue for CAACS that are aligned to our strategic goals, especially in mathematics. They will create a list of prospective grants that are well aligned with our needs and the prospective funders' priorities. Henry Clouden noted that this would be positive for our financial status.

A motion was made by Cheryl Pemberton to adjourn the meeting and seconded by Chrysetta Patterson. Meeting adjourned at 9:23 pm.

Respectfully submitted,

Shirley Glasgow, Secretary

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES OF CULTURAL ARTS ACADEMY CHARTER SCHOOL

A meeting of the Board of Trustees of the Cultural Arts Academy Charter School was held at 1400 Linden Boulevard, Brooklyn, New York 11212 on September 18, 2019.

IN ATTENDANCE:

Henry Clouden III, Treasurer
Shirley A Glasgow, Secretary
Cheryl Pemberton-Graves, Vice-President
Chrysetta Patterson, Member
Dr. AR Bernard, President (via phone)
Dr. Laurie B. Midgette, Principal

VOTE

The financial statements of Cultural Arts Academy Charter School were prepared by Stuart Sabal and presented by Henry Clouden, Treasurer. The Board reviewed related statements of activities and cash flows for one month, with the accompanying supplemental information. These statements were discussed in detail. There is sufficient cash to fund monthly operations.

RENEWAL APPLICATION PRESENTATION – CAACS has partnered with Pasek Consulting for our renewal application submission.

Cultural Arts Academy Charter School at Spring Creek opened in 2010-11, with our first charter term ending in 2014-15. For our second charter term, we received a two-year term including the 2015-16 and 2016-17 school years. In 2017, our charter was renewed for a three-year term, spanning the 2017-18 through 2019-20 school years. The 2019-20 school year is CAACS-SC's 10th operating year. Our school continues to be led by Founding Principal, Dr. Laurie Midgette. Our current board consists entirely of founding board members and has been led by Dr. A.R. Bernard, Sr.

Board of Trustees

The CAACS-SC Board of Trustees (the Board) currently has our original founding 5 members and 3 ex officio members. Our trustees have deep roots in the community and have backgrounds that include education, legal, and business expertise. The Board recognizes a need to add additional members. The board is seeking to add at least one new trustee with experience in elementary education to help deepen the board's ability to oversee the academic program of CAACS-SC.

Global Designations

In March 2019, CAACS-SC received designation from the International Baccalaureate (IB) as an official Primary Years Programme (PYP) school. We are proud of this achievement, as the IB requires schools to meet extensive program criteria in order to be designated as an official PYP school. This designation confirms that our program meets the rigorous academic framework set

by the PYP. Further, CAACS-SC is also recognized as a Lighthouse School through the Franklin Covey Leader in Me program.

Parent and Teacher Satisfaction

Parents and staff have shown consistent satisfaction with CAACS-SC over the course of our third term. The NYC Survey satisfaction scores for CAACS-SC increased in every category between 2017-18 and 2018-19. Notably, our parent and teacher response rate was 100% in 2018-19. Satisfaction is demonstrated in several strands of the survey, in particular in 2018-19:

- 98% of families say that they are satisfied with the education their child has received this year;
- 99% of families say that they are satisfied with the overall quality of their child's teachers this year; and
- 96% of teachers say that they trust the principal.

Academic Performance

In this time period, CAACS-SC made academic gains, including:

- CAACS-SC's ELA proficiency increased by 5 points between 2017-18 and 2018-19, meeting the proficiency of students in grades 3-5 in CSD 18.
- In addition, between 2017-18 and 2018-19, all grades increased their ELA proficiency at CAACS-SC.
- CAACS-SC's math proficiency increased by 3 points between 2017-18 and 2018-19 to reach 31% proficiency.
- Between 2017-18 and 2018-19, CAACS-SC's 4th and 5th grade increased proficiency in math by 6 and 18 points, respectively. Further, in 2018-19 our 5th grade math proficiency exceeded that of 5th grade in CSD 18.
- Notably, in 2018-19, 50% of our 3rd grade scored proficient in ELA, an increase of 13 points from 2017-18. Further, 3rd and 5th grade ELA proficiency at CAACS-SC exceeded the 3rd and 5th grade ELA proficiency for students in CSD 18.

Restorative Justice Practice

CAACS-SC has a longstanding record of few suspensions each year. We have a well-developed discipline policy outlined in our Code of Cooperation, which is distributed to families each year. We follow a restorative approach to discipline. CAACS-SC participated in the Restorative Justice section of New York City Department of Education's District-Charter Collaborative in the 2017-18 and 2018-19 school years.

Enrollment and Retention

CAACS-SC is making progress toward our enrollment targets. Our enrollment of economically disadvantaged (ED) students increased from 62% in 2015-16 to 69% in 2018-19 and our enrollment of ELLs increased from 0 in 2016-17 to 1% in 2017-18 and 2018-19. While our enrollment of SWD increased between 2016-17 and 2017-18, it decreased between 2017-18 and 2018-19. We continue to analyze our enrollment strategies to identify new methods for recruiting students from all three subgroups.

Financial Health

In the next twelve months, Cultural Arts Academy Charter School at Spring Creek has sufficient cash flow to cover our liabilities expected over the next 12 months; and, our actual enrollment is within 15% of projected (budgeted) enrollment. In terms of our debt management for this charter, CAACS-SC has met all debt obligations. The school has maintained adequate financial resources to ensure stable operations and has monitored and successfully managed cash flow. We operated at a surplus in FY 19.

Future Plans

CAACS-CS is currently focused on increasing our academic outcomes for all students, including students in at-risk subgroups. We are particularly focused on math in the 2019-20 school year, and have planned an intensive schedule of math professional development that will be led by contracted experts to provide our teachers with support in implementing a rigorous math curriculum.

Submitted --- Shirley A. Glasgow, Board Secretary

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES OF CULTURAL ARTS ACADEMY CHARTER SCHOOL

A meeting of the Board of Trustees of the Cultural Arts Academy Charter School was held at 1400 Linden Boulevard, Brooklyn, New York 11212 on October 21, 2019.

IN ATTENDANCE:

Henry Clouden III, Treasurer
Shirley A Glasgow, Secretary
Cheryl Pemberton-Graves, Vice-President
Chrysetta Patterson, Member
Dr. AR Bernard, President (via phone)
Dr. Laurie B. Midgette, Principal

VOTE

The financial statements of Cultural Arts Academy Charter School were prepared by Stuart Sabal and presented by Henry Clouden, Treasurer. The Board reviewed related statements of activities and cash flows for one month, with the accompanying supplemental information. These statements were discussed in detail. There is sufficient cash to fund monthly operations.

RENEWAL EXPECTATIONS (NYCDOE) - The school leader and core instructional leadership team must receive ongoing intensive training and support from an outside entity

- This should include succession planning and cultivation of members of the leadership team.
- The outside entity and the leadership team should, in partnership, create a plan for school improvement.
- New board members must be recruited.

PRESENTATION OF THE CAACS RENEWAL ACTION PLAN

The School Model

As a result of earning two rigorous global designations as an International Baccalaureate (IB) World and Franklin Covey Lighthouse School; whose core program also includes the Arts, Cultural Arts Academy Charter School has a model that requires more staffing than a traditional model, i.e., *IB and Leader In Me Coordinators*. CAACS also subscribes to Whole Child Development Model (ASCD).

Budgetary Programming

Our budgetary programming results in habits and practices that minimize the focus on narrowly defined academic achievement to ones that promote the development of the whole child: a child who is healthy, safe, engaged, supported, and challenged. As evidenced by our independent audits, at least 84-88 percent of our budget is consistently spent on the needs of the children. The essential question for our next charter is: How can we make Cultural Arts Academy Charter School a more fiscally independent and sustainable model, while simultaneously ensuring efficient staff capacity needed for our scholars to achieve exemplary

NYS Next Generation Standards proficiency that meets or exceeds the local district, while minimizing burnout and attrition and within budget?

The Renewal Plan

The CAACS Board of Trustees and School Leadership seeks to propose and implement a plan for the renewal of Cultural Arts Academy Charter School at Spring Creek (CAACS) as a charter school located in Brownsville, Brooklyn serving grades K-5. According to our NYCDOE authorizers, this plan is necessary because Cultural Arts Academy Charter School at Spring Creek may be at risk of non-renewal due to academic underperformance on NYS Assessments, particularly in mathematics. The CAACS Board of Trustees agreed that this plan for the next proposed charter term is the best path forward to support our scholars; and, the Board believes that the outlined strategies can be accomplished by the CAACS Principal in the short term with impactful, long-term results.

The CAACS Renewal Plan will address ongoing academic concerns by requiring implementation of a new educational program and strengthening existing instructional leadership with intensive professional learning. It will also ensure that families in Brownsville/East New York, and particularly those students enrolled in CAACS continue to have access to a community-based school, which is much needed as this community has few educational options. The most immediate change is the implementation of the following new staffing plan. The CAACS Renewal Plan will also include adding a new member of the current Board of Trustees that will strengthen fiscal sustainability and a revised educational program that will achieve charter accountability goals.

Submitted – Shirley A. Glasgow, Board Secretary

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES OF CULTURAL ARTS ACADEMY CHARTER SCHOOL

A meeting of the Board of Trustees of the Cultural Arts Academy Charter School was held at 1400 Linden Boulevard, Brooklyn, New York 11212 on November 20, 2019.

IN ATTENDANCE:

Henry Clouden III, Treasurer
Shirley A Glasgow, Secretary
Cheryl Pemberton-Graves, Vice-President
Dr. AR Bernard, President (via phone)
Dr. Laurie B. Midgette, Principal

The financial statements of Cultural Arts Academy Charter School were prepared by Stuart Sabal and presented by Henry Clouden, Treasurer. The Board reviewed related statements of activities and cash flows for one month, with the accompanying supplemental information. These statements were discussed in detail. There is sufficient cash to fund monthly operations.

RENEWAL FEEDBACK

School Strengths

- CAACS is a safe, warm and welcoming environment
- The things that families say
- The things that CAACS means to the community
- All you have heard over the years

Performance

When it comes to test score accountability:

1. The authorizer believes that our school **has not done enough** in the last several years.
Board and School Leadership Discussion: In the last ten years, we have earned two rigorous global designations. Testing data by itself cannot be valid or invalid; validity is a characteristic of how the data are interpreted. By design, around 10 percent of NYC schools are subject to closure review each year. CAACS has graduated 5 classes into top public and private middle schools.
2. NYCDOE authorizers would like to see substantial ideas for improvements and substantial steps offered by the school.
Board and School Leadership Discussion: CAACS is implementing the **MRA** tool for data management and the creation of action plan. The **Math Action Plan** (University Partnerships and School Partnerships)
3. There is acknowledgement that ELA and Math scores have inched up, by the authorizer.
4. CAACS' academic gains are about even with District 18 in ELA and still lower in Math.

Submitted – Shirley Glasgow, Board Secretary

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES OF CULTURAL ARTS ACADEMY CHARTER SCHOOL

A meeting of the Board of Trustees of the Cultural Arts Academy Charter School was held at 1400 Linden Boulevard, Brooklyn, New York 11212 on December 18, 2019.

IN ATTENDANCE:

Henry Clouden III, Treasurer
Shirley A Glasgow, Secretary
Cheryl Pemberton-Graves, Vice-President
Chrysetta Patterson, Member
Dr. Laurie B. Midgette, Principal

VOTE

The financial statements of Cultural Arts Academy Charter School were prepared by Stuart Sabal and presented by Henry Clouden, Treasurer. The Board reviewed related statements of activities and cash flows for one month, with the accompanying supplemental information. These statements were discussed in detail. There is sufficient cash to fund monthly operations.

PRESENTATION - CAACS Specially Designed Instruction (SDI) Model

CAACS is implementing specially designed instruction; that is, the instruction provided to a student with a disability who has an IEP in order to help him/her master IEP goals/objectives. The specially designed instruction is what will be implemented in addition to all educational and support services that every student is eligible for in order to help the student achieve his/her annual IEP goals. Specially designed instruction is the supplemental special education service(s) the student needs because of his/her disability. Each CAACS SWD's IEP will specify what specially designed instruction the student will receive, including the frequency, duration, and location of the service(s).

This model provides an opportunity for specific instruction in Mathematics and Language Arts that is delivered to the student, not differentiated instruction, accommodations, active learning strategies or other activities designed to facilitate learning for all students. It is closely monitored to ensure that the intended results, i.e., a reduction in the learning gap, are being achieved.

- Picture or Model of Experience - Students draw a pictorial representation about their specific Mathematical or Language Arts experience.
- Symbolic Representation - Students show the mathematical concept learned through invented or traditional symbols to represent their specific thinking.

MATH EXAMPLE - The teacher may also instruct students to deconstruct math word problems into bulleted steps in order to make solving easier; this student is required to receive the word problem presented in that format.

ELA EXAMPLE: While the teacher may read directions to all students on a regular basis, some students may need to read items aloud during class, and utilize graphics and vocabulary posted around the classroom and in the textbook. The IEP team might identify specific strategies and instruction that eliminate the impact of the student's reading disability on his/her instruction.

Submitted – Shirley Glasgow, Board Secretary

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES OF CULTURAL ARTS ACADEMY CHARTER SCHOOL

A meeting of the Board of Trustees of the Cultural Arts Academy Charter School was held at 1400 Linden Boulevard, Brooklyn, New York 11212 on January 22, 2020.

IN ATTENDANCE:

Henry Clouden III, Treasurer

Shirley A Glasgow, Secretary

Cheryl Pemberton-Graves, Vice-President

Chrysetta Patterson, Member

Dr. AR Bernard, President

Dr. Laurie B. Midgette, Principal

Also present: Gray N. Stewart, Director of Accountability and Compliance

The meeting was called to order at 6:55 pm with a quorum present.

VOTE

The financial statements of Cultural Arts Academy Charter School was prepared by Stuart Sabal were presented by Henry Clouden, Treasurer. The related statements of activities and cash flows for one month then ended and the accompanying supplemental information. These statements were discussed in detailed and sufficient cash to fund monthly operations.

SPECIAL PRESENTATION:

Principal Midgette formally introduced a prospective new Board Member. Prior to the meeting, the Board reviewed Dean's resume and Board Questionnaire. Dean and a team of 6 Wall Street bankers have been volunteering at our school for the last four years to teach our scholars about how businesses are started and then how they move through the IPO process. This has been a transformative experience for our scholars and our school. We have a Wall Street Banker like Dean, who is taking time out of his schedule to travel to one of the poorest communities in New York, for the purpose of teaching the children who live there, how to build wealth. The enthusiasm that Dean brings with each visit demonstrates that he has a personal, vested interest in the learning of our children that will positively impact their lives in the immediate present as well as the future. He helps me as the school leader to validate my belief in the educability of all children, no matter their zip code; and he even uses mathematical word problems to help elevate the skills of our children in this area. When he enters the school building and the children see him, they immediately run to hug him; it is pretty evident that he

has quickly become a welcomed member of the CAACS family. His mentoring has had a direct and measureable impact on each student's learning, attendance and engagement, particularly in their mathematics and social studies classes. Our scholars have also been able to apply what they have learned in their lessons with Dean to their end-of-the-year IB Exhibition project on poverty in their community of Brownsville, Brooklyn. Each Board member asked Dean questions and shared their own experience with the school and their service on the board. Dr. Bernard called a vote that was seconded by Cheryl Pemberton. The Board **unanimously** voted to approve Dean Sadek as a new member of the CAACS Board of Trustees.

Meeting adjourned at 8:59 pm.

Respectfully submitted,

Shirley Glasgow, Secretary

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES OF CULTURAL ARTS ACADEMY CHARTER SCHOOL

A meeting of the Board of Trustees of the Cultural Arts Academy Charter School was held at 1400 Linden Boulevard, Brooklyn, New York 11212 on February 6, 2020.

IN ATTENDANCE:

Henry Clouden III, Treasurer
Shirley A Glasgow, Secretary
Cheryl Pemberton-Graves, Vice-President
Chrysetta Patterson, Member
Dr. AR Bernard, President
Dr. Laurie B. Midgette, Principal

Also present: Gray N. Stewart, Director of Accountability and Compliance
The meeting was called to order at 6:45pm with a quorum present.

Hank Clouden, Board Treasurer, provided our financial report. Discussion and questions were raised in reference to the category of “support services”. Clarification is needed as to specific itemized information which this category covers. The Board Treasurer will follow up with the school’s accounting firm.

- Renewal recommendations were made from the NYCDOE to the NYSED for Cultural Arts Academy Charter School was to extend the charter for 3 years.
- Changes have been made to Cultural Arts Academy Charter School discipline policy
- The Board reviewed and discussed CAACS’ third renewal in the context of the laws that govern charter schools.
- The Board reviewed and discussed the Charter Agreement Exhibit D – Goals and Conditions. CAACS received 2 operation/governance conditions from the charter agreement listed as follows:
 1. By June 30 of each year of the next charter term, the school must demonstrate growth in meeting the host community school district enrollment rate for English language learners and ultimately meet the host community school district enrollment rates by the end of the charter term.
 2. By June 30 of each year of the next charter term, the school must demonstrate growth in meeting the host community school district’s enrollment rates for students with disabilities and ultimately meet the host community school district enrollment rates by the end of the charter term.

The Board reviewed and discussed implementing a customized template developed and designed by Principal Laurie Midgette. This template will be used for monitoring and tracking scoring necessary for the five-year charter renewal.

The Board discussed the grant update from Enrollhand that was received. The grant proposals in preparation are underway for the following:

- The Cove Point foundation
- The Hearst foundation

Cultural Arts Academy Board members will collaborate with Principal Midgette to identify incentives and/or rewards for staff that have been employed for 10+ years.

- The Board reviewed and discussed State Accountability Resource tool.
- The Board reviewed and discussed the 2018 - 19 School Quality guide.

The Board discussed a response to a letter received from the CML education company in China who was reaching out to Cultural Arts Academy to request CAACS students to share letters of encouragement as global citizens to the children in school in China since the coronavirus crisis. Board agreed with sending letters of encouragement.

The Board discussed a school educational plan in case of the coronavirus pandemic.

Meeting was adjourned at 7:54pm.

---Minutes by Chrysetta Patterson, Board Member

MINUTES OF THE VIRTUAL MEETING OF THE BOARD OF TRUSTEES OF CULTURAL ARTS ACADEMY CHARTER SCHOOL

A virtual meeting of the Board of Trustees of the Cultural Arts Academy Charter School was held on March 17, 2020 using freeconferencecall.com.

IN ATTENDANCE:

Henry Clouden III, Treasurer
Shirley A Glasgow, Secretary
Cheryl Pemberton-Graves, Vice-President
Chrysetta Patterson, Member
Dr. A.R. Bernard, President
Dr. Laurie B. Midgette, Principal

The meeting was called to order at 6:30 pm with a quorum present.

THE CAACS CORONAVIRUS CONTINGENCY PLAN

How will CAACS respond if there is a local outbreak?

Cultural Arts Academy Charter School at Spring Creek has communicated online and take-home resources for scholars and parents on healthy practices to prevent spread of the flu, such as regularly washing hands for at least 20 seconds, coughing into elbows, and staying home if they feel sick. We are providing direct links to the CDC's website as an additional resource. As an employee of the NYC Health Department and our school nurse, Nurse Wilson is sharing the most current health information with us from this city health agency. As an addendum to our CAACS Emergency Response Plan our responses may range from:

- Increased communications about keeping symptomatic scholars home;
- Coordinating scholar hand washing and increased cleaning of hard surfaces such as doorknobs and desks;
- The cancellation of extra-curricular events;
- Possible school closure.
- Google Classroom for our elementary scholars and online programs to increase their numeracy and literacy skills.
- Knowing that some of our scholars may not have access to technology and many older scholars do not live in homes with Internet connectivity, our plans will require individualized solutions for some scholars.
- Should a case of coronavirus be confirmed among our scholars or staff, CAACS will immediately notify all parents and provide recommendations and next steps.
- In any situation, such as a community-wide quarantine that required the closure of all schools for more than just a few days, CAACS will make every effort to continue providing educational programming to our scholars in an age-appropriate manner. Doing so is important to maintain learning and to provide

scholars with a sense of normalcy and a positive focus during a stressful situation.

CONSIDERATIONS (in process)

CAACS has to prepare for possible increased number of employee absences due to illness in employees and their family members, and for dismissals of early childhood program and K-12 schools due to high levels of absenteeism or illness. CAACS has to review our current policies and procedures that may come into play, such as:

- Scholar and employee absences due to illness (should “perfect attendance” procedures be amended),
- School closures based on public health concerns, emergency management plans, and

CAACS has to:

- Assess levels of supplies that will be needed in case of an outbreak.
- Check our insurance coverage for contingencies such as school closures and high employee absenteeism.
- Emphasize the need to remain vigilant against stigma due to perceived race, national origin, or recent travel. Foster a supportive environment free from rumors or associations of a virus with a specific population.
- Cancel nonessential travel per travel guidance from NYSED, NYCDOE, NYC Charter Center or the CDC website, including local field trips.
- Prepare materials including symptoms lists, scholar absence protocols, emergency response team communications plans, communications procedures with parents in the event of school closures, and the like.
- Coordinate with NYCDOE and NYSED about the possibility of mass scholar or staff absences. Will there be flexibility on requirements for scholar attendance days, graduation requirements, and staffing requirements?
- CAACS has to determine when school closure is indicated based on a set percentage of staff and scholar absenteeism as recommended by local and state public health authorities.
- Establish virtual education options for scholars if available for extended school closures.
- Address how staff will be informed about expectations for scholar home-based academic work.
- Coordinate with the NYCDOE/NYSED about the possibility of school closings.
- How will attendance days and/or virtual class time be counted?
- Partner with parents to assist in the delivery of educational services to their children.
- Coordinate with local health and welfare agencies or partner with CCC Food Program to ensure children receiving free and reduced-price meals continue to receive nutrition usually supplied at schools.
- Provide information and support to families in need of childcare when schools are closed.

- Determine under what conditions schools will re-open.
- Staffing concerns

FOOD AND MEAL SECURITY

Many scholars rely on the two meals served at school every day. Schools should work with community feeding organizations (food banks, food pantries, Red Cross, etc.) to plan for distribution of food to scholars by instituting meal pick-up and delivery options. CAACS will partner with the CCC Food Pantry to provide access to our CAACS families. If the President declares a National Disaster or if United States Department of Agriculture or New York State declares a situation of distress, public schools administering Child Nutrition Programs can contact the NY Office of General Services and request to use USDA foods for feeding purposes and schools could also request to administer the Summer Food Service Program or the Seamless Summer Option during times of emergency closure by contacting the NYS Education Department, Child Nutrition Program Administration office.

LEARNING MANAGEMENT SYSTEM – GOOGLE CLASSROOM

Google Classroom is a tool that helps teachers manage coursework. With Classroom, teachers can create classes, distribute assignments, grade and send feedback, and see everything in one place.

PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences will happen virtually.

OTHER CONSIDERATIONS

- Obtain any needed equipment and supplies.
- Clear communication for staff and families is critical for potential quarantine expectations related to school closure.

Submitted – Shirley Glasgow, Board Secretary

MINUTES OF THE VIRTUAL MEETING OF THE BOARD OF TRUSTEES OF CULTURAL ARTS ACADEMY CHARTER SCHOOL

A virtual meeting of the Board of Trustees of the Cultural Arts Academy Charter School was held on April 15, 2020 using freeconferencecall.com.

IN ATTENDANCE:

Henry Clouden III, Treasurer
Shirley A Glasgow, Secretary
Cheryl Pemberton-Graves, Vice-President
Chrysetta Patterson, Member
Dr. A.R. Bernard, President
Dr. Laurie B. Midgette, Principal

The meeting was called to order at 6:30 pm with a quorum present.

THE CAACS EDUCATIONAL CONTINUITY PLAN

Cultural Arts Academy Charter School at Spring Creek has communicated online and take-home resources for scholars and parents on healthy practices to prevent spread of the flu, such as regularly washing hands for at least 20 seconds, coughing into elbows, and staying home if they feel sick. We have provided direct links to the CDC's, NYCDOE's and NYSED's websites as additional resources. As an addendum to our CAACS Emergency Response Plan our responses prior to our school closing have ranged from:

- Increased communications about keeping symptomatic scholars home;
- Coordinating scholar hand washing and increased cleaning of hard surfaces such as doorknobs and desks;
- The cancellation of extra-curricular events;
- School closure.
- Google Classroom for our elementary scholars and online programs to increase their numeracy and literacy skills.
- Knowing that some of our scholars may not have access to technology and many older scholars do not live in homes with Internet connectivity, our plans require individualized solutions for some scholars.

In any situation, such as a community-wide quarantine that required the closure of all schools for more than just a few weeks, CAACS will make every effort to continue providing educational programming to our scholars in an age-appropriate manner. Doing so is important to maintain learning and to provide scholars with a sense of normalcy and a positive focus during a stressful situation. To date, we have accomplished the following:

1. Provided supplemental educational resource lists during the two-week school closure for our CAACS scholars;

2. Provided teachers with professional development on technology tools and distance learning curriculum development for Google Classroom;
3. Developed protocols for services and accommodations for our students with disabilities (SWD's);
4. Developed digital classrooms and procedures for distance learning;
5. Prepared technology for distribution to families in need;
6. Prepared a technology support system for teachers and students to use when we launch.

Our CAACS Continuity of Learning Plan includes the technologies we will use to continue teaching, as well as how our scholars will return to school after the emergency ends. The Technology Team catalogued all on the mobile technology in the building. We made the following equipment available for the purpose of distance learning:

- iPads – 60
- Chromebooks – 77
- iMacs - 36

Total: 173

Need: 82 additional mobile technologies

Successes

- Scholars are happy to engage with their peers, professors and *some* of the assignments
- Professors have gained capacity for Google Classroom and are able to navigate challenges successfully
- Professors are attentive and supportive to the parents and scholars needs
- Assigning lessons at the top of every period helps to keep the scholars engaged in learning throughout the day
- Scholars appreciate knowing there are breaks throughout the day

Issues/Challenges

- The learning curve for our parents and guardians is steep for many, a gentle slope for some and level ground for others, which stems from the actual lessons and/or knowledge of Google Classroom platform
- Initially, there were parent concerns about scholars delayed submission of classwork being penalized

Corrective Actions

- Regarding Google Classroom capacity, we will continue to provide parents and guardians with access to Google Classroom tutorial videos along with support throughout the day from the professors and the instructional leadership
- Regarding concerns about scholars delayed submission of classwork being penalized, parents have been informed that scholars will not be penalized for delayed submissions as we understand the dynamics within home environment

may cause challenges. Parents will be asked to communicate any challenges to the professors.

Students With Disabilities (SWD's)

- The Director of Student Support provided our Guidance Counselor with a Counseling Session Template to document outreach and communication.
- The CAACS Director of Technology created an email group for our mandated SETSS scholars:
- The following resources to the SETSS providers:

Re-Opening Plan

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible and return to the “business of learning” as quickly as possible. CAACS will focus on students, staff and the building, and will take as much time as needed for recovery. One of the major goals of recovery is to provide a caring and supportive school environment. Our action steps will include:

- Identifying recovery roles and responsibilities and training requirements as outlined in our amended school safety plan.
- Assembling the Building Response Team and plan post-incident recovery led by the CAACS Principal and Incident Commander.
- Delegating the Director of Student Support, Leader in Me Coordinator and the guidance staff to coordinate and lead our social-emotional learning recovery efforts.
- Delegating the responsibility of keeping our students, families, and the Board of Trustees informed to the Director of Data and Technology and our Ed-Tech Media Specialist.
- Strategically targeting continuous deep cleaning and sanitizing our building, led by our Facilities Manager and custodial team.
- Providing an assessment of the emotional needs of staff, students, families, and responders and determining whom needs intervention and what interventions will be employed led by the Student Support Team and Medical Teams. The Student Support Team will also provide stress management during class time for scholars and staff. Those with more severe reactions will be referred for evaluation and possibly counseling. CAACS will offer preliminary counseling services to scholars and staff; however, pre-screened and credentialed community service providers may be consulted for interventions.
- Conducting daily debriefings with school leadership and others assisting in recovery.

Re-establishing the normal CAACS school culture as well as teaching and learning is essential to the recovery and re-opening process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal processes. We will use all described communication methods to keep the school

community aware of the transition process. We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures. Our School Leadership, Student Support and Building Response Teams will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention. The teams will meet to de-brief and determine lessons learned.

Submitted – Shirley Glasgow, Board Secretary

MINUTES OF THE VIRTUAL MEETING OF THE BOARD OF TRUSTEES OF CULTURAL ARTS ACADEMY CHARTER SCHOOL

A virtual meeting of the Board of Trustees of the Cultural Arts Academy Charter School was held on May 20, 2020 using freeconferencecall.com.

IN ATTENDANCE: Henry Clouden III, Treasurer
Shirley A Glasgow, Secretary
Cheryl Pemberton-Graves, Vice-President
Chrysetta Patterson, Member
Dr. Laurie B. Midgette, Principal

The meeting was called to order at 6:32pm with a quorum present.

The financial statements of Cultural Arts Academy Charter School were prepared by Stuart Sabal and presented by Henry Clouden, Treasurer. The related statements of activities and cash flows for one month were presented with the accompanying supplemental information. These statements were discussed in detail. CAACS has sufficient cash to fund monthly operations.

Data Snapshot May 2020

- Year to Date Attendance Rate - **92.7% (last reported)**
- **Distance Learning Attendance Rates:**
 - a) Week Ending 4/17 - 89%
 - b) Week Ending 4/24 - 92%
 - c) Week Ending 5/1 - 89%
 - d) Week Ending 5/8 - 86%
 - e) Week Ending 5/15 - 85%
- Current Immunization Status - **98.8%**
- Current Student Count - **265**
- **Total Number of Families in Temporary Housing -**
 - a) 3 Families in Housing + 3 Families (*Doubled Up -Sharing Households*) = **6 Families**
- **Free & Reduced numbers as of 4/15/2020**

a) Students with meal code A (HRA)	141
b) Students with meal code 1 (FREE MEAL)	31
c) Students With meal code 2 (REDUCED MEAL)	21
d) Total number of Free & Reduced =193	(193 is 72.83% of 265)
- **Free and Reduced Percentage on 5/20/2020 - 72.83%**
- **Coronavirus Impact Data**
 - a)

b)

- **The New York Charter Schools Association** will be hosting standing weekly webinars regarding COVID-19 response in partnership with the SUNY Charter Schools Institute, New York State Education Department and the NYC Department of Education and the NYC Charter Center. Recently, Governor Cuomo identified the need for \$60 billion in federal aid to mitigate the financial impact of the current crisis. We support Governor Cuomo's call for federal aid. In partnership with the New York City Charter School Center, we are launching this new initiative - Fund NY Schools - to urge New York's Congressional representatives to support a package that provides the necessary funds to stabilize state budgets.
- **Governor Cuomo** issued an Executive Order extending mandatory closure for all New York state schools through the remainder of the academic school year. In keeping with Executive Order No. 202.4, these additional days are not subject to the 180-day seat time requirement. A decision on allowing in-school instruction for summer school as well as summer camp operation will be made by the end of May. Additionally, Governor Cuomo listed a number of factors to be considered before re-opening schools:
 - How our school will monitor the spread of COVID-19
 - How our school can instill parent confidence and reinforce student safety
 - The re-opening of extra-curricular activities
 - Do protocols for special student population change?

- Any alternative academic calendars
- On Monday, May 4th, the **NYSED Board of Regents** denied the renewal of a high performing Buffalo school that was recommended for a 5-year renewal. There is a meeting tomorrow, May 21st to discuss what happened and if there are implications for your schools.
- On Thursday, May 21, 2020, at 4 pm we will be hosting a discussion to share an overview of the Board of Regents - including the geographical regions of the Regents, how to identify the Regent whose region includes your school, and the process by which Regents are appointed. In addition, we will hear directly from the leader of Buff-Sci, the Buffalo school denied renewal at the most recent Board of Regents meeting, as well as from the leaders of MESA Charter High School, a New York City charter school that can also share reflections from a recent effort to expand its grades served.
- **School Funding**--Schools throughout New York State are slated to lose an estimated 20% or more of education funding due to budget cuts resulting from the COVID-19 crisis. This drastic cut would devastate school budgets and severely impact student learning.
- **SUMMER SCHOOL** - More than one in six New York City students are expected to attend remote summer school this year, an indication of the scale of learning loss officials are bracing for as a result of the coronavirus pandemic. City estimates released Tuesday show that almost 178,000 students – or nearly 18% of the district’s enrollment – are projected to be in summer classes that will be offered remotely starting in July. Roughly 102,000 students at risk of being held back or who fell significantly behind will be required to attend summer school in grades 3-12 – more than double last year’s number. Another 48,000 struggling students will be recommended to attend summer school, and roughly 28,000 district school students with disabilities across all grade levels are already entitled to year-round schooling. Summer school will run for six weeks in July and August, with students in grades 3-8 receiving instruction for four days each week and high school students and those with disabilities in school five days a week. The effort is expected to cost \$83 million and require 6,000 educators to sign up to teach for extra pay over the summer, officials said, with applications opening this week.
- **Meeting notes from Charter Center Meeting on Finances**
 - a) Offer letters-deffered or lowered
 - b) Reducing staffing by one person per area of responsibility
 - c) Give a bonus so it is a one time cost.
 - d) Reducing outside partnerships (BAM, Lincoln Center, etc.)
 - e) Reduction in the arts (use of staff)
 - f) Physical education (how do we move forward-staffing reduction based on online need)
 - g) Enrollment impact of per pupil funding (families who are not responsive to offer letters; families moving out of the state)

- h) Audits-will there be an extension based on building access and limitations
- i) Free and reduced lunch applications (access to forms-parents are not filling them out)

- **CURRICULUM AND INSTRUCTION**

- a) Live Family Gathering began on Monday, May 11th from 8AM - 8:40AM. Received emails from the parents praising this much awaited connection. The scholars are happy to be able to connect with their professors and peers.
- b) Virtual Leadership Day took place on Wednesday, May 13th and was an absolute success. The format allowed for us to obtain immediate authentic responses to each portion of the presentation.
- c) Live demo Math lessons were presented today, May 14th from 9AM - 10AM. Most Professors were able to present content. Scholars displayed high levels of participation, enthusiasm & adherence to the class. Knowing that some scholars would not be able to view the live session, the same lesson was posted on the Classroom stream as usual.

Issues/Challenges

- a) Approximately 11% of our scholars are still not connected to their Google Classroom with CAA email accounts.
- b) Parents experiencing challenges with opening their scholars' CAA email accounts.
- c) Scholars misinterpreted how to view Leadership Day presentation; therefore, some missed the initial start of the presentation.
- d) During live Math lessons, some professors experienced technical difficulties.

Corrective Actions

- a) Regarding scholars who have not joined their Google Classroom with CAA email accounts, professors are reaching out to the parents to identify what is causing the delay along with Student Support. An updated report dated May 8th, which lists the names of the scholars has been forward to Student Support.
- b) Regarding challenges parents are experiencing with opening CAA email accounts, professors continue to send reminder emails and Student support are reaching out to the parents.
- c) Regarding misinterpretation of connecting to Leadership Day, the professors were directed to monitor the Classroom streams and the presentation simultaneously in order to redirect the scholars. Due to the format, the scholars were able to view any portion missed. It also allowed for the

participants to view the presentation frequently throughout the day.

- d) Regarding technical issues experienced by professors during live Math lessons, scholars were redirected to operate as usual and complete the lesson as posted on the Classroom stream. Other professors had another professor in the session that took lead until reconnection was made.

Next Steps

- a) Live Family Gathering will continue to the end of the school year.
- b) Live Math lessons will continue for at least two days within the week.
- c) Live Reading and Inquiry lessons will be added within the next two weeks on alternating 2-day schedules.
- d) Recorded live sessions are being prepped (removing scholars from the video) to be posted on the Classroom stream to be utilized as review for those who were able to attend the live session and/or viewed initially by those scholars unable to attend the live session.
- e) Virtual STEM Fair requirements were distributed to the parents and scholars ON May 15th.

MINUTES OF THE VIRTUAL MEETING OF THE BOARD OF TRUSTEES OF CULTURAL ARTS ACADEMY CHARTER SCHOOL

A virtual meeting of the Board of Trustees of the Cultural Arts Academy Charter School was held on June 17, 2020 using freeconferencecall.com.

IN ATTENDANCE: Henry Clouden III, Treasurer
Shirley A Glasgow, Secretary
Cheryl Pemberton-Graves, Vice-President
Chrysetta Patterson, Member
Dr. Laurie B. Midgette, Principal

The meeting was called to order at 6:37 pm with a quorum present.

VOTE

The financial statements of Cultural Arts Academy Charter School were prepared by Stuart Sabal and presented by Henry Clouden, Treasurer. The related statements of activities and cash flows for one month were presented with the accompanying supplemental information. These statements were discussed in detail. CAACS has sufficient cash to fund monthly operations.

GEORGE FLOYD AND THE ISSUES OF RACE

NOBLE Mentoring Session

June 12, 2020 1:30 pm-2:30 pm

Mentor Attendees:

Linda Simmons, Karen Smith-Moore, Thomas Stephens Sr., Thomas Stephens Jr., Yvette Strong, Derek Zimmerman

Scholar Attendees:

Briana Robinson, Carina Davis, Dacota Parker, Eliezer Valme, Emma Calderon, Ethan Paul, Mya Beckford, Zaiden Miller, Jayden Collins, Keziah Jospheh, Joshua Vitet,

Professor Attendees:

Prudence Gooden

Agenda:

- **Mentor Row Call and Scholars attendance:** Mentors and scholars each took time to reintroduce themselves.
- **Greetings and "Catching Up":** Everyone greeted each other and expressed personal feelings of attending the session. Each scholar took time to share things they've been doing since the last mentorship session on February 28, 2020. Our mentors applauded our scholars and school staff for being able to adapt to the new way of education at home. Thomas Jr. (who is a father of a young son) jokingly shared his experience of his struggles he has with his son's schooling at home during the quarantine. He has a new found respect for educators.
- **Purpose of NOBLE Mentorship:** Due to the time off and to get everyone back to speed, Karen and Thomas Sr. reiterated the purpose, and goals of NOBLE Mentorship.

Topics of the session:

- **Opening question: “How are you feeling about the COVID 19 pandemic”?** The scholars individually expressed concerns about experiencing the pandemic. Some shared personal trials and tribulations of friends and family members. The mentors addressed each concern on an individual basis.
- **Next question: “Would anyone like to share their thoughts on the recent protests”?** The scholars individually shared their thoughts and concerns about the recent Police brutality protests all over the world. The mentors encouraged honesty and transparency, and assured the scholars that their opinions on law enforcement would not hurt their feelings, nor would it stop the mentors from “loving” them.
- **Last Question: “What changes would you like to see”?** The scholars individually expressed a plethora of ideas, such as, “less shootings”, “hire nicer cops”, “stop only killing Black people”. The mentors each took turns addressing the scholars concern for change. Thomas Sr. really took charge in this point of the session. He assured our scholars that he and his colleagues will do everything in their power to create a change in today’s policing. He also expressed that he empathizes and feels the exact same way the scholars are feeling, that he too is angry at today’s social climate.
- Sgt. Thomas Jr. who is still on active duty gave the scholars an insight to what it’s like to be a Black police officer in the midst of the protests. Joshua Vitet encouraged him to, “keep being good”, as well as everyone else.
- The session closed out with each mentor addressing the scholars with parting words of wisdom, assurance, confidence, and change. Thomas Sr. reiterated the detailed rules of behavior when approached by law enforcement. NOBLE seeks to have one last session before school ends.

DOE Preliminary Social Distancing Capacity Statement

- Schools in DOE co-locations were sent a letter from Deputy Chancellor Karin Goldmark regarding the DOE’s preliminary standards for opening schools within CDC guidelines and keeping staff and students safe. Schools in private space are not mandated to follow these directions. Every building has its own constraints and advantages, even DOE buildings, so these assumptions reflect an “average” and allow for considerable leeway. Charter schools in private space are being made aware of these guidelines as a touchstone for your own planning.

SOCIAL DISTANCING GUIDELINES

- How many students and staff can we accommodate in our school buildings under social distancing constraints, with the goal of ensuring that we safely serve our students and staff?
- **The Division of School Planning and Development** is developing new school-level student and staff capacities factoring in social-distancing requirements for all schools in DOE buildings, including charter schools. Using guidelines from the Centers for Disease Control and Prevention, New

York State Department of Health, and New York City Department of Health and Mental Hygiene; data from the Principal Annual Space Survey (PASS); **enrollment data; and prior capacity and utilization data**, these capacity calculations aim to ensure that **at least six feet of space can be maintained around each person in a classroom**, and that there remains **room for teachers and students to circulate**.

- Guidance is forthcoming regarding common areas of buildings, including hallways, bathrooms, entrances, and public assembly space. Any classrooms that serve students six years old and younger must be inspected for lead and cleared for use for this age group.
- Capacity ranges assume approximately 65 square feet per person.
- The student capacity of each room assumes one adult, with the exception of 3-K and pre-K classes (where we assume two adults) and District 75 (where we assume 3 adults); classes requiring additional staff would result in a smaller student capacity for that room.
- Full-size rooms are at least 500 square feet; half-size rooms are 240-499 square feet.
- Instructional spaces include any rooms currently used for instruction or students support services.
- Administrative spaces include all offices, as well as teachers' and parents' rooms; it excludes storage and building support rooms, as well as quarter-size rooms (<240 square feet).
- Estimated total school-level capacity calculations assume that 100% of full-size instructional rooms will be used for instruction, and that 50% of full-size administrative space could be repurposed for instruction.
- These preliminary total capacity calculations do not assume use of half-size rooms for regular instruction, with the exception of District 75.
- School-level capacity does not include public assembly space at this stage. However, these spaces may be able to be repurposed for instruction as necessary. More guidance on this is forthcoming.

COVID-19 WEBINARS *(14 so far)*

The New York Charter Schools Association will be hosting standing weekly webinars regarding COVID-19 response in partnership with the SUNY Charter Schools Institute, New York State Education Department and the NYC Department of Education and the NYC Charter Center.

SCHOOL FUNDING

Schools throughout New York State are expected to lose an estimated 20% of education funding due to projected budget cuts resulting from the COVID-19 crisis. Governor Cuomo has called for \$61 billion in federal aid to avoid the 20% cut. A 20% cut would devastate school budgets and severely impact student learning.

SUMMER SCHOOL

In previous years, priority for summer school enrollment is given to students who are residents and currently enrolled in the New York City public school system. Enrollment for all other applicants will be on a first-come, first-served basis, subject to available seats. Students eligible for Summer School 2020 are those in grades 3-12 whose school requires them to attend summer learning to be promoted to the next grade level or to graduate from high school.

Charter School Students:

- All eligible charter school students can attend summer school tuition-free.
- To register for Summer School 2020, families have to email the school that the student wants to attend and provide a completed Non-Public School Enrollment Application or a Charter School Enrollment Application, and a copy of the student's report card and/or transcript from their current school, if available.
- Starting **June 15**, the **receiving district schools** will admit charter school students to summer school.

BRIDGING-GRADUATION

As I previously communicated, I made the decision to implement a VIRTUAL BRIDGING-GRADUATION CEREMONY in light of the current stay-at-home orders, social distancing requirements and restrictions on large gatherings. It was a very difficult decision made with the health, safety and wellbeing of our scholars, staff, families and community in mind. Our VIRTUAL BRIDGING-GRADUATION CEREMONY will replicate many components of our in-person ceremony, including pre-recorded videos of traditional graduation speeches, a roll call of names of the graduates, guest speakers and performances, student speeches, honors and student recognition, etc. The ceremony will be streamed for families to view from the comfort and safety of their own homes. The CAACS BRIDGING GRADUATION CEREMONY will take place on June 26, 2020. It will be viewable through a variety of CAACS social media platforms and on our school website. We will send out specific viewing information as soon as it is available.

OTHER MATTERS

- All CAACS Chromebooks or other technology can remain at home with K-4 scholars over the summer IF they are returning to CAACS when we re-open.
- **Grade 5 Diplomas and Technology:** Diplomas will be available for pick-up on Wednesday, June 24, 2020, 8am – 3pm. **Grade 5 Graduates will bring their technology to return to the school also on Wednesday, June 24, 2020.** CAACS Laptops, Chromebooks & chargers must be returned. Any damages to laptops must also be paid (*\$100.00 as stated in our CAACS Technology Policy*). Any Library books or other CAACS property that has been checked out or distributed may be returned with the laptops.
- We asked families to let us know as soon as possible if their plans change and they will not be returning to CAACS for next year so that arrangements can be made to return our technology.
- Report cards and awards will be emailed home when school ends on June 26th.

- Within the next few days, a survey will be sent out to gather information about each family's experiences with distance learning, as well as their thoughts about returning to our brick and mortar building. We are asking for feedback so we can do our best to continue to support our scholars and families.



An International Baccalaureate (IB) Lighthouse School

Mission Statement – “Where Leaders Grow Up.”

Cultural Arts Academy Charter School’s mission is to provide a college preparatory education (**Curriculum and Instruction**) with exemplary cultural arts proficiency (**The Arts**) to young leaders (**The Leader In Me**) who will profoundly impact the human condition (**International Baccalaureate Programme**).

SCHOOL ORGANIZATION CHART

2019-2020

BOARD OF TRUSTEES

Responsible for the oversight of CAACS’s fidelity to our Charter

FOUNDING PRINCIPAL

Responsible for the daily management and oversight of all school functions both academic and non-academic

LEADERSHIP AND ADMINISTRATION – (Reports directly to the Principal)

Director of Business, Accountability Compliance and Technology

Oversight of all NYS, NYCDOE, TITLE I, Board of Trustees, staff compliance, Human Resources and accountability areas.

Director of Operations

Oversight of non-academic areas of management including transportation, medical, food services, enrollment, special events and school safety

Director of Curriculum and Instruction

Oversight of instruction, data management, student assessments and supervision of instructional staff

Director of Visual and Performing Arts

Oversight of the Blueprint for the Arts, external partnerships and arts-infused instruction

Director of Student Support and Development

Oversight of Student Support Services (SPED, Guidance Services, AIS, Rt.)

Technology Manager – Reports to the Director of Business, Accountability and Compliance

Responsible for instructional technologies and assessment compliance

Facilities Manager – Reports to the Director of BACT

Responsible for management of the internal and external facility maintenance

School Safety Manager – Reports to the Director of Operations

Responsible for safety and security and the supervision and training of the safety officers.

Instructional Specialists (Math, ELA) – Reports to the Director of Curriculum and Instruction

Responsible for instructional coaching and talent development of new, emerging and master teachers

Dean of Students, Guidance Counselor – Reports to the Director of Student Support and Development

Responsible for the social emotional growth, development and character of our scholars.

Family Specialist – Reports to the Director of Operations

Responsible for family engagement and parent association support.

Data and Analytics Specialist – Reports to the Director of Business, Accountability and Compliance

Responsible for the coordination, organization, management and analysis of school-wide data

Teachers and Teaching Assistants – Report to the Director of Curriculum and Instruction

Charged with delivery of standards based curriculum and instruction and classroom management

School Nurse – provided by the NYC Department of Health

CAACS PARENTS ASSOCIATION

President

Vice President

Treasurer

Secretary

University Representatives

CULTURAL ARTS ACADEMY CHARTER SCHOOL



An IB World and Lighthouse School



“Where Leaders Grow Up.”

2020-2021

CAACS ONLINE! - FALL SCHOOL CALENDAR

MISSION STATEMENT

Cultural Arts Academy Charter School’s mission is to provide a college preparatory education (Curriculum and Instruction) with exemplary cultural arts proficiency (The Arts) to young leaders (Leader In Me) who will profoundly impact the human condition (International Baccalaureate).

August 28, 2020	All CAACS Families CAACS Online! Zoom Webinar (Virtual) - 7pm
August 31, 2020	All STAFF Pre-Opening Zoom Webinar (Virtual) - 9am
September 1, 2020 FIRST DAY OF SCHOOL	CAACS ONLINE! Begins - All Scholars 8:30am-3:00pm - Daily
September 7, 2020	School Closed - LABOR DAY
September 28, 2020	School Closed - YOM KIPPUR
October 12, 2020	School Closed - COLUMBUS DAY
November 3, 2020	School Closed - ELECTION DAY Professional Learning Day - Staff
November 25 - November 27, 2020	School Closed - THANKSGIVING
December 23, 2020 - January 1, 2021	School Closed - HOLIDAY BREAK
Monday, January 4, 2021	BLENDED LEARNING SCHEDULE Begins (<i>Tentative</i>)
January 18, 2021	School Closed - DR. MLK DAY
February 15 - February 19, 2021	School Closed - WINTER BREAK
March 29 - April 2, 2021	School Closed - SPRING BREAK
May 31, 2021	School Closed - MEMORIAL DAY
JUNE 25, 2021	LAST DAY OF CLASSES
June 28-June 29, 2021	EOY Professional Tasks - STAFF
June 30, 2021	BRIDGING-GRADUATION (Last Day of School)

IMPORTANT NOTES:

1. DATES AND INFORMATION IS SUBJECT TO CHANGE.
2. EVERY FRIDAY IS A FULL DAY OF INSTRUCTION (EXCEPT FOR HALF DAYS AND SCHOOL CLOSURE).
3. WEEKLY PROFESSIONAL LEARNING WILL BE SCHEDULED VIRTUALLY*.

Certificate of Occupancy

CO Number: 321172468F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: Brooklyn Address: 1400 LINDEN BOULEVARD Building Identification Number (BIN): 3083069	Block Number: 03642 Lot Number(s): 22 Building Type: Altered	Certificate Type: Final Effective Date: 09/14/2016
This building is subject to this Building Code: 1968 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 1-D (1968 Code designation) Building Occupancy Group classification: E (2014/2008 Code) Multiple Dwelling Law Classification: None		
No. of stories: 1 Height in feet: 15 No. of dwelling units: 0			
C.	Fire Protection Equipment: None associated with this filing.		
D.	Type and number of open spaces: Parking spaces (15), Parking (23300 square feet)		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Commissioner

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Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL	248	OG	A-3 E		4, 3	CLASS ROOMS, ACCESSORY OFFICES, ORDINARY USE, AND STORAGE
OS P			A-3		4, 3	ACCESSORY PARKING FOR USE OF CHURCH, 15 PARKING SPACES
001 001 258	100		A-3		3, 3	CHURCH/HALL
001 001 742	100		A-3		3	ACCESSORY CLASSROOMS
END OF SECTION						



Borough Commissioner



Commissioner

END OF DOCUMENT

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