2020-2021 LOTTERY PLAN

OVERVIEW

CAACS provides access to a great educational opportunity that is in demand for in and our-of-District families. We know that most families hear about our school by word of mouth. CAACS will continue to monitor the efficacy of our recruitment and enrollment of efforts for our ELL, SPED and FRL special populations by carefully tracking student enrollment numbers. Through our data dashboard, we collect detailed information on trends in at-risk student populations, report to the Board on enrollment trends, and adjust the marketing strategy, as needed. In a recent NYC Survey, 95% of families say that their school communicates with them in a language and in a way that they can understand; and, 91% of families of a child with an IEP say that they are satisfied with the educational planning and IEP development process at their school.

ENROLLMENT AND RETENTION POLICY

Cultural Arts Academy Charter School at Spring Creek admits students of any gender, race, color, religion, disability, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, race, color, religion, disability, national and ethnic origin in administration of its educational policies, admissions policies, arts, athletic, and other school-administered programs.

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. Meeting the targets for students with disabilities (SWD), English language learners (ELL) and students who qualify for free or reduced price lunch (FRL) is a challenge. 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.

SPECIAL EDUCATION INITIATIVES

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

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

Additionally:

- CAACS hosts an annual breakfast for all of our families who have students with disabilities. All of the service providers make a presentation and parents can access an exhibit of curriculum and assistive technology
- Creates and disseminates brochures that describe our special education programming
- CAACS will continue to build relationships with support organizations to gain familiarity with the services they provide.
- CAACS will continue to create a database of support services to the families so these organizations know about our school and its special education program and make recommendations to the families they serve.
- Members of CAACS staff also connect the school with information and programs that they use for their own children.

ENGLISH LANGUAGE LEARNERS
CAACS ELL recruitment resulted in over 20 applicants to our school in the 2019-2020 lottery. Our challenge continues to be: *How far is the family willing to travel beyond their home?*
- CAACS will translate all materials into the predominantly spoken languages of our district and community
- CAACS will use non-English media, approach community-based organizations serving the language group, recent immigrant support services
- CAACS will describe our ELL programs in our marketing materials
- CAACS will describe programs at all recruiting/outreach events and on our website

Other strategies for recruiting ELL students will include:
- Taking time to learn about the cultures and needs of ELL families in your school's community;
- Understanding that written materials are not always enough - place phone calls to ELL families;
- Utilizing ELL family members who are already in our school community – we will designated 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.

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

FREE AND REDUCED LUNCH-ELIGIBLE

- Post flyers at the Brownsville Recreation Center and other community locations that tend to serve lower income families and their children
- Make 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. Provide contact persons with flyers and information regarding enrollment, information sessions, etc. Provide rides to information sessions from these locations.
- Recruit K 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.
- Identify community programs similar to the 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.

COMMON APPLICATION (Link: culturalartsacademy.org)
The application is not only an easy tool for parents to use, but it also increases the ways in which parents can learn about and apply to our school. The Common Online Charter School Application will be accessible via the NYC DOE's Kindergarten Connect website, so parents applying to district schools will now also have the opportunity to go directly to the Common Charter Online School Application.
- Available in 6 languages, including English, Spanish, French, French Creole, Arabic and Mandarin
- Data is stored in a secure database that only schools can access
- CAACS receives an individual link to the application which we can brand and place on our website
- Accessible via multiple entry points on the NYC Charter Center's website
- Marketed through a citywide radio campaign and supported by several recruitment events
- Participation is free.

THE CAACS LOTTERY PROCESS
Four years ago we re-formatted our preferences with a NYCDOE analytics team that calculated the algorithm that applies our school's preferences in excel so that we could maximize the

outreach to our special populations. According to our charter, preferences will be given to students and families in the following order:

1. Students who reside in Community School District 18
2. Students receiving Special Education services
3. English Language Learners
4. All students who live in the State of New York

Selecting Students from the Lottery

Assuming there are no issues and/or discrepancies after the macro (button) is pressed in the Excel file, we will ensure that the resulting values in the columns that generate and assign students' random number and rank order correspond correctly with the applicant data (e.g., make sure that an applicant identified as an ELL student receives a random number and corresponding rank, etc.). **Note that we are conducting a lottery for each individual lottery preference. Additionally, the steps that follow should only allow applicants to be accounted for once per lottery preference – i.e. once a student has a seat, they should be removed from the line-up/list.** After pressing the Excel macro (button), follow the steps below for each section until all of your seats are filled.

Siblings

By default, applicants who have siblings currently attending the school are admitted automatically. In the event that there are more applicants with siblings than there are seats, follow the steps below to select students from the lottery:

1. Sort the **Sibling Attend? Rank Order** column in ascending order
2. All of the students identified would, as seats permit, be admitted.

CSD 18

If there are seats that remain after taking applicants with siblings into account, then we can continue on to the next lottery preference to fill seats. **Before we sort the CSD rank order, make sure that you filter out all of the applicants that have been flagged for having siblings attending the school.**

1. Filter for blank values in the **Sibling Attend? Rank Order** column
2. Sort the **Student CSD - Rank Order** column in ascending order

Special Education

If there seats that remain after taking applicants with siblings attending the school and applicants from CSD 18 into account, then we can continue on to the next lottery preference to fill seats. **Before we sort the Special Education rank order, make sure that you filter out all of the applicants that have been flagged for having siblings that attend the school and applicants from CSD 18.**

1. Filter for blank values in the **Sibling Attend? Rank Order** column
2. Filter for blank values in the **Student CSD - Rank Order** column
3. Sort the **Special Education - Rank Order** column in ascending order

English Language Learner

If there seats that still remain after taking applicants with siblings attending the school, applicants from CSD 18, and applicants identified with special education needs into account, then we can continue on to the next lottery to fill seats. **Before we sort the English Language Learner rank order, make sure that you filter out all of the applicants that have been flagged thus far.**

1. Filter for blank values in the **Sibling Attend? Rank Order** column
2. Filter for blank values in the **Student CSD - Rank Order** column
3. Filter for blank values in the **Special Education - Rank Order** column
4. Sort the **English Language Learner - Rank Order** column in ascending order

Remaining NYS Students

If there are still seats available, we can continue selecting applicants from this lottery preference. **Before we sort the Remaining NYS Students rank order, make sure that you filter out all of the applicants that have been flagged thus far.**

1. Filter for blank values in the **Sibling Attend? Rank Order** column
2. Filter for blank values in the **Student CSD - Rank Order** column
3. Filter for blank values in the **Special Education - Rank Order** column
4. Filter for blank values in the **English Language Learner - Rank Order** column
5. Sort the **Remaining NYS Students - Rank Order** column in ascending order

LOTTERY CALENDAR

October 1, 2020 – Application distribution process begins (paper and website)
January 2021 – Implementation of a social media, newspaper and movie theater marketing campaign
February 2021– Communication and outreach to daycare centers and pre-K programs.
March 2021 – Virtual Open House
April 2021 - Lottery
May – August 2021 – Extended Enrollment period due to the pandemic.

After completion of the lottery process for selecting students for enrollment, a priority-ranked, enrollment-waiting list will be formed. This waiting list will be the only official, legal document identifying the names of eligible students with applications to CAACS for school year 2020-2021 in the event that any vacancies arise.