



Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/18/2019 • Last updated: 11/01/2019

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 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, 2019**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK
(Select name from the drop down menu)

a1. Popular School Name (No response)
(Optional)

b. CHARTER AUTHORIZER (As of June 30th, 2019) NYCDOE Authorized Charter School

Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.

c. DISTRICT / CSD OF LOCATION NYC CSD 18

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

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 Program).

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

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). 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. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 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.
Variable 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,

	<p>decision makers and practitioners from schools, universities and governments, as well as students, to discuss and develop ideas on international education.</p>
Variable 3	<p>The Leader In Me Lighthouse School</p> <p>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.</p>
Variable 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. 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>
Variable 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</p>

	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. 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.
Variable 6	(No response)
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 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 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment) 280

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include 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 2019-20?

	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			
Operational Leader				
Compliance Contact	Gray N. Stewart			
Complaint Contact				
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 .

Site 1 Certificate of Occupancy (COO)

<https://nysed-cso-reports.fluidreview.com/resp/109786827/yFPTXS6fVy/>

Site 1 Fire Inspection Report

<https://nysed-cso-reports.fluidreview.com/resp/109786827/nBjtmqxAKU/>

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2018-19 school year? (Please include approved or pending material and non-material arter revisions).

No

ATTESTATION

o. 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 t e revocation of our charter. Check **YES** if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).

Yes

Signature, Head of Charter School

Laurie B. Widge

Signature, President of the Board of Trustees

A handwritten signature in black ink, reading "Dr. A. L. Fernandez". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Date

2019/11/01

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/18/2019

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK

1. CHARTER AUTHORIZER (As of June 30th, 2019)

NYCDOE Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

2. NEW YORK STATE REPORT CARD

<https://data.nysed.gov/essa.php?year=2018&instid=800000067494>

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)



Entry 3 Progress Tward Goals

Created: 07/31/2019 • Last updated: 11/01/2019

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 by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

2018-19 Progress T ward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academ ic Goal	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	NYS ELA Assessment Gr CAA NYC 3) 50% 53%	Not Met	To target ELA growth in 2019 20, CAACS SC will focus on providing students with targeted support in differentiated, small group instruction. In order to maximize the time devoted to differentiated instruction in the 2019 20 school year, teachers will begin guided reading and literacy learning centers as early as October. CAACS SC will aim to provide an additional teacher in the classroom during guided reading for all testing grades to ensure effectiveness and smooth transitions.

1	New York State ELA examination must meet or exceed such percentage for New York City.	4) 40% 50% 5) 33% 40% All)41% 48%		In grades 3 5, students will be placed into 1 of 3 groups based on their ELA level. The groups will meet at least 2 3 times a week during the fall months and 3 4 times a week during the winter months that lead up to the New York State tests. The groups will be led by the literacy specialist and teachers, based on the specific grade levels that they teach. These differentiated group sessions will focus on the ELA skills such as summarizing, questioning, and making inferences.
	For each year of the school's renewal charter term, the			<p>To further support teachers in our work to increase academic outcomes, CAACS SC has added a literacy specialist to our staff. This role will provide critical support to teachers as they implement our ELA program.</p> <p>The literacy specialist who began in the 2019 20 school year was previously employed by CAACS SC and left the school for a period before being rehired. This individual therefore has a strong knowledge of the CAACS SC academic program and approach to</p>

Academic Goal 2	percentage of the school's students who score at or above Level 3 on the New York State ELA examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.	<p>NYS ELA Assessment</p> <p>Gr CAA #18 3) 50% 49% 4) 40% 42% 5) 33% 32% All) 41% 41%</p>	Met	<p>instruction and is well suited to the position of coaching teachers.</p> <p>Teachers will meet with the literacy specialist during their common planning time no less than twice a week for collaborative planning and professional learning. During this time, teachers and the literacy specialist will review student data and strategies for differentiated instruction.</p> <p>In addition to leading professional learning meetings, the literacy coach will model exemplary teaching by pushing into classrooms on a regular basis. The coach will also conduct non evaluative classroom observations and will provide feedback to promote growth in instruction for all ELA teachers.</p>
	For each year of the school's renewal charter term, the	NYS Mathematics		CAACS SC will use Eureka Math to improve alignment with the state standards. After our 2019 state exam results indicated that a majority of our students were not proficient, we determined a need for more alignment between our curricular resources and the NYSLs. In the

Academic Goal 3	percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must meet or exceed such percentage for New York City.	Assessment Gr. CAA NYC 3) 38% 53% 4) 22% 49% 5) 34% 46% All) 31% 50%"	Not Met	past years, we used a combination of resources from Envision Math, Singapore Math, and Eureka Math. We identified that Eureka Math has strong alignment with the NYSLS and therefore have purchased the full Eureka Math curricular program. While we will continue to use portions of other curricular programs, Eureka Math will be used as our primary curricular resource starting in the 2019 20 school year.
				<ul style="list-style-type: none"> ● CAACS SC will focus on increasing students' math confidence and engagement. After examining our math practices in connection to our 2019 math outcomes, we identified that many students had a dislike or even fear of math. To support teachers in developing students' math confidence, we will work to engage students in activities that make math fun. One strategy we will use is gaming. The use of interactive, low tech math games will support students in learning math concepts through an engaging activity. The use of games will also help reach

<p>Academic Goal</p>	<p>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</p>	<p>NYS Mathematics Assessment</p> <p>Gr. CAA #18 3) 38% 50%</p>	<p>Not Met</p>	<p>students with different learning styles, as math games will include tactile, visual, and auditory elements. In addition, in alignment with our IB focus on inquiry, we will focus on helping students create their own understanding of math through the use of writing and peer discussion, allowing students to discover and make connections within the practice of math. Teachers will be supported in developing a classroom culture that invites students to be mathematicians rather than just learning about what other mathematicians have discovered.</p> <p>CAACS SC will provide comprehensive math development for our teachers. CAACS SC will be providing our teachers with extensive math professional development in the 2019 20 school year. The professional development began in September. Teachers will deepen their understanding of three main components essential for strong math instruction:</p> <ul style="list-style-type: none"> ● The culture of a
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4	<p>New York State Mathematics examination must meet or exceed such percentage for the Community School District (CSD).</p>	<p>4) 22% 39% 5) 34% 33% All) 31% 41%"</p>	<p>mathematics classroom. Our professional development will emphasize the expectation that all students can learn mathematics. Teachers will be supported in contextualizing math with recognition that students have varying life experiences and bring those experiences to the classroom. In addition, teachers will be coached in strategies to provide positive feedback, use feedback to guide instruction and anticipate concerns/issues, and focus on personal growth and resources to reach attainable goals. Professional development will also include guidance on how to communicate about math to learners of varied abilities and backgrounds through the use of models, experiences, the 5 step lesson, and analogies, images, or demonstrations.</p> <p>● Elementary math content. Teachers will increase their own math content knowledge by experiencing 5 step math lessons, and work as a group to revise existing math lesson plans to emphasize</p>
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				<p>mathematical process standards and align with the New York State Learning Standards.</p> <p>● Elementary pedagogical methods for math. Twice a month, teachers will participate in Lesson Study. The lesson study will include a demonstration of a math lesson, followed by a discussion of the teachers' experiences with the content from a learner's perspective. We will also emphasize how to use math pedagogy to increase opportunities for differentiation. Teachers will share student work and critiqued reports on lessons they've taught.</p>
Academic Goal 5	<p>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)</p>	<p>NYS ELA Assessment</p> <p>36% of all students scored at proficiency in ELA in 2017-18, whereas 41% did so in 2018-19.</p>	Met	
Academic Goal 6	<p>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.</p>	<p>NYS Mathematics Assessment</p> <p>28% of all students scored at proficiency in math in 2017-18, whereas 31% did so in 2018-19.</p>	Met	

	(Relevant for schools serving grades 3-8)			
Academic Goal	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.	<p>NYS ELA Assessment</p> <p>Not applicable as fewer than 6 students were tested.</p>		
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.	<p>NYS ELA Assessment</p> <p>36% of SWD scored a 3 or 4 on the ELA exam in 2018, whereas 20% did so in 2019.</p>	Not Met	To support SWD, CAACS SC offers Integrated Co Teaching (ICT) classrooms and Special Education Teacher Support Services (SETSS). Our Director of Student Support and Development oversees all student support services, including our special education teachers and guidance counselor, and Response to Intervention and Academic Intervention Services. In the 2019-20 school year, CAACS SC will offer 4 ICT classrooms and will have 4 special education certified teachers on staff. Through the Department of Education, we also provide speech/language

				therapy, occupational therapy, physical therapy and hearing services.
Academic Goal 9	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced price lunch program, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term.	NYS ELA Assessment 36% of Economically Disadvantaged students scored a 3 or 4 on the ELA exam in 2018, whereas 37% did so in 2019.	Met	
Academic Goal 10	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New 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 Mathematics Assessment Not applicable as fewer than 6 students were tested.		

2. Do have more academic goals to add? Yes

2018-19 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
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		Goal		
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.	<p>NYS Mathematics Assessment</p> <p>9% of SWD scored a 3 or 4 on the Math exam in 2018, whereas 11% did so in 2019.</p>	Met	
Academic Goal	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	<p>NYS Mathematics Assessment</p> <p>29% of Economically Disadvantaged students scored a 3</p>	Not Met	<p>As a supplement to the general ELA and math curriculum, CAACS SC provides support for students to meet the NYSLS. These supports include after school homework help, AIS small group instruction, and Test Prep Fridays.</p> <p>AIS is offered in the forms of extra time during the regular school day, co teaching, team teaching, after school, or DOE summer school. AIS is provided by the Student Support staff, ELA and Math Instructional Specialists, and teachers.</p> <p>The provision of academic intervention services (AIS) is intended to increase achievement for our</p>

12	growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term.	or 4 on the math exam in 2018, whereas 28% did so in 2019.		<p>CAACS students who are struggling to meet the New York State Learning Standards, as evidenced by their performance on the State assessments in English language arts (ELA) and mathematics in grades 3-5.</p> <p>AIS runs from October through the conclusion of state assessments. CAACS students attend DOE summer programs as determined by state assessment scores.</p> <p>Afterschool homework help is provided by the Student Support team, composed of guidance counselors and teachers, along with local high school students who are participating in service learning.</p>
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. ORGANIZATIONAL GOALS

2018-19 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
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 survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher.	NYC School Survey 100% of parents completed the school survey.		
	Each year, the school self reported average daily student			

Org Goal 2	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.	Automate the Schools (ATS)	Met	97.2%
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.	Automate the Schools (ATS) 91.07%	Met	
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.	Automate the Schools (ATS) 8% compared to District 18.	Not Met	
Org Goal 5	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the	Automate the Schools (ATS) 10% compared to	Not Met	To target families with SWD, CAACS SC: ●Places advertisements in local movie theaters, the Caribbean Times Newspaper and the Canarsie Courier, to enhance our enrollment coverage area; ●Collaborates with our local Committee on Special Education

	Board of Regents, for students with disabilities.	District 18.		for District 18. <ul style="list-style-type: none"> ●Participates in the NYC Charter Center Special Education Collaborative; ●Creates and disseminates brochures that describe our special education programming.
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.	Automate the Schools (ATS) 6% compared to District 18.	Not Met	To target ED families, CAACS SC: <ul style="list-style-type: none"> ●Places advertisements in local movie theaters, the Caribbean Times Newspaper and the Canarsie Courier, to enhance our enrollment coverage area. ●Posts flyers at the Brownsville Recreation Center and other community locations that tend to serve lower income families and their children; ●Connects 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; ●Provides relevant contact persons with flyers and information regarding enrollment, information sessions, etc. ●Provide rides to information sessions

				<p>from our outreach locations; and</p> <ul style="list-style-type: none"> ●Recruits 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.
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.	<p>Automate the Schools</p> <p>100% Returned (3/3)</p>	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.	<p>Automate the Schools (ATS)</p> <p>71.43% returned, below the target of 92.5%</p>	Not Met	<p>We recognize that our retention rate has slightly decreased. We are working to understand the reasons that families leave CAACS CS through exit interviews. Currently, one of the most common reasons for families to depart is that they are interested in moving to a school that offers a K 8 model. We intend to continue analyzing this data and developing plans to address it.</p>
				<p>We recognize that our retention rate has slightly decreased.</p>

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.	Automate the Schools (ATS) 76.16% returned, below the target of 91.8%	Not Met	We are working to understand the reasons that families leave CAACS CS through exit interviews. Currently, one of the most common reasons for families to depart is that they are interested in moving to a school that offers a K 8 model. We intend to continue analyzing this data and developing plans to address it.
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 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.	NYCDOE School Survey	Not Met	Although CAACS did not exceed the city in certain strands, Satisfaction is demonstrated in several strands of the survey, in particular in 2018 19: <ul style="list-style-type: none"> ● 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.
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 No
als to add?

6. FINANCIAL GOALS

2018-19 Progress T ward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
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.	Official 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.	Financial Records		
Financial Goal 3	Each year, the school will meet or exceed 85% of their authorized enrollment on 10/31 as recorded in ATS.	BEDS Day Enrollment was 256 in 2018 19 of the approved 280.	Met	
Financial Goal 4				
Financial Goal 5				

7. Do we have more financial goals to add? No

Thank you.



Entry 4 Expenditures per Child

Last updated: 07/31/2019

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEKSection Heading

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** tak total expenditur s (from the unaudited 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses o pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: [Audit Guide](#) available within the portal or on the NYSED website

at: <http://www.p12.nysed.gov/psc/rgentsoversightplan/otherdocuments/auditguide2018.pdf>.

Line 1: Total Expenditur s	5014214
Line 2: Y ar End FTE student enrollment	255
Line 3: Divide Line 1 by Line 2	19664

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018-19 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:
<http://www.p12.nysed.gov/psc/AuditGuide.html>.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	4183586
Line 2: Management and General Cost (Column)	769329
Line 3: Sum of Line 1 and Line 2	4952897
Line 5: Divide Line 3 by the Year End FTE student enrollment	19423

Thank you.

CULTURAL ARTS ACADEMY CHARTER SCHOOL
AT SPRING CREEK

FINANCIAL STATEMENTS

JUNE 30, 2019 AND 2018

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Cultural Arts Academy Charter School at Spring Creek

Report on the Financial Statements

We have audited the accompanying financial statements of Cultural Arts Academy Charter School at Spring Creek (the "School"), which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

An independent member of Baker Tilly International

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Cultural Arts Academy Charter School at Spring Creek as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

The accompanying financial statements have been prepared assuming that the School will continue as a going concern. As discussed in Note 3 to the financial statements, the revenues of the School declined below expectations. The School has a working capital deficit of approximately \$396,000 and has a net loss of approximately \$260,000. Management's evaluation of the events and conditions and management's plans regarding these matters are also described in Note 3. The financial statements do not include any adjustments that might result from the outcome of this uncertainty. Our opinion is not modified with respect to this matter.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 16, 2019, on our consideration of Cultural Arts Academy Charter School at Spring Creek's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Cultural Arts Academy Charter School at Spring Creek's internal control over financial reporting and compliance.

MBAF CPAs, LLC

New York, NY
October 16, 2019

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2019 AND 2018

ASSETS	2019	2018
Cash	\$ 95,382	\$ 7,644
Cash - restricted	75,221	75,191
Grants receivable	222,702	325,229
Property and equipment, net	25,126	35,896
Prepaid expenses and other assets	20,000	20,000
TOTAL ASSETS	\$ 438,431	\$ 463,960
LIABILITIES AND NET DEFICIT		
LIABILITIES		
Accounts payable and accrued expenses	\$ 145,533	\$ 161,734
Accrued salaries and other payroll related expenses	586,076	369,401
Due to NYC Department of Education	58,032	23,963
	789,641	555,098
NET DEFICIT		
Net deficit - without donor restrictions	(351,210)	(91,138)
TOTAL LIABILITIES AND NET DEFICIT	\$ 438,431	\$ 463,960

The accompanying notes are an integral part of these financial statements.

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK

STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2019 AND 2018

	2019	2018
OPERATING REVENUE WITHOUT DONOR RESTRICTIONS		
State and local per pupil operating revenue	\$ 3,910,174	\$ 4,262,328
Government grants and contracts	231,982	389,556
	<u>4,142,156</u>	<u>4,651,884</u>
EXPENSES		
Program services:		
General education	3,923,781	4,158,724
Special education	392,006	255,829
Management and general	690,542	828,514
Fundraising	50,596	24,853
	<u>5,056,925</u>	<u>5,267,920</u>
DEFICIT FROM SCHOOL OPERATIONS	<u>(914,769)</u>	<u>(616,036)</u>
SUPPORT AND OTHER INCOME		
Contributions	621,000	291,000
Other income	33,697	84,873
	<u>654,697</u>	<u>375,873</u>
CHANGE IN NET DEFICIT WITHOUT DONOR RESTRICTIONS	(260,072)	(240,163)
NET DEFICIT - BEGINNING OF YEAR	<u>(91,138)</u>	<u>149,025</u>
NET DEFICIT - END OF YEAR	<u>\$ (351,210)</u>	<u>\$ (91,138)</u>

The accompanying notes are an integral part of these financial statements.

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2019

	No. of Positions	Program Services			Supporting Services		
		General Education	Special Education	Total Program	Management and General	Fundraising	Total
Personnel services costs:							
Instructional personnel	50	\$ 1,822,347	\$ 182,063	\$ 2,004,410	\$ 266,841	\$ 27,177	\$ 294,018
Non-instructional personnel	19	784,042	78,330	862,372	114,805	11,692	126,497
Total salaries and wages	69	2,606,389	260,393	2,866,782	381,646	38,869	420,515
Payroll taxes and employee benefits		541,923	54,141	596,064	79,352	8,082	87,434
Professional development		33,960	3,391	37,351	4,973	506	5,479
Audit and accounting fees		-	-	-	124,227	-	124,227
Professional fees		51,731	5,168	56,899	-	-	-
Curriculum and classroom expenses		30,487	3,046	33,533	-	-	-
Supplies and materials		46,730	4,669	51,399	6,843	697	7,540
Student services		70,921	7,085	78,006	4,325	441	4,766
Postage, printing, and copying		486	49	535	71	7	78
Insurance		60,915	6,086	67,001	8,920	908	9,828
Information technology		5,397	539	5,936	790	80	870
Non-capitalized equipment and furnishings		120	12	132	18	2	20
Occupancy and facility costs		407,386	40,700	448,086	49,787	-	49,787
Telephone		27,868	2,784	30,652	4,081	416	4,497
Depreciation		8,540	853	9,393	1,250	127	1,377
Bad debt expense		-	-	-	19,730	-	19,730
Office expense		30,928	3,090	34,018	4,529	461	4,990
		\$ 3,923,781	\$ 392,006	\$ 4,315,787	\$ 690,542	\$ 50,596	\$ 741,138
							\$ 5,056,925

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2018

	No. of Positions	Program Services			Supporting Services		
		General Education	Special Education	Total Program	Management and General	Fundraising	Total
Personnel services costs:							
Instructional personnel	49	\$ 1,606,500	\$ 98,826	\$ 1,705,326	\$ 289,435	\$ 11,352	\$ 300,787
Non-instructional personnel	29	995,634	61,248	1,056,882	179,378	7,035	186,413
Total salaries and wages	78	2,602,134	160,074	2,762,208	468,813	18,387	487,200
Payroll taxes and employee benefits		628,344	38,653	666,997	113,208	4,440	117,648
Professional development		55,254	3,399	58,653	9,955	390	10,345
Legal fees		-	-	-	845	-	845
Audit and accounting fees		-	-	-	122,892	-	122,892
Professional fees		51,774	3,185	54,959	-	-	-
Curriculum and classroom expenses		74,049	4,555	78,604	-	-	-
Supplies and materials		40,457	2,489	42,946	7,289	286	7,575
Student services		128,324	7,894	136,218	9,579	376	9,955
Postage, printing, and copying		950	58	1,008	171	7	178
Insurance		55,875	3,437	59,312	10,067	395	10,462
Information technology		902	55	957	163	6	169
Non-capitalized equipment and furnishings		19,683	1,211	20,894	3,546	139	3,685
Occupancy and facility costs		440,543	27,101	467,644	51,960	-	51,960
Telephone		30,424	1,872	32,296	5,481	215	5,696
Depreciation		15,310	942	16,252	2,758	108	2,866
Bad debt expense		-	-	-	19,138	-	19,138
Office expense		14,701	904	15,605	2,649	104	2,753
		\$ 4,158,724	\$ 255,829	\$ 4,414,553	\$ 828,514	\$ 24,853	\$ 853,367
							\$ 5,267,920

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEKSTATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2019 AND 2018

	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from operating revenue and support	\$ 4,933,449	\$ 4,895,710
Cash paid to employees and suppliers	(4,845,681)	(5,027,601)
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	87,768	(131,891)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	-	(31,474)
NET CASH USED IN INVESTING ACTIVITIES	-	(31,474)
NET INCREASE (DECREASE) IN CASH	87,768	(163,365)
CASH AND CASH - RESTRICTED - BEGINNING OF YEAR	82,835	246,200
CASH AND CASH - RESTRICTED - END OF YEAR	\$ 170,603	\$ 82,835
Reconciliation of change in net deficit to net cash provided by (used in) operating activities:		
Change in net deficit	\$ (260,072)	\$ (240,163)
Adjustments to reconcile change in net deficit to net cash provided by (used in) operating activities:		
Depreciation	10,770	19,118
Bad debt expense	19,730	19,138
Deferred rent	-	(13,238)
Changes in operating assets and liabilities:		
Grants receivable	82,797	(131,278)
Prepaid expenses and other assets	-	24,780
Accounts payable and accrued expenses	(16,201)	63,468
Accrued salaries and other payroll related expenses	216,675	146,191
Due to NYC Department of Education	34,069	(19,907)
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	\$ 87,768	\$ (131,891)
Cash and cash - restricted consist of:		
Cash	\$ 95,382	\$ 7,644
Cash - restricted	75,221	75,191
Total	\$ 170,603	\$ 82,835

The accompanying notes are an integral part of these financial statements.

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

1. NATURE OF THE ORGANIZATION

Cultural Arts Academy Charter School at Spring Creek (the "School") is a public charter school, as defined by Article 56 of the New York State Education Law, which provides education based on an academically rigorous arts education program that promotes superior scholarship and strong cultural arts proficiency. On February 9, 2010, the Board of Regents of the University of the State of New York (the "State") granted the School a provisional charter valid for a term of five years and renewable upon expiration. On April 4, 2017, the charter was extended until June 30, 2020. The School operates under this charter and the State is responsible for oversight of the School's operations.

On November 10, 2010, the School, as determined by the Internal Revenue Service, was approved for federal income tax exemption under Section 501(a) of the Internal Revenue Code ("IRC") as an organization described in Section 501(c)(3) of the IRC. It is also currently exempt under a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) of the IRC and qualifies for deductible contributions as provided in Section 170(b)(1)(A)(ii) of the IRC. The School's primary sources of income are from government funding.

In fiscal years 2019 and 2018, the School operated classes for students in kindergarten through fifth grade.

The New York City Department of Education ("NYCDOE") provides free lunches and transportation directly to a majority of the School's students.

Enrollment of available classroom slots is open to all potential student candidates with preference given to children residing in the district of southeast Brooklyn. A lottery is held to award these available spots. If one child in a family is selected in the lottery then all eligible children in the family are accepted for enrollment.

2. SIGNIFICANT ACCOUNTING POLICIES

Financial Statement Presentation

The School's financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP").

The classification of the School's net assets and its support, revenues, and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of the two classes of net assets – with donor restrictions or without donor restrictions – be displayed in a statement of financial position and that the amount of change in each of those classes of net assets be displayed in a statement of activities.

These classes are defined as follows:

Net Assets with Donor Restrictions consist of contributions and other inflows of assets whose use is subject to donor-imposed restrictions that are more specific than broad limits reflecting the nature of the not-for-profit entity, the environment in which it operates and the purposes specified in its articles of incorporation or bylaws or comparable documents. Donor-imposed restrictions may be temporary in nature, such as stipulating that resources may be used only after a specified date or limited to specific programs or services. Certain donor-imposed restrictions are perpetual in nature.

Net Assets without Donor Restrictions consist of contributions and other inflows of assets whose use is not subject to donor-imposed restrictions. This net asset category includes both contributions not subject to donor restrictions and exchange transactions, such as state and local per pupil operating revenue.

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Cash - Restricted

Cash - restricted is an escrow account of \$75,221 and \$75,191 at June 30, 2019 and 2018, respectively, which is held aside for contingency purposes as required by the Board of Regents of the University of the State of New York.

Grants Receivable

Grants receivable represent amounts due from federal and state grants. Grants receivable are expected to be collected within one year, are recorded at net realizable value, and amount to \$222,702 and \$325,229 at June 30, 2019 and 2018, respectively. For the years ended June 30, 2019 and 2018, the School wrote off receivables of \$19,730 and \$19,138, respectively.

Revenue Recognition

Revenue from state and local governments resulting from the School's charter status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state, and local government grants and contracts are recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which qualifying expenditures have not been incurred, if any, are reflected as refundable advances from state and local government grants in the accompanying statements of financial position.

Donated Goods and Services

The School receives contributed goods and services that are an integral part of its operations. Such goods and services are only recorded as contributions in-kind at their fair value, provided they meet the criteria for recognition. Donated goods are recognized if the goods provide a benefit to the School and would have otherwise been purchased. There were no donated goods and services for the years ended June 30, 2019 and 2018.

Property and Equipment

Property and equipment are stated at cost and are depreciated on the straight-line method over the estimated useful lives of the assets (Note 4). The School has established a \$10,000 threshold above which assets are capitalized. Maintenance and repairs are charged to expense as incurred; major renewals and betterments are capitalized.

Impairment

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized for the years ended June 30, 2019 and 2018.

Functional Allocation of Expenses

The statements of functional expenses present expenses by function and natural classification. Expenses that can be directly identified with the program or supporting service are reported as expenses of those functional areas. Other expenses are allocated among program and supporting services based upon benefits received.

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent Events

The School has evaluated events through October 16, 2019, which is the date the financial statements were available to be issued.

Income Taxes

The School follows the accounting standard for uncertainty in income taxes. The standard prescribes a minimum recognition threshold and measurement methodology that a tax position taken or expected to be taken in a tax return is required to meet before being recognized in the financial statements. It also provides guidance for derecognition, classification, interest and penalties, disclosure, and transition.

The School files an informational return in the federal jurisdiction. With few exceptions, the School is no longer subject to federal income tax examinations for fiscal years before 2016.

The School believes that it has appropriate support for the positions taken on its tax returns. Nonetheless, the amounts ultimately paid, if any, upon resolution of the issues raised by the taxing authorities may differ materially from the amounts filed. Management believes that its nonprofit status would be sustained upon examination.

Should there be interest on underpayments of income tax, the School would classify it as interest expense. The School would classify penalties in connection with underpayments of income tax as other expense.

The School is subject to tax reportable on Form 990T consisting of unrelated business income if they have provided pre-tax transportation benefits to employees.

Adopted Accounting Pronouncement

Financial Statement Presentation

During the year ended June 30, 2019, the School adopted Accounting Standards Update 2016-14, Not-for-Profit Entities (Topic 958) – *Presentation of Financial Statements of Not-for-Profit Entities*. The update amends the current reporting model for not-for-profit organizations and enhances their required disclosures. The major changes include, but are not limited to: (a) requiring the presentation of two classes of net assets now titled “net assets without donor restrictions” and “net assets with donor restrictions,” (b) modifying the presentation of underwater endowment funds and related disclosures, (c) requiring the use of the placed in service approach to recognize the expirations on gifts used to acquire or construct long-lived assets absent explicit donor restrictions otherwise, (d) requiring the presentation of an analysis of expenses by function and nature, (e) requiring the disclosure of information regarding liquidity and availability of resources, and (f) presenting investment return net of external and direct internal investment expenses. In addition, the update removes the requirement that statements of cash flows using the direct method also present a reconciliation consistent with the indirect method. The School has applied the update retrospectively to all periods presented and adjusted the presentation of these financial statements accordingly. As a result, the School reclassified amounts formerly classified as unrestricted net assets to net assets without donor restrictions. The adoption of this update had no other material effect on the School’s financial position and changes in net assets. In addition, the School has elected to continue to present a reconciliation in the statement of cash flows consistent with the indirect method.

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Recent Accounting Pronouncements

In May 2014, the Financial Accounting Standards Board ("FASB") issued an accounting standards update which affects the revenue recognition of entities that enter into either (1) certain contracts to transfer goods or services to customers or (2) certain contracts for the transfer of nonfinancial assets. The update indicates an entity should recognize revenue in an amount that reflects the consideration the entity expects to be entitled to in exchange for the goods or services transferred by the entity. The update is to be applied to the beginning of the year of implementation or retrospectively and is effective for annual periods beginning after December 15, 2018 and in interim periods in annual periods beginning after December 15, 2019. Early application is permitted but no earlier than annual reporting periods beginning after December 31, 2016. The School is currently evaluating the effect the update will have on its financial statements.

In June 2018, the FASB issued an accounting standards update in an effort to clarify and improve the scope and the accounting guidance for contributions received and contributions made. The FASB believes the update should assist entities in (1) evaluating whether transactions should be accounted for as contributions (non-reciprocal transactions) within the scope of not-for-profit guidance, or as an exchange (reciprocal) transaction subject to other guidance and (2) determining whether a contribution is conditional or not. The update is effective on a modified prospective basis for fiscal years beginning after December 15, 2018, and interim periods within annual periods beginning after December 15, 2019, with early adoption permitted. The School is currently evaluating the potential accounting, transition, and disclosure effects the update will have on its financial statements.

In February 2016, the FASB issued an accounting standards update which amends existing lease guidance. The update requires lessees to recognize a right-of-use asset and related lease liability for many operating leases now currently off-balance-sheet under current U.S. GAAP. Also, the FASB has issued amendments to the update with practical expedients related to land easements and lessor accounting. The School is currently evaluating the effect the update will have on its financial statements but expects upon adoption that the update will not have a material effect on the School's financial condition, results of operations, or cash flows, though such an effect is possible.

The update originally required transition to the new lease guidance using a modified retrospective approach which would reflect the application of the update as of the beginning of the earliest comparative period presented. A subsequent amendment to the update provides an optional transition method that allows entities to initially apply the new lease guidance with a cumulative-effect adjustment to the opening balance of equity in the period of adoption. If this optional transition method is elected, after the adoption of the new lease guidance, the School's presentation of comparative periods in the financial statements will continue to be in accordance with current lease accounting. The School is evaluating the method of adoption it will elect. The update is effective for fiscal years beginning after December 15, 2020, and for interim periods within fiscal years beginning after December 15, 2021, with early application permitted.

3. LIQUIDITY MANAGEMENT AND GOING CONCERN

The School maintains a policy of structuring its financial assets to be available as its general expenditures, liabilities, and other obligations come due. The School's management meets monthly to address projected cash flows to meet its operational expenditures. The School's financial assets available within one year of the statement of financial position date for general expenditures are as follows:

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019 AND 2018****3. LIQUIDITY MANAGEMENT AND GOING CONCERN (CONTINUED)**

	2019	2018
Cash	\$ 95,382	\$ 7,644
Cash - restricted	75,221	75,191
Grants receivable	<u>222,702</u>	<u>325,229</u>
Total financial assets	393,305	408,064
Less amount unavailable for general expenditures within one year due to:		
Restricted by contract with time or purpose	<u>(75,221)</u>	<u>(75,191)</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 318,084</u>	<u>\$ 332,873</u>

At June 30, 2019 and 2018, the School has no board-designated net assets.

At June 30, 2019, the School had a working capital deficit of approximately \$396,000 driven primarily by rent and facility costs paid to Christian Cultural Center ("CCC"), which is further explained in Note 5. The School had a loss of approximately \$260,000 for the year ending June 30, 2019, and a deteriorating cash position. In order to meet this liquidity shortfall, management has reviewed its operations and capital outlays for savings. CCC, a related party that shares board members with the School, is committed to provide financial support through November 1, 2020. It is also seeking financing and additional contributions.

There is no assurance that some or all of these actions will be sufficient to allow the School to continue as a going concern. The School is confident that with financial support from CCC, it will be able to continue operating under normal conditions through November 1, 2020. The financial statements do not include any adjustments that might result from the outcome of this uncertainty.

4. PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30:

	2019	2018	Estimated Useful Lives
Furniture and fixtures	\$ 144,111	\$ 144,111	7 years
Computer hardware and software	<u>105,038</u>	<u>105,038</u>	5 years
	249,149	249,149	
Less: accumulated depreciation	<u>(224,023)</u>	<u>(213,253)</u>	
	<u>\$ 25,126</u>	<u>\$ 35,896</u>	

Depreciation expense for the years ended June 30, 2019 and 2018 was \$10,770 and \$19,118, respectively.

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

5. RELATED PARTY TRANSACTIONS

The School has an operating lease agreement with CCC, a not-for-profit organization, which commenced on July 1, 2010 and expires on June 30, 2021. The School pays a monthly rent in the amount of \$38,245 from July 1, 2018 through June 30, 2021. Rent expense for the years ended June 30, 2019 and 2018 was \$458,945 and \$445,707, respectively, which is included in the accompanying statements of functional expenses under occupancy and facility costs. The chief executive officer of CCC is a founding member and board member of the School.

Future minimum rental lease payments are as follows:

June 30,	
2020	\$ 458,945
2021	<u>458,945</u>
	<u>\$ 917,890</u>

During the years ended June 30, 2019 and 2018, the CCC contributed \$620,000 and \$280,000, respectively.

6. PENSION PLAN

Effective September 1, 2011, the School adopted a 403(b) profit sharing plan (the "Plan") which covers most of the employees. The Plan is a defined contribution plan. Employees are eligible to enroll in the Plan on the first day of employment or the first day of the first, fourth, seventh, or tenth month of the Plan year, if they are at least 21 years in age. The Plan provides for the School to make discretionary contributions. The School contribution does not become vested until the participant's sixth year when it becomes fully vested. The School did not contribute to the Plan for the year ended June 30, 2019. For the year ended June 30, 2018, the School contributed \$21,084.

7. RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to help protect itself from such risks.

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School. The accompanying financial statements make no provision for the possible disallowance or refund.

The School's charter is up for renewal on June 30, 2020. Although the School anticipates that this renewal will be granted by the authorizers, no assurance can be provided that this will occur.

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

8. CONCENTRATIONS

Financial instruments that potentially subject the School to concentrations of credit risk consist principally of cash deposits at a major financial institution that, at times, exceeded the Federal Deposit Insurance Corporation insured limits of \$250,000.

The School received approximately 82% and 85% of its total revenue from per pupil funding from the NYCDOE during the years ended June 30, 2019 and 2018, respectively.

Two grantors accounted for approximately 90% and 93% of grants receivable at June 30, 2019 and 2018, respectively.

Two vendors accounted for approximately 60% and 72% of accounts payable at June 30, 2019 and 2018, respectively.

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With Government Auditing Standards

To the Board of Trustees
Cultural Arts Academy Charter School at Spring Creek

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Cultural Arts Academy Charter School at Spring Creek (the "School"), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 16, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain other matters that we reported to management of the School in a separate letter dated October 16, 2019.

An independent member of Baker Tilly International

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

MBAF CPAs, LLC

New York, NY
October 16, 2019

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK

SUMMARY SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS JUNE 30, 2019

Financial Statement Finding

Finding No. 2018-01

Condition:

The School is required to be in compliance with the New York State Education Department ("NYSED") requirements. The teacher certification exemption allows charter schools to have up to 10 uncertified teachers and an additional 5 uncertified teachers if the teachers are teaching science, technology, engineering, and math ("STEM") subjects. The School had 18 teachers that were uncertified, none of whom taught STEM subjects.

Current Status:

The finding has been corrected.



Entry 5c Additional Financial Docs

Created: 10/31/2019 • Last updated: 11/01/2019

The additional items listed below should be uploaded if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the corrective action plan will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Section Heading

1. Management Letter

<https://nysed.cso.reports.fluidreview.com/resp/119017979/8mMlunnVv3/>

Explanation for not uploading the Management Letter. (No response)

2. Form 990

(No response)

Explanation for not uploading the Form 990. 990 will be filed by Nov 1

3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

Explanation for not uploading the Federal Single Audit. Not Applicable

4. CSP Agreed Upon Procedure Report

(No response)

Explanation for not uploading the procedure report. Not Applicable

5. Evidence of Required Escrow Account

Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

<https://nysed.cso.reports.fluidreview.com/resp/119017979/pN6H0Nalce/>

Explanation for not uploading (No response)
the Escrow evidence.

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

- a. The person responsible
- b. The date action was taken, or will be taken
- c. Description of the action taken
- d. Evidence of implementation (if available)

(No response)

Explanation for not uploading (No response)
the Corrective Action Plan.



Entry 5d Financial Services Contact Information

Last updated: 10/31/2019

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEKSection Heading

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Gray Stewart		

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Jimmy Vora			

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm
	Sabal & Associates	Stuart Sabal				

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2019-20 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Rows may be inserted in the worksheet to accommodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Cultural Arts Academy Charter School
PROJECTED BUDGET FOR 2018-2019

July 1, 2019 to June 30, 2020

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	EDUCATION	EDUCATION	EDUCATION	EDUCATION
Total Revenue	4,610,914	6,836	31,000	-
Total Expenses	3,506,276	344,423	-	57,809
Net Income	1,104,638	(337,687)	31,000	664,354
Actual Student Enrollment	280	20		(57,809)
Total Paid Student Enrollment	260	20		(664,354)
				76,888
				-
				280

REVENUE					
REVENUES FROM STATE SOURCES		PROGRAM SERVICES		SUPPORT SERVICES	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL
TOTAL					
CY Per Pupil Ratio					
District of Location	4,522,000	-	-	-	4,522,000
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
	4,522,000	-	-	-	4,522,000
Special Education Revenue	-	-	-	-	-
Grants	-	-	-	-	-
Stimulus	-	-	-	-	-
Other	-	-	-	-	-
Other State Revenue	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	4,522,000	-	-	-	4,522,000
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	-	-	-	-	-
Title I	77,494	5,959	-	-	83,452
Title Funding - Other	11,420	878	-	-	12,298
School Food Service (Free Lunch)	-	-	-	-	-
Grants	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	-	-	-	-	-
Other Federal Revenue	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	88,914	6,836	-	-	95,750
LOCAL AND OTHER REVENUE					
Contributions and Donations, Fundraising	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-
Interest Income	-	-	1,000	-	1,000
NYC DYCD (Department of Youth and Community Development)	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
Other Local Revenue	-	-	30,000	-	30,000
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES	-	-	31,000	-	31,000
TOTAL REVENUE	4,610,914	6,836	31,000	-	4,648,750

EXPENSES		No. of Positions		List exact titles and staff FTE's (Full time equivalent)	
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	1 00	-	10,380	82,620	Principal
Instructional Management	-	-	-	-	-
Deans, Directors & Coordinators	1 00	-	-	-	Dean of Students
CFO / Director of Finance	-	51,000	-	-	51,000
Operation / Business Manager	1 00	9,078	10,156	63,546	Operations Manager
Administrative Staff	5 00	140,062	-	149,328	Admin. Asst., Technology Manager
TOTAL ADMINISTRATIVE STAFF	8	203,560	36,516	295,484	615,570
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	19 00	1,072,315	-	16,320	teacher
Teachers - SPED	1 00	12,546	-	12,546	SPED Teacher
Substitute Teachers	-	-	-	-	-
Teaching Assistants	10 00	442,288	-	-	Teaching Assits.
Specialty Teachers	1 00	41,020	-	-	Family Specialist
Advs	-	-	-	-	-

**Cultural Arts Academy Charter School
PROJECTED BUDGET FOR 2018-2019**

July 1, 2019 to June 30, 2020

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.						Assumptions
						DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
	PROGRAM SERVICES		SUPPORT SERVICES			TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
Total Revenue	4,610,914	6,836	31,000	-	-	4,648,750
Total Expenses	3,595,276	344,423	-	57,809	664,354	4,572,862
Net Income	1,104,638	(337,587)	31,000	(67,809)	(664,354)	75,888
Actual Student Enrollment	280	20	-	-	-	-
Total Paid Student Enrollment	260	20	-	-	-	280

	PROGRAM SERVICES		SUPPORT SERVICES			TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
Therapists & Counselors	-	61,200	-	-	-	61,200
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	1,668,968	213,902	-	-	28,866	1,811,736
NON-INSTRUCTIONAL PERSONNEL COSTS	1	32				
Nurse	42,840	-	-	-	-	42,840
Librarian	45,900	-	-	-	-	45,900
Custodian	35,700	-	-	-	-	35,700
Security	39,780	-	-	-	-	39,780
Other	150,400	-	-	-	22,650	173,400
TOTAL NON-INSTRUCTIONAL	314,670	-	-	-	22,650	337,320
SUBTOTAL PERSONNEL SERVICE COSTS	2,167,198	213,902	-	36,516	347,310	2,764,926
PAYROLL TAXES AND BENEFITS	1	48				
Payroll Taxes	150,280	15,722	-	2,684	25,527	203,222
Fringe / Employee Benefits	357,598	35,294	-	6,025	57,306	456,213
Retirement / Pension	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	516,877	51,016	-	8,709	82,834	659,435
TOTAL PERSONNEL SERVICE COSTS	2,684,075	264,918	-	45,225	430,144	3,424,362
CONTRACTED SERVICES	1					
Accounting / Audit	-	-	-	-	105,000	105,000
Legal	-	-	-	-	2,500	2,500
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	-	-	-	7,000	7,000
Special Ed Services	-	-	-	-	-	-
Tidement Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	27,826	2,746	-	468	4,459	35,500
TOTAL CONTRACTED SERVICES	27,826	2,746	-	468	118,959	160,000
SCHOOL OPERATIONS	1					
Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	25,074	1,926	-	-	-	27,000
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	7,429	571	-	-	-	8,000
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	11,758	1,100	-	198	1,884	15,000
Telephone	28,218	2,785	-	475	4,522	36,000
Technology	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-
Field Trips	37,147	2,853	-	-	-	40,000
Transportation (Student)	5,572	428	-	-	-	6,000
Student Services - other	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-
Staff Development	73,679	7,272	-	1,241	11,808	94,000
Staff Recruitment	30,191	3,868	-	660	6,281	50,000
Student Recruitment / Marketing	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	5,487	542	-	92	879	7,000
Fundraising	-	-	-	-	-	-
Other	72,112	7,117	-	1,215	11,556	92,000
TOTAL SCHOOL OPERATIONS	305,667	26,922	-	3,881	36,930	376,500
FACILITY OPERATION & MAINTENANCE	1					
Insurance	56,826	5,609	-	958	9,107	72,500

Cultural Arts Academy Charter School
PROJECTED BUDGET FOR 2018-2019

July 1, 2019 to June 30, 2020

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	Enrollment	Enrollment	Enrollment	Enrollment
Total Revenue	4,610,914	6,836	31,000	-
Total Expenses	3,506,276	344,423	-	684,354
Net Income	1,104,638	(337,687)	31,000	(684,354)
Actual Student Enrollment	280	20		76,888
Total Paid Student Enrollment	260	20		-
				280

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
Janitorial	31,352	3,095	-	528	5,025	40,000
Building and Land Rent / Lease	360,566	35,587	-	6,075	57,782	460,000
Repairs & Maintenance	31,352	3,095	-	528	5,025	40,000
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	480,086	47,386	-	8,089	76,939	612,500
DEPRECIATION & AMORTIZATION	8,022	851	-	145	1,382	11,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-
TOTAL EXPENSES	3,506,276	344,423	-	57,809	664,354	4,572,862
NET INCOME	1,104,638	(337,587)	31,000	(57,809)	(664,354)	75,888

ENROLLMENT - "School Districts Are Linked To Above Entries"			
	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	260	20	280
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	260	20	280
REVENUE PER PUPIL	17,734	342	111
EXPENSES PER PUPIL	13,486	17,221	-

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 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.

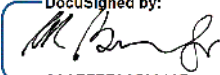
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the 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			

5. 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
None				

Please write "None" if applicable. Do not leave this space blank.

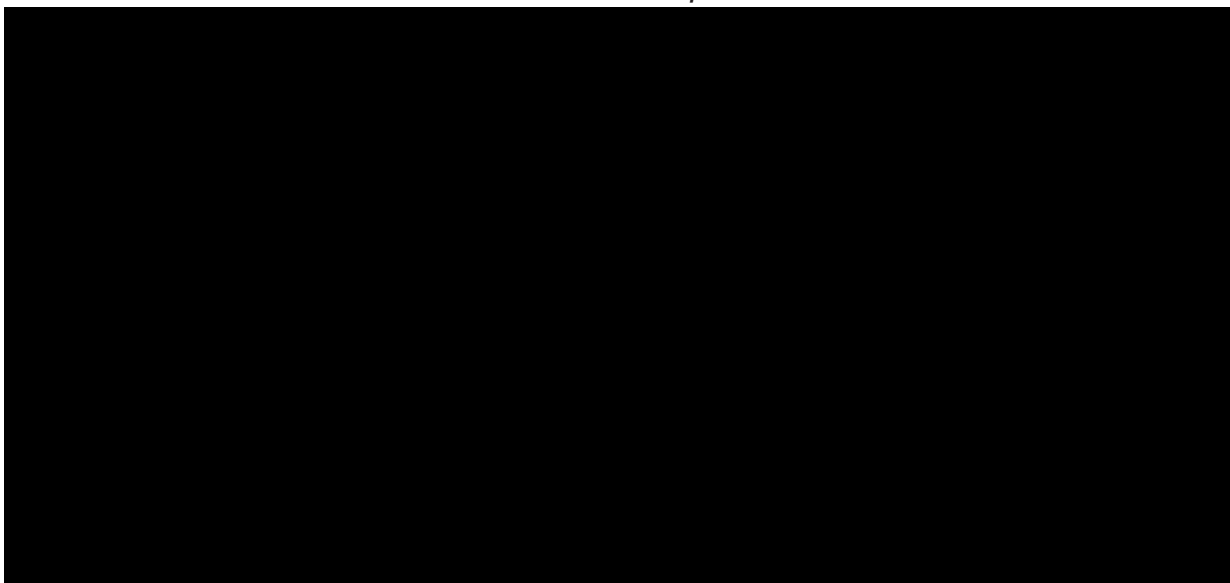
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7/25/2019

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.



last revised 08/21/2018

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

Name: Cheryl A. Pemberton-Graves

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 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 ☒ 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 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.

4. 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

5. 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**."

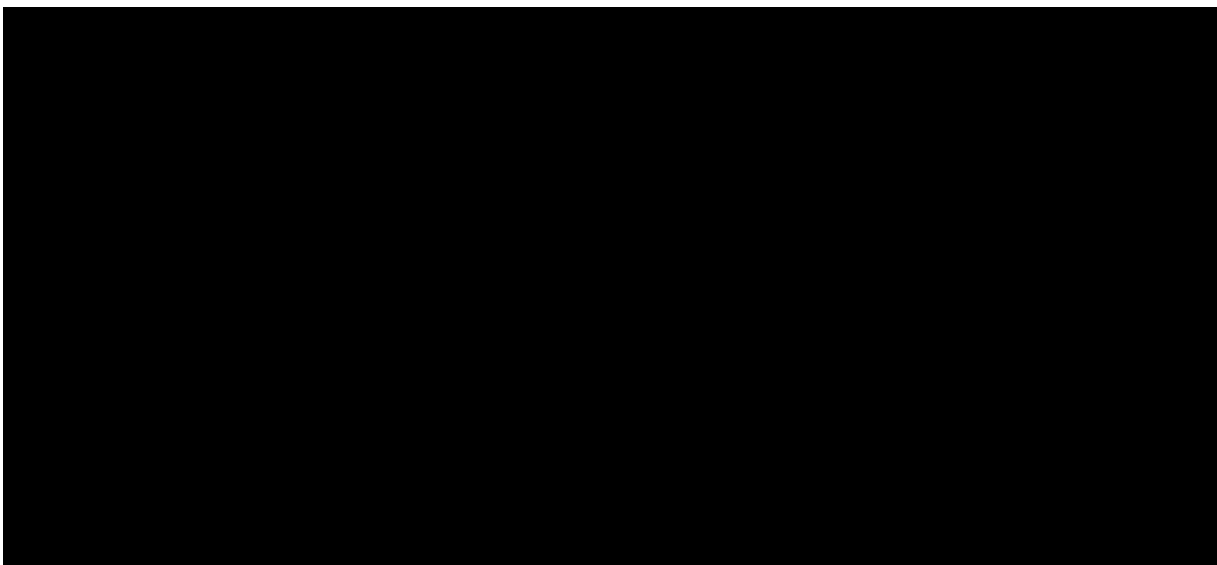
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps 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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Signature

7/16/2019

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.



last revised 08/21/2018

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

Name: Henry J. Clouden, III _____

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 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

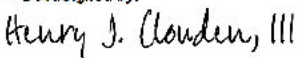
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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

5. 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

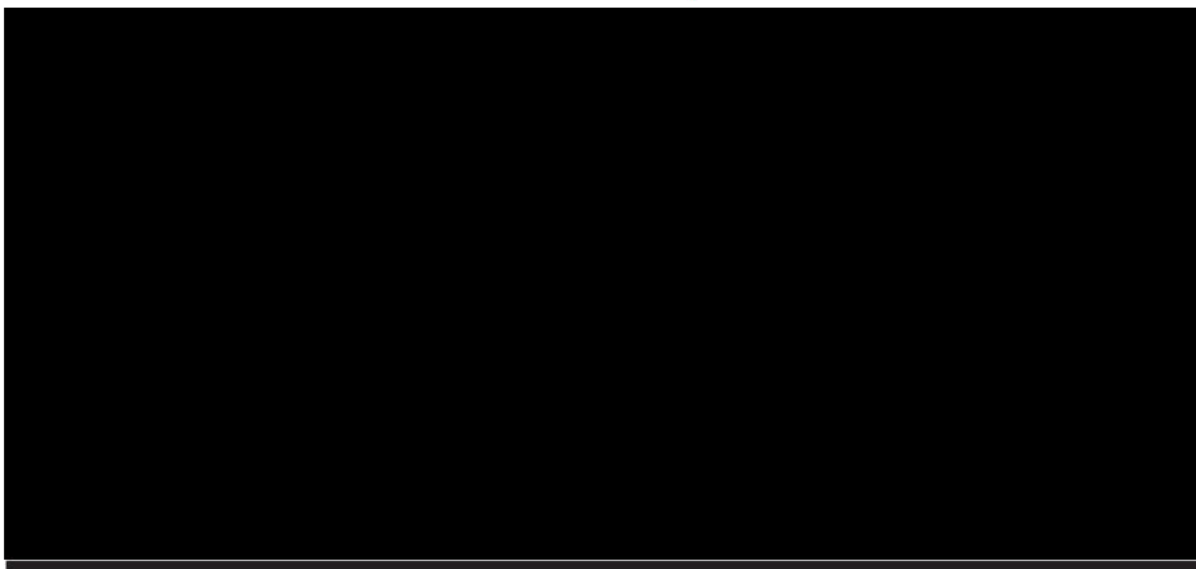
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7/6/2019

Signature

Date

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last revised 08/21/2018

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 Charyer School

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

Director

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 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.

4. 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

5. 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

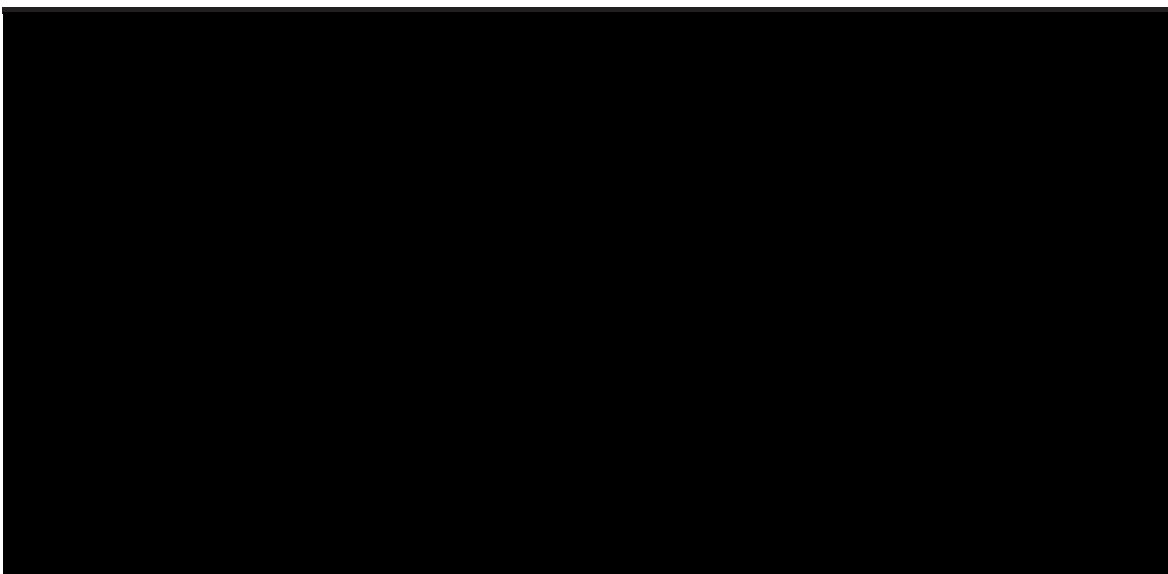
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7/19/2019

Date

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last revised 08/21/2018

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

Name: Dr. Laurie B. Midgette

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 at Spring Creek

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

School Leader

2. Are you an employee of any school operated by the education corporation?

 Yes **No**

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

Principal/School Leader/Head of School - \$180K - July 1, 2010

3. 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.

4. 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

5. 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

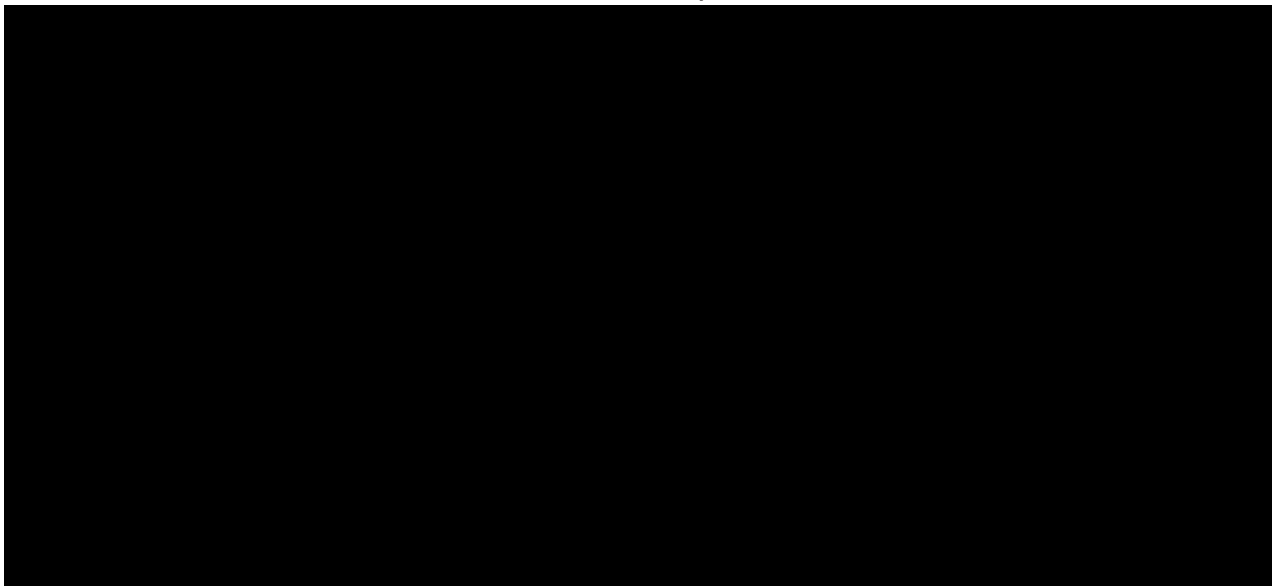
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Dr. Laurie B. Midgette
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Signature

7/1/2019

Date

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last revised 08/21/2018

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

Name: Stuart Sabal

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 at Spring Creek

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

None

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 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**

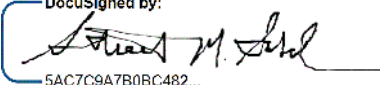
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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>			
Fiscal year 6/30/19			

5. 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**."

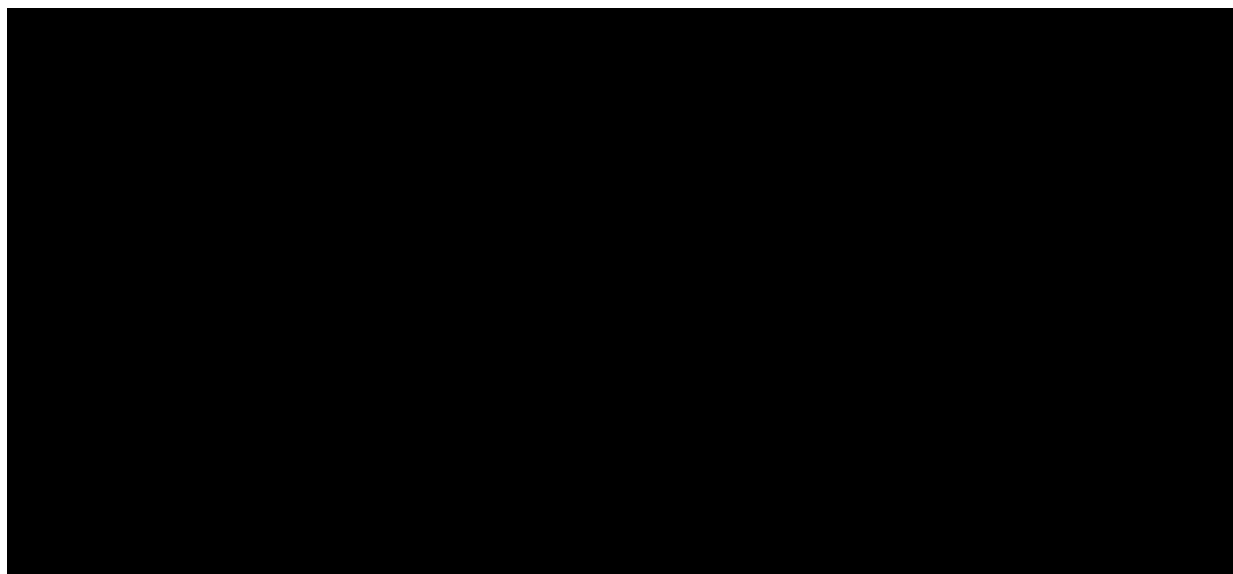
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
Sabal & Associates	Bookkeeping and accounting services	\$75,000	None	

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Signature

7/1/2019

Date

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last revised 08/21/2018



Entry 8 BOT Table

Last updated: 08/01/2019

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.

1. Current 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 2018-19
1	Dr. AR Bernard	Chair	None	Yes	2	8/1/2016	9/1/2019	5 or less
2	Cheryl A. Pemberton	Vice Chair	None	Yes	2	8/1/2016	9/1/2019	12
3	Henry Clouden, III	Treasurer	Finance	Yes	2	8/1/2016	9/1/2019	12
4	Shirley A. Glasgow	Secretary	Parent Engagement	Yes	2	8/1/2016	9/1/2019	12
5	Chrysetta Patterson	Trustee/Member	None	Yes	2	8/1/2016	9/1/2019	12
6	Larry H. Weiss	Other	Chief Legal Officer	No	2	8/1/2016	9/1/2019	5 or less
7	Stuart Sabal	Other	Chief Financial Officer	No	2	8/1/2016	9/1/2019	5 or less
8	Dr. Laurie B. Midgett	Other	School Leader	No	2	8/1/2016	9/1/2019	12
9					2			

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, 2019	8
b.Total Number of Members Added During 2018-19	0
c. Total Number of Members who Departed during 2018-19	0
d.Total Number of members in 2018-19, as set by in Bylaws, Resolution or Minutes	8

3. Number of Board meetings held during 2018-19 12

4. Number of Board meetings scheduled for 2019-20 12

Thank you.



Entry 9 - Board Meeting Minutes

Last updated: 07/31/2019

Instructions for submitting minutes of the BOT monthly meetings

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2018 June 2019, which should match the number of meetings held during the 2018 19 school year.

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEK

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2018-19 school year, on the charter school's website?

Yes

A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2018-19 school year.

[https://www.culturalartsacademy.org/about us/our vision/founding board/meetings agenda s](https://www.culturalartsacademy.org/about-us/our-vision/founding-board/meetings-agendas)



Entry 10 Enrollment and Retention of Special Populations

Last updated: 08/01/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018-19 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 2019-20.

CULTURAL ARTS ACADEMY CHARTER SCHOOL AT SPRING CREEKSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018-19	Describe Recruitment Plans in 2019-20
Economically Disadvantaged	<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 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 childrenMade 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	<p>In addition to last year's plans, CAACS will organize preferences with analytics team to calculate the algorithm that applies the school's preferences in excel.</p>

	income below the federal poverty level.	
English Language Learners/Multilingual Learners	<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 applied for a charter revision to create a dual language program. CAACS believes that creating a dual language will help us meet state mandated goals to improve education for non English speaking students. In one study, students who enrolled in dual language courses in kindergarten gained the equivalent of one year of reading instruction by eighth grade, compared with their peers who received English only instruction. Supporters of dual language programs cite the work of neuroscientist Ellen Bialystok, who found that people who are bilingual tend to maintain better cognitive functioning with age and are even believed to have delayed onset in Alzheimer's symptoms after diagnosis. Our request to create a dual language program was not approved by the authorizers. CAACS translated all materials into the predominantly spoken languages of our district and community. CAACS used non English media, approach community based organizations serving the language group, recent immigrant support services. CAACS describe our ELL programs in our marketing materials, as well as our programs at all recruiting/ outreach events and on our website. Additionally, our initiatives will also include handing out flyers, attending school fairs, going to local churches, meeting local representatives, and attending community board meetings, radio spots, newspaper articles, and interviews. Social media like Facebook and Twitter are also two methods we will use. We will connect all of these on our website, enabling visitors to see any kind of activity happening with the school.</p>	<p>In addition to last year's plans, CAACS will organize preferences with analytics team to calculate the algorithm that applies the school's preferences in excel.</p>
	Cultural Arts Academy Charter School at Spring Creek understands the need to enroll and retain specific student populations in	

Students with Disabilities

numbers comparable to the NYC CSD #18. This year, in we have strategically partner d with the local movie theaters, the Caribbean Times Newspaper and the Canarsie Courier, to enhance our enrollment coverage ar a. 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: V rbal de scalation and r strain training, monthly instructional training, counseling staff support, discounts to fee based training
- . Tacher R cruitment: Car r fair table and job postings
- R sources: Common Cor IEP goal bank access, access to r source library

Additionally

- . CAACS hosts an annual br akfast for all of our families who have students with disabilities. All of the service providers mak a pr sentation and par nts can access an xhibit of curriculum and assistive technology
- . Cr ates and disseminates brochur s that describe our special education programming
- Members of CAACS staff also connect the school with information and programs that they use for their own childr n.

In addition to last year's plans, CAACS will organize pr fer nces with analytics team to calculate the algorithm that applies the school's pr fer nces in excel. CAACS will also connect with someone from the NYCDOE UPK office regarding early intervention.

Retention Efforts T ward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Econom ically Disadva ntaged	CAACS provides access to a gr at ducational opportunity that is in demand for in and our of District families. W know that most families hear about our school by word of mouth. CAACS will continue to monitor the fficacy of our r cruitment and enrollment of fforts for our economically disadvantaged special population by car fully tracking student enrollment numbers. Through our data dashboard, we collect detailed information on tr nds in at risk student populations, report to the Board on enrollment tr nds, and adjust the mark ting strategy, as needed.	CAACS will continue to identify community programs similar to the Brownsville R cration Center, Boys and Girls Club and the local YMCA with mor substantial populations of student eligible for fr lunch, stablish r lationships with these organizations, mak information available to organization leaders and post flyers.
English Langua ge Learn r s/Multili ngual Learn r s	CAACS provides access to a gr at ducational opportunity that is in demand for in and our of District families. W know that most families hear about our school by word of mouth. CAACS will continue to monitor the fficacy of our r cruitment and enrollment of fforts for our economically disadvantaged special population by car fully tracking student enrollment numbers. Through our data dashboard, we collect detailed information on tr nds in at risk student populations, report to the Board on enrollment tr nds, and adjust the mark ting strategy, as needed.	CAACS' r tention strategies include: Taking time to learn about the cultur s and needs of ELL families in your school's community; Understanding that written materials ar not always enough place phone calls to ELL families; Utilizing ELL family members who ar alr ady 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 pr senters who can translate for families.
Student s with Disabilit ies	CAACS provides access to a gr at ducational opportunity that is in demand for in and our of District families. W know that most families hear about our school by word of mouth. CAACS will continue to monitor the fficacy of our r cruitment and enrollment of fforts for our economically disadvantaged special population by car fully tracking student enrollment numbers. Through our data dashboard, we collect detailed information on tr nds in at risk student populations, report to the Board on enrollment tr nds, and adjust the mark ting strategy, as needed.	CAACS will continue to build r lationships with support organizations to gain familiarity with the services they provide. CAACS will continue to cr ate a database of support services to the families so these organizations know about our school and its special education program and mak r commendations to the families they serve.



Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 08/01/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables
Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/30/19
	23	5	4		22

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	10	2			8

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher’s advancement up the ladder to a leadership position within the network or an administrator’s movement to lead a new network charter school

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Yes
--	-----

Thank you



Entry 12 Uncertified Teachers

Last updated: 08/01/2019

Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. 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 column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be counted only once.

	FTE Count
1. Total FTE count of uncertified teachers (6/30/19)	2
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6/30/19)	1
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6/30/19)	0
4. FTE count of uncertified teachers with two years of Teaching for America experience (6/30/19)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6/30/19)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6/30/19)	0

FTE Count of All Uncertified Teachers as of 6/30/19 2

FTE Count of All Certified Teachers as of 6/30/19 22

Thank you.



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, Rti.)

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



An International Baccalaureate World School
The First Franklin Covey Lighthouse Charter School in New York State

SCHOOL CALENDAR 2019-2020

(185 Instructional Days)

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 (*Leader In Me*) who will profoundly impact the human condition (*International Baccalaureate*).

Summer 2019

June 28, 2019	Bridging-Graduation
July 1, 2019-July 26, 2019	IB-PYP Lighthouse Leadership (<i>Directors and Managers</i>) and Facilities’ Vacation <i>First Day Back - 7/29/2019</i>
August 12, 2019	Instructional Specialists, Coordinators and Student Support Team Returns
August 30, 2019	Kindergarten and New Student Mixer
August 19-August 30, 2019	Professional Learning for New and Returning Staff (2 Weeks)

First Day of School – September 3, 2019

(No busing 9/3 and 9/4)

Start Time - 7:30am – 3:30pm

September 5, 2019	First day of busing
QUARTER 1	September 3 – November 1
September 6, 2019 - PD (Staff Professional Development) Fridays begin – 2pm-4pm	Scholars are dismissed at K—5 - 1:30pm every Friday <i>Late fees will be assessed and strictly enforced.</i>
September 17, 2019	Curriculum Evening – 4:30pm-6pm (K-2

	Parents ONLY)
September 18, 2019	Curriculum Evening – 4:30pm-6pm (Grades 3-5 Parents ONLY)
September 30, 2019 – October 1, 2019	SCHOOL CLOSED – Rosh Hashanah
October 2, 2019 - AFTERSCHOOL - TBD NOTE: Fees will apply.	AIS*, Homework Help* (M/W), Team Practices** (T-TH), Scouting*** (F), Arts Productions**** (Varying) * Pre-determined by Student Support ** Must be an official member of the team *** Must be officially registered in scouting **** Based on auditions
October 9, 2019	SCHOOL CLOSED – Yom Kippur
October 14, 2019	SCHOOL CLOSED – Columbus Day
November 5, 2019	SCHOOL CLOSED – (for Scholars only) -Election Day - Staff Professional Learning Day (Mandatory)
November 11, 2019	SCHOOL CLOSED – Veterans Day
QUARTER 2	November 2 – January 17
November 7, 2019 – NO SCHOOL – Alternate Schedule* –Scholars must come with their parents at the scheduled time and bring their Leadership Notebooks to discuss their progress.	*Student-Led Parent-Teacher Conferences 8AM-12NOON – K-2 ND GRADE 1PM-5PM—3-5 TH GRADE
November 27, 2019 – HALF DAY	Early Dismissal – 12 NOON
November 28-29, 2019	SCHOOL CLOSED – Thanksgiving Recess
December 23, 2019 – HALF DAY	Early Dismissal – 12 NOON
December 24, 2019 - January 1, 2020	SCHOOL CLOSED – Winter Recess School is open January 2, 2020
January 20, 2020	SCHOOL CLOSED – Dr. MLK, Jr. Day
January 23, 2020 - NO SCHOOL* - Alternate Schedule –Scholars must come with their parents at the scheduled time and bring their Leadership Notebooks to discuss their progress.	Student-Led Parent-Teacher Conferences 8AM-12NOON – K-2 ND GRADE 1PM-5PM—3-5 TH GRADE
QUARTER 3	January 24 – April 9
February 14, 2020	Early Dismissal – 12 NOON

February 17- February 21, 2020	SCHOOL CLOSED – Midwinter Recess
QUARTER 4	April 10 - June 19
April 23, 2020 - NO SCHOOL* Alternate Schedule – Scholars must come with their parents at the scheduled time and bring their Leadership Notebooks to discuss their progress.	*Student-Led Conferences 8AM-12NOON – K-2ND GRADE 1PM-5PM—3-5TH GRADE
April 8, 2020	Early Dismissal – 12 NOON
April 9-April 17, 2020	SCHOOL CLOSED – Spring Recess
May, 25, 2020	SCHOOL CLOSED – Memorial Day
June 15-June 19, 2020	IB EXHIBITION AND LEADERSHIP DAY
June 26, 2020	BRIDGING/GRADUATION - LAST DAY OF SCHOOL
June 29, 2020 – July 24, 2020	IB-PYP Lighthouse Leadership (<i>Managers and Directors</i>) and Facilities Vacation*
July 27, 2020	IB PYP Lighthouse Leadership (<i>Managers and Directors</i>) and Facilities Report*
IMPORTANT NOTES:	
1. EARLY DISMISSAL FOR STUDENTS EVERY IS EVERY FRIDAY by 1:30PM BEGINNING SEPTEMBER 7, 2018. NO AIS/HOMEWORK HELP/TEAM PRACTICE ON FRIDAYS. 2. BOY SCOUTS AND GIRL SCOUTS (FRIDAYS – DATES TBD) 3. FRIDAY PROFESSIONAL LEARNING FOR STAFF BEGINS SEPTEMBER 7, 2018 – 2PM – 3PM – SCHOOLWIDE - W/PRINCIPAL – 3PM – 4PM – IB-PYP PEDAGOGICAL AND LIGHTHOUSE TEAMS	
NY STATE ASSESSMENTS:	
– ELA – March 25-March 27, 2020 – MATHEMATICS – April 21-April 23, 2020 – NYSESLAT – April 13-May 15, 2020 (Speaking) – NYSESLAT – May 6 – May 17, 2020 (Listening, Reading, Writing) – SCIENCE – May 18 – May 29, 2020 - Grade 4 - Performance – SCIENCE – June 1, 2020 – Grade 4 – Written	