



TO: P-12 Education Committee

FROM: Angelique Johnson-Dingle *Angelique Johnson-Dingle*

SUBJECT: Renewal Recommendations for Charter Schools Authorized by the New York City Department of Education

DATE: May 4, 2023

AUTHORIZATION(S): *Betty M...*

SUMMARY

Issue for Decision

Should the Board of Regents approve the proposed renewal charters for the following charter schools authorized by the Chancellor of the New York City Department of Education pursuant to Article 56 of the Education Law (the New York Charter Schools Act)?

- **Hyde Leadership Charter School - Brooklyn** (Five-year renewal with conditions)
- **South Bronx Charter School for International Cultures and the Arts** (Four-year renewal with conditions)
- **Cultural Arts Academy Charter School at Spring Creek** (Three-year renewal with conditions)

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will come before the P-12 Education Committee and for recommendation to the Full Board for action at its May 2023 meeting.

Procedural History

The Chancellor of the New York City Department of Education made the renewal recommendations being presented to the Board of Regents for approval and issuance as required by Article 56 of the Education Law.

Background Information

The Chancellor of the New York City Department of Education is bound by Article 56 of the Education law regarding the criteria that can be considered in decision-making pertaining to charter school renewals and revisions.

Related Regents Items

Hyde Leadership Charter School – Brooklyn

January 2010 – [Initial Charter](#)

(<http://www.regents.nysed.gov/meetings/2010Meetings/January2010/0110emsca6.htm>)

January 2015 – [First Renewal](#)

(<http://www.regents.nysed.gov/common/regents/files/115p12a4.pdf>)

February 2018 – [Second Renewal with Revision to Authorized Grades from Grades K-5 to Grades K-8](#)

(<https://www.regents.nysed.gov/report/feb-2018/p-12-education>)

South Bronx Charter School for International Cultures and the Arts

May 2005 – [Initial Charter](#)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/May2005/0505emscvesida6.htm>)

June 2008 – [Revision to revise curriculum, modify class configurations and establish one summer program and two afterschool programs](#)

(<http://www.regents.nysed.gov/meetings/2008Meetings/June2008/0608emsca3.htm>)

April 2010 – [First Renewal](#)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/April2010/0410emsca5.doc>)

February 2013 – [Second Renewal](#)

(<https://www.regents.nysed.gov/sites/regents/files/213p12a2%5B1%5D.pdf>)

April 2013 – [Third Renewal](#)

(<http://www.regents.nysed.gov/report/apr-2013/p-12-education>)

February 2018 – [Fourth Renewal and Revision to Authorized Grades from Grades K-5 to Grades K-8](https://www.regents.nysed.gov/common/regents/files/618p12a2.pdf)

(<https://www.regents.nysed.gov/common/regents/files/618p12a2.pdf>)

June 2021 – [Revision to Authorized Grades from Grades K-8 to Grades K-12](https://www.regents.nysed.gov/report/jun-2021/p-12-education)

(<https://www.regents.nysed.gov/report/jun-2021/p-12-education>)

Cultural Arts Academy Charter School at Spring Creek

February 2010 – [Initial Charter](https://www.regents.nysed.gov/meetings/2010Meetings/February2010/0210emsca13.htm)

(<https://www.regents.nysed.gov/meetings/2010Meetings/February2010/0210emsca13.htm>)

February 2015 – [First Renewal](https://www.regents.nysed.gov/common/regents/files/215p12a10.pdf)

(<https://www.regents.nysed.gov/common/regents/files/215p12a10.pdf>)

April 2017 – [Second Renewal and Revision to Serve Grade 6 for 1 Year](https://www.regents.nysed.gov/common/regents/files/417p12a6.pdf)

(<https://www.regents.nysed.gov/common/regents/files/417p12a6.pdf>)

March 2020 – [Third Renewal](https://www.regents.nysed.gov/common/regents/files/420bra2_0.pdf)

(https://www.regents.nysed.gov/common/regents/files/420bra2_0.pdf)

Recommendation

It is recommended that the Board of Regents take the following action(s):

VOTED: That the Board of Regents finds that **Hyde Leadership Charter School – Brooklyn** (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Hyde Leadership Charter School – Brooklyn** as proposed by the Chancellor of the New York City Department of Education, and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2028**.

VOTED: That the Board of Regents finds that **South Bronx Charter School for International Cultures and the Arts** (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant

educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **South Bronx Charter School for International Cultures and the Arts** as proposed by the Chancellor of the New York City Department of Education, and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

VOTED: That the Board of Regents finds that **Cultural Arts Academy Charter School at Spring Creek** (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **Cultural Arts Academy Charter School at Spring Creek** as proposed by the Chancellor of the New York City Department of Education, and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2026**.

Timetable for Implementation

The Regents action for the above-named charter schools will become effective immediately.

Hyde Leadership Charter School – Brooklyn

Table 1: Charter School Summary

Name of Charter School	Hyde Leadership Charter School – Brooklyn
Board Chair	Christina Brown
District of Location	NYC CSD 19 ¹
Initial Commencement of Instruction	Fall 2010
Charter Term(s)	<ul style="list-style-type: none"> • Initial Charter Term: 01/12/2010 – 01/11/2015 • First Renewal: 01/12/2015 – 06/30/2018 • Second Renewal: 07/1/2018 – 06/30/2023
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • Grades K–5: 330 Alabama Avenue, Brooklyn, NY 11207 – NYCDOE Space • Grades 6–8: 720 Livonia Avenue, Brooklyn, NY 11207 – Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • Character Education Program • Parent Discovery/Engagement Program • Academic Rigor
Recommended Material Revisions	None

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	K – Grade 6	K – Grade 7	K – Grade 8	K – Grade 8	K – Grade 8
Total Authorized Enrollment	462	528	594	594	594

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
Total Authorized Enrollment	594	594	594	594	594

¹ Twenty-one percent of all students residing in this district attend charter schools.

Rationale for Renewal Recommendation

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section, for the following reasons.

- During the current charter term, Hyde Leadership Charter School – Brooklyn (Hyde) has compiled a strong and compelling record of academic success and, at the time of the renewal analysis, has substantially met most other standards set forth in the NYCDOE Charter School Accountability Framework.
- Because the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Condition:

The following condition is placed on the school's renewal:

- The school will maintain at least 85% of the authorized enrollment over the course of the charter term.

Monitoring and Oversight:

- During the school's current charter term, the NYCDOE conducted the following site visits:
 - Year 4 (2021-2022): Annual Comprehensive Review (ACR) visit
 - Year 5 (2022-2023): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

Summary of Evidence for Renewal

In every year of the current charter term, the school's proficiency rates for both English language arts (ELA) and math in the aggregate, as well as for students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged (ED) students have exceeded the district, with the exception of math in the 2021–2022 year, when the school was two percentage points below target.

The school has strong responses on key metrics of family, staff, and student satisfaction as well. For instance, on the 2022 DOE School Survey: 96% of parents responded that they were satisfied or very satisfied with the education their children received that year; 90% of teachers surveyed indicated that they would recommend the school to parents or guardians seeking a place for their child; and 92% of students indicated they are learning enough in their coursework to prepare them for the next grade.

Essential Question 1: Is the school an academic success?

Student Performance – Elementary/Middle School Outcomes

See Table 4 below regarding grades 3–8 math and English language arts (ELA) exam aggregate and subgroup student performance compared to the district and State average through the 2021-2022 school year.

Academic Program: Hyde’s curriculum and the instructional program could overall be described as “traditional” and rigorous. The program builds grade by grade, with reinforcement of skills and assessment tools from year to year. The middle school is departmentalized, and classes are organized to provide a solid foundation for high school study. The elementary school has a strong focus on all students achieving grade-level success in reading, writing, math, critical thinking, and the building of a strong knowledge base. The instructional methods are differentiated to seek maximum outcomes for each skill and activity. These methods will range from the teacher delivering lessons on content and skills mastery to students taking full responsibility for classroom peer learning outcomes.

Academic Program for students with disabilities and English language learners: The special education program supports students with Individualized Education Programs (IEP) in accessing information across all core content subject areas in the least restrictive environment. Through the Integrated Co-Teaching (ICT) model, general and special education teachers collaborate to address the academic, social, and emotional needs of students to increase the student’s ability to learn and progress independently. Where designated, students also receive small group instruction through Special Education Teacher Support Services (SETSS) designed to address students’ specific skills and learning needs.

Hyde’s ELL program provides support for students to build English skills in speaking, writing, reading, and listening using supports in the students’ home language. Through an integrated and small group approach, students receive support in accessing core content areas of study. ELL and general education teachers partner to modify and adapt techniques and methods to meet the students’ needs.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 19

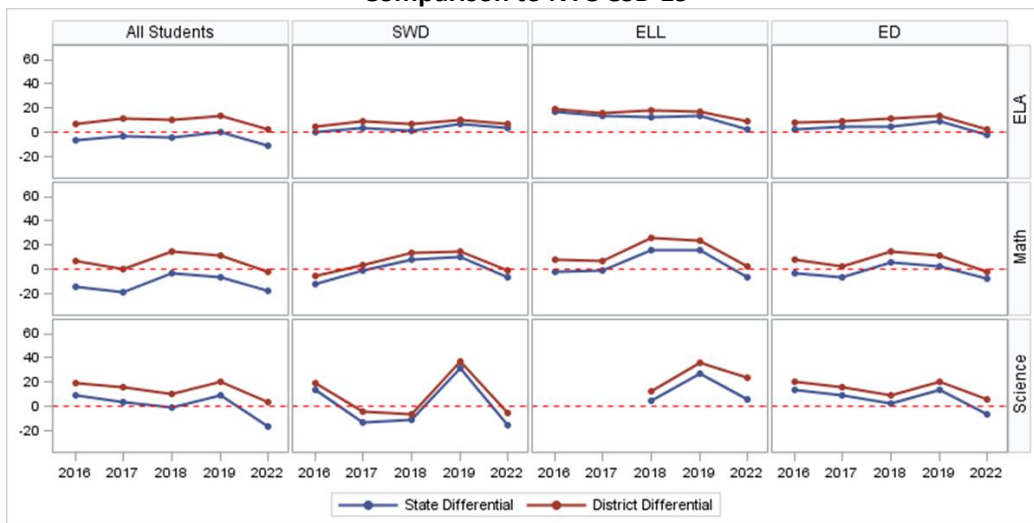


Table 4: Elementary/Middle School Assessment Proficiency Outcomes

		ELA					Math				
		Hyde Leadership CS - Brooklyn	NYC CSD 19	District Differential	NYS	NYS Differential	Hyde Leadership CS - Brooklyn	NYC CSD 19	District Differential	NYS	NYS Differential
All Students	2015-2016	32%	25%	+7	39%	-7	29%	22%	+7	43%	-14
	2016-2017	37%	26%	+11	40%	-3	26%	26%	0	45%	-19
	2017-2018	41%	31%	+10	45%	-4	46%	31%	+15	49%	-3
	2018-2019	46%	32%	+14	46%	0	43%	32%	+11	50%	-7
	2021-2022	36%	33%	+3	47%	-11	21%	23%	-2	39%	-18
SWD	2015-2016	11%	6%	5	11%	0	4%	9%	-5	16%	-12
	2016-2017	17%	8%	+9	13%	+4	17%	13%	+4	18%	-1
	2017-2018	19%	12%	+7	18%	+1	30%	16%	14	22%	+8
	2018-2019	23%	13%	+10	16%	+7	30%	15%	+15	20%	+10
	2021-2022	20%	13%	+7	16%	+4	8%	9%	-1	14%	-6
ELL	2015-2016	33%	14%	+19	16%	+17	22%	14%	+8	24%	-2
	2016-2017	29%	13%	+16	15%	+14	22%	15%	+7	23%	-1
	2017-2018	41%	23%	+18	28%	+13	50%	24%	+26	34%	+16
	2018-2019	42%	25%	+17	28%	+14	50%	26%	+24	34%	+16
	2021-2022	31%	22%	+9	29%	+2	19%	17%	+2	25%	-6
ED	2015-2016	31%	23%	+8	28%	+3	28%	20%	+8	31%	-3
	2016-2017	34%	25%	+9	29%	+5	26%	24%	+2	33%	-7
	2017-2018	40%	29%	+11	35%	+5	44%	29%	+15	38%	+6
	2018-2019	45%	31%	+14	36%	+9	41%	30%	+11	39%	+2
	2021-2022	35%	33%	+2	37%	-2	20%	22%	-2	28%	-8

Essential Question 2: Is the school effective and well-run?

Use of Data/ Ability to Monitor Progress

Hyde considers data a major component of the instructional process. Daily exit tickets, monthly and quarterly tests, quizzes, and benchmarks are used to monitor and assess student performance. This allows Hyde to identify specific challenges; skill deficits; and potential shifts in instructional approaches, strategies, and supports to optimize learning. Student performance data are analyzed and compared with relevant peer groups and similar school communities (charter and district) to determine overall growth.

Dedicated days and team planning are opportunities to delve more deeply into the data to analyze strengths and growth areas by grade, class, and at student level. Hyde uses online systems and platforms to collect, chart, group, and analyze student performance regularly. Teachers have access to school and class data to effectively drive and support decision-making across all content areas. In collaborating with ELA, math, and Achievement Network coaching partners, teachers receive strategic support and guidance

in identifying processes as well as developing instructional material to improve student performance. Year-end data collection and state assessment outcomes further determine student performance levels, which ultimately guide shifts in pacing as well as the scope and sequence.

Enrollment, Recruitment, and Retention

The school is not currently meeting the target (85%) for aggregate enrollment (see Table 5 below) and has a condition on renewal to meet this target.

Table 5: Aggregate Enrollment: Reported vs Contracted

Hyde Leadership CS - Brooklyn	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	396	361	91%
2018-2019	462	447	97%
2019-2020	528	496	94%
2020-2021	594	575	97%
2021-2022	594	526	89%
2022-2023	594	447	75%

The school is within target range for enrollment of SWDs, ELLs, and EDs (see Table 6 below). The school’s enrollment of ELLs more closely resembles schools in the surrounding neighborhoods at two percentage points above target (see Table 7 below). The school has a student admissions preference for siblings of current students, ELLs, and students and families residing within Community School District 19.

The school is exceeding the retention target for ELLs and is within two or three points of the target for SWD and EDs (see Table 8 below).

The school has been found to have made adequate progress toward its prior renewal conditions related to enrollment and retention of ELLs and SWDs.

Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Hyde Leadership CS - Brooklyn	NYC CSD 19	Differential to District	Hyde Leadership CS - Brooklyn	NYC CSD 19	Differential to District	Hyde Leadership CS - Brooklyn	NYC CSD 19	Differential to District
2017-2018	16%	23%	-7	12%	18%	-6	93%	90%	+3
2018-2019	17%	27%	-10	11%	18%	-7	87%	90%	-3
2019-2020	21%	28%	-7	9%	18%	-9	92%	91%	+1
2020-2021	19%	28%	-9	2%	18%	-16	88%	92%	-4
2021-2022	19%	28%	-9	9%	19%	-10	85%	91%	-6

Table 7: Subgroup Enrollment: English Language Learners – Surrounding Neighborhoods within 1 Mile

	ELL		
	Hyde Leadership CS - Brooklyn	Schools within 1 Mile	Differential to District
2021-2022	9%	7%	+2

Table 8: Student Retention – Aggregate and Subgroup

	All Students			SWD			ELL			ED		
	Hyde Leadership CS - Brooklyn	NYC CSD 19	Differential to District	Hyde Leadership CS - Brooklyn	NYC CSD 19	Differential to District	Hyde Leadership CS - Brooklyn	NYC CSD 19	Differential to District	Hyde Leadership CS - Brooklyn	NYC CSD 19	Differential to District
2017-2018	75%	83%	-8	75%	83%	-8	82%	85%	-3	75%	83%	-8
2018-2019	80%	81%	-1	80%	81%	-1	88%	83%	+5	79%	81%	-2
2019-2020	82%	84%	-2	86%	83%	+3	71%	85%	-14	83%	84%	-1
2020-2021	89%	88%	+1	82%	88%	-6	93%	88%	+5	89%	88%	+1
2021-2022	79%	81%	-2	77%	80%	-3	91%	82%	+9	79%	81%	-2

Legal Compliance

Hyde operates in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board holds meetings in accordance with the Open Meetings Law.

The school has made adequate progress toward its condition around board governance.

Essential Question 3: Is the school financially viable?

Financial Condition

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. The school has met the target for current ratio in all years of the charter term.² Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the school's capacity to remain viable and to meet financial obligations; since the 2019-2020 school year, the school has met its targets for these long-term indicators.³

Financial Management

The NYCDOE reviewed Hyde's audited financial statements from the 2018-2019, 2019-2020, and 2020-2021 school years⁴ to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor identified three material weaknesses in 2021.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on November 15, 2022. Thirteen people attended, and ten-spoke. Ten were in favor of the renewal. No one was opposed. No one submitted written comment.

² The 2021-2022 school year audit was not yet available as a result of additional audit requirements due to a federal grant exceeding \$750,000.

³ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

⁴ The 2021-2022 school year audit was not yet available as a result of additional audit requirements due to a federal grant exceeding \$750,000.

South Bronx Charter School for International Cultures and the Arts

Table 1: Charter School Summary

Name of Charter School	South Bronx Charter School for International Cultures and the Arts
Board Chair	Angie Gonzalez
District of Location	NYC CSD 7 ⁵
Initial Commencement of Instruction	Fall 2005
Charter Term(s)	<ul style="list-style-type: none"> • Initial Charter Term: 05/17/2005 to 05/16/2010 • First Renewal: 05/17/2010 to 05/16/2013 • Second Renewal: 05/17/2013 to 06/30/2013 • Third Renewal: 07/01/2013 to 06/30/2018 • Fourth Renewal: 07/01/2018 to 06/30/2023
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • Grades K–8: 164 Bruckner Boulevard, Bronx, NY 10454 – Private Space • Grade 9: 909 Hutchinson River Parkway, Bronx, NY 10465 – Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • Dual language, Spanish-English, program • Thinking-based Learning • Rigorous Standards-based Curriculum • Interdisciplinary Studies • Cultural Visual and Performing Arts Program • Analysis of Student Data • Digital Platforms & Technology for Learning
Recommended Material Revisions	None

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	K – Grade 6	K – Grade 7	K – Grade 8	K – Grade 8	K – Grade 9
Total Authorized Enrollment	532	596	660	660	785

⁵ Twenty-six percent of all students residing in this district attend charter schools.

Table 3: Approved Renewal Term Grade Levels and Enrollment⁶

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027
Grade Configuration	K – Grade 10	K – Grade 11	K – Grade 12	K – Grade 12
Total Authorized Enrollment	910	1035	1160	1160

Rationale for Renewal Recommendation

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section, for the following reasons.

Renewal:

- During the current charter term, South Bronx Charter School for International Cultures and the Arts has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has met sufficient other standards set forth in the NYCDOE Charter School Accountability Framework sufficient to result in a short-term renewal recommendation.
- Because the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Conditions:

The following conditions are placed on the school’s renewal:

- The school will maintain at least 85% of the authorized enrollment over the course of the charter term.
- By August 31, 2023, the school will provide the authorizer with a detailed plan to increase the enrollment and retention of students with disabilities for approval by the authorizer. Upon approval of the plan, the school will report by December 1 each year of the charter term on the progress of those plans toward the ultimate goal of meeting (or being within 10 percentage points of) CSD 7’s enrollment and retention of SWDs by the end of the charter term.
- By August 31, 2023, the school will share a comprehensive plan to ensure the needs of all students with disabilities are being met.

⁶ This enrollment was approved in a revision in May 2021 contingent on further renewal (<https://www.regents.nysed.gov/common/regents/files/621p12a2.pdf>).

Monitoring and Oversight:

- During the school’s current charter term, the NYCDOE conducted the following site visits:
 - Year 4 (2021-2022): Annual Comprehensive Review (ACR) visit
 - Year 5 (2022-2023): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

Summary of Evidence for Renewal

In every year of the charter term, the school’s proficiency rates for both English language arts and math in the aggregate, as well as for students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged (ED) students have exceeded the district in every year and the state averages, with the exception of one year for SWD.

The school has strong responses on key metrics of family, staff, and student satisfaction as well. For instance, on the 2022 DOE School Survey: 95% of parents responded that they were satisfied or very satisfied with the education their students received that year; 95% of teachers surveyed indicated that they would recommend the school to parents or guardians seeking a place for their child; and 96% of students indicated they are learning enough in their coursework to prepare them for the next grade.

Essential Question 1: Is the school an academic success?

Student Performance – Elementary/Middle School Outcomes

See Table 4 below regarding grades 3–8 math and ELA exam aggregate and subgroup student performance compared to the district and State average, through the 2021–2022 school year.

Academic Program: SBCSICA believes that all students should have access to and receive rigorous, challenging instruction in the Next Generation curriculum. The school believes that the cornerstone of excellent teaching is inquiry-based learning which develops the skills needed for and prepares students to be critical thinkers and problem solvers. The classroom structure itself contributes to establishing high academic and behavioral expectations through a range of student collaborations and learning experiences that nurture a community of thinkers. Furthermore, many resources and modalities such as visuals and manipulatives are incorporated into daily teaching to support a range of learning styles and academic abilities. Small group instruction and push-in/pull-out interventions are provided to targeted students whose needs require support beyond what is provided by the general classroom. This practice has a positive impact on academic growth and in closing the achievement gap with the students the school services.

Academic Program for students with Disabilities and English language learners (ELL): The school’s approach has involved the inclusion of all students, including special education students, in general education classrooms with access to the same curriculum and materials as their peers. Extra assistance may be provided to special education students as required by their IEP, but they have the same resources available to them to improve their skills as their fellow students and have access to the same curricular content. The school has committed to implementing Integrated Co-Teaching (ICT) in classrooms to provide additional support to SWDs.

ELL students receive the same academic content as those students who are proficient in English. Instruction in core subjects is in English and Spanish, with the level of English used for instruction – both verbal and written – modified appropriately for any ELL student. Students who are struggling with the structured English receive ESL pull-out instruction and/or assignments from an aide or teacher who speaks that child’s non-English language. ELL students receive additional instructional time for English language acquisition (for example, after school or on Saturdays). Specialized curricular materials and needed staff are provided to enable ELL students to achieve proficiency and maintain a satisfactory level of academic performance. Classroom teachers and administrators receive in-service training sessions on communicating with students designated as ELLs and techniques for detecting whether a student has English language deficiencies. TESOL Association ESL standards will be used as a guide for instruction and support.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 7

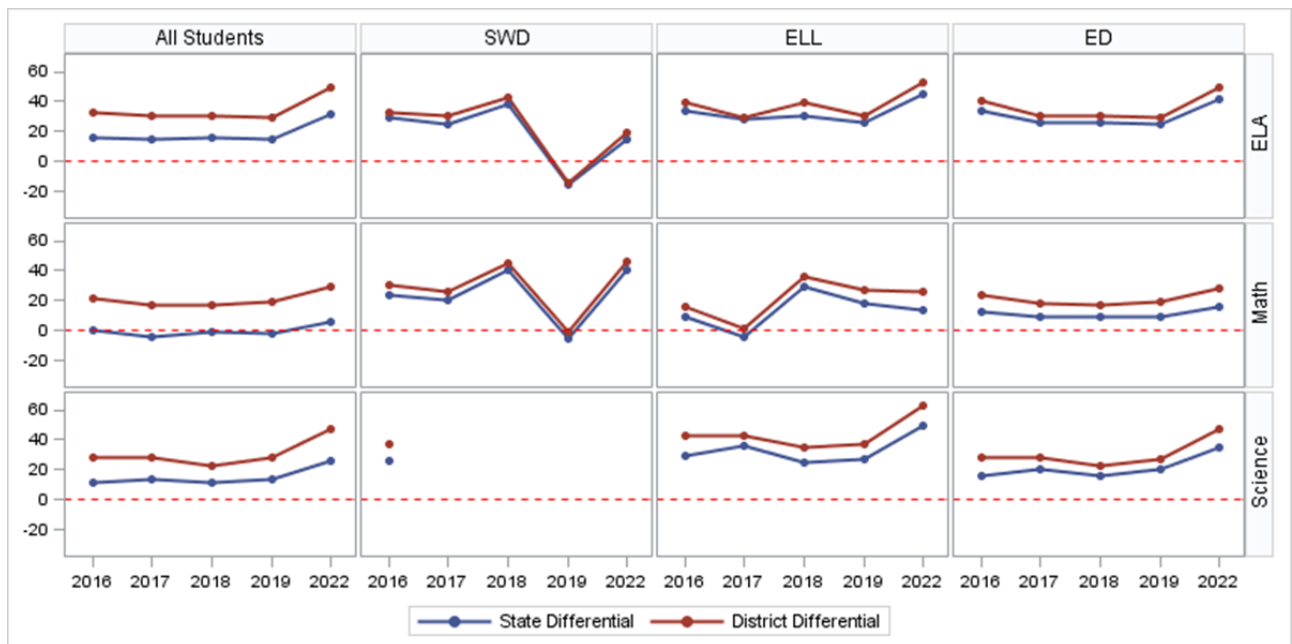


Table 4: Elementary/Middle School Assessment Proficiency Outcomes

		ELA					Math				
		South Bronx CS for International Cultures and the Arts	NYC CSD 7	District Differential	NYS	NYS Differential	South Bronx CS for International Cultures and the Arts	NYC CSD 7	District Differential	NYS	NYS Differential
All Students	2015-2016	55%	22%	+33	39%	+16	43%	21%	+22	43%	0
	2016-2017	55%	24%	+31	40%	+15	41%	24%	+17	45%	-4
	2017-2018	61%	30%	+31	45%	+16	48%	31%	+17	49%	-1
	2018-2019	61%	32%	+29	46%	+15	48%	29%	+19	50%	-2
	2021-2022	79%	30%	+49	47%	+32	45%	16%	+29	39%	+6
SWD	2015-2016	40%	7%	33	11%	+29	40%	10%	+30	16%	+24
	2016-2017	38%	8%	+30	13%	25	38%	12%	+26	18%	+20
	2017-2018	56%	13%	+43	18%	+38	63%	18%	45	22%	+41
	2018-2019	0%	14%	-14	16%	-16	17%	18%	-1	22%	-5
	2021-2022	31%	12%	+19	16%	+15	54%	8%	+46	14%	+40
ELL	2015-2016	50%	11%	+39	16%	+34	33%	17%	+16	24%	+9
	2016-2017	43%	14%	+29	15%	+28	19%	18%	+1	23%	-4
	2017-2018	59%	20%	+39	28%	+31	63%	27%	+36	34%	+29
	2018-2019	54%	23%	+31	28%	+26	52%	25%	+27	34%	+18
	2021-2022	74%	21%	+53	29%	+45	39%	13%	+26	25%	+14
ED	2015-2016	62%	21%	+41	28%	+34	44%	20%	+24	31%	+13
	2016-2017	55%	24%	+31	29%	+26	42%	24%	+18	33%	+9
	2017-2018	61%	30%	+31	35%	+26	47%	30%	+17	38%	+9
	2018-2019	61%	32%	+29	36%	+25	48%	29%	+19	39%	+9
	2021-2022	79%	30%	+49	37%	+42	44%	16%	+28	28%	+16

Essential Question 2: Is the school effective and well-run?

Use of Data/ Ability to Monitor Progress

Students take diagnostic, interim assessments, and content tests throughout the year, in addition to required city and state assessments, which are used to assist teachers in identifying student performance levels and mastery of State standards and concepts presented in class. Each teacher uses student and classroom data to design instructional strategies to address the individual learning needs of each student. Furthermore, school leaders, grade-level teams, and instructional staff analyze classroom and school-level data to design appropriate interventions and instructional strategies to ensure that student achievement goals are being met.

Enrollment, Recruitment, and Retention

The school is currently not meeting the target (85%) for aggregate enrollment (see Table 5 below) and has a condition on renewal to meet that target in the next charter term.

Table 5: Aggregate Enrollment: Reported vs Contracted

South Bronx CS for International Cultures and the Arts	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	468	426	91%
2018-2019	532	451	85%
2019-2020	596	469	79%
2020-2021	660	466	71%
2021-2022	660	405	61%
2022-2023	785	464	59%

The school is exceeding targets for enrollment of ELL students and is within two percentage points of the target for enrollment of ED students. The school is below target for enrollment of SWDs (see Table 6 below). The school has a student admissions preference for ELLs, SWDs, siblings of current students, and students and families residing in Community School District 7.

The school is within the target range of all retention targets for aggregate retention with the exception of SWDs, which is nineteen percentage points below the target (see Table 7 below).

The school has not met its condition to increase the enrollment and retention of SWDs, though the school has taken steps toward meeting the condition.

Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	South Bronx CS for International Cultures and the Arts	NYC CSD 7	Differential to District	South Bronx CS for International Cultures and the Arts	NYC CSD 7	Differential to District	South Bronx CS for International Cultures and the Arts	NYC CSD 7	Differential to District
2017-2018	8%	27%	-19	40%	23%	+17	94%	96%	-2
2018-2019	7%	29%	-22	42%	23%	+19	92%	95%	-3
2019-2020	5%	30%	-25	42%	23%	+19	92%	95%	-3
2020-2021	6%	30%	-24	45%	23%	+22	90%	96%	-6
2021-2022	11%	30%	-19	49%	23%	+26	94%	96%	-2

Table 7: Student Retention – Aggregate and Subgroup

	All Students			SWD			ELL			ED		
	South Bronx CS for International Cultures and the Arts	NYC CSD 7	Differential to District	South Bronx CS for International Cultures and the Arts	NYC CSD 7	Differential to District	South Bronx CS for International Cultures and the Arts	NYC CSD 7	Differential to District	South Bronx CS for International Cultures and the Arts	NYC CSD 7	Differential to District
2017-2018	80%	85%	-5	65%	85%	-20	82%	88%	-6	81%	85%	-4
2018-2019	80%	82%	-2	72%	82%	-10	80%	82%	-2	80%	82%	-2
2019-2020	78%	83%	-5	40%	84%	-44	76%	82%	-6	78%	83%	-5
2020-2021	85%	87%	-2	82%	85%	-3	86%	87%	-1	85%	87%	-2
2021-2022	74%	79%	-5	65%	79%	-14	79%	82%	-3	74%	80%	-6

Legal Compliance

SBCSICA has partially met compliance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board holds meetings in accordance with the Open Meetings Law.

Essential Question 3: Is the school financially viable?

Financial Condition

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. None of the long-term or short-term indicators were below target in the fiscal years considered.⁷

Financial Management

The NYCDOE reviewed SBCSICA's audited financial statements from the 2018-2019, 2019-2020, 2020-2021, and 2021-2022 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on December 14, 2022. Nine people attended, and eight spoke. Eight were in favor of the renewal. No one was opposed. No one submitted written comment.

⁷ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Cultural Arts Academy Charter School at Spring Creek

Table 1: Charter School Summary

Name of Charter School	Cultural Arts Academy Charter School at Spring Creek
Board Chair	Dr. A. R. Bernard, Sr.
District of Location	NYC CSD 18 ⁸
Initial Commencement of Instruction	Fall 2010
Charter Term(s)	<ul style="list-style-type: none"> • Initial Charter Term: 02/09/2010 – 2/08/2015 • First Renewal: 02/09/2015 – 06/30/2017 • Second Renewal: 07/1/2017 - 06/30/2020 • Third Renewal: 07/1/2020 – 06/30/2023
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • 1400 Linden Boulevard, Brooklyn, NY 11212 – Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • Collegiate Model • International Baccalaureate Candidate • School – Primary Years Programme • The Leader In Me Lighthouse School • The Arts • Technology
Recommended Material Revisions	None

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023
Grade Configuration	K – Grade 5	K – Grade 5	K – Grade 5
Total Authorized Enrollment	280	280	280

⁸ Twenty-five percent of all students residing in this district attend charter schools.

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026
Grade Configuration	K – Grade 5	K – Grade 5	K – Grade 5
Total Authorized Enrollment	280	280	280

Rationale for Renewal Recommendation

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section, for the following reasons.

Renewal:

- During the current charter term, Cultural Arts Academy Charter School at Spring Creek had a strong pre-COVID record of academic success in ELA, and at the time of the renewal analysis, has substantially met most other standards set forth in the NYCDOE Charter School Accountability Framework sufficient for a short-term renewal.
- Because the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Conditions:

The following conditions are placed on the school’s renewal:

- The school will maintain at least 85% of the authorized enrollment over the course of the charter term.
- By August 31, 2023, the school will provide the authorizer with a detailed plan to improve its short- and long-term financial indicators. Upon approval of the plan, the school will report by May 1 each year of the charter term on the progress of those plans toward the goal of meeting its short-term financial targets as defined in the NYCDOE Accountability Handbook and of growth toward meeting the long-term financial targets as defined in same.

Monitoring and Oversight:

- During the school’s current charter term, the NYCDOE conducted the following site visits:
 - Year 4 (2021-2022): Annual Comprehensive Review (ACR) visit

- Year 5 (2022-2023): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

Summary of Evidence for Renewal

The school’s proficiency rates for ELA met the target in the 2018–2019 school year overall and for SWDs. The school was within two percentage points of the target for ED students and exceeded the state for ED students. Math proficiency in the 2018–2019 school year was ten percentage points below target in math overall and for ED students, and eight percentage points below target for SWDs.

The school has strong responses on key metrics of family, staff, and student satisfaction as well. For instance, on the 2022 DOE School Survey: 98% of parents responded that they were satisfied or very satisfied with the education their students received that year, and 89% of teachers surveyed indicated that they would recommend the school to parents or guardians seeking a place for their child.

Essential Question 1: Is the school an academic success?

Student Performance – Elementary/Middle School Outcomes

See Table 4 below regarding grades 3–8 math and ELA exam aggregate and subgroup student performance compared to the district and State average through the 2021–2022 school year.

Academic Program: CAACS offers curricula and coursework aligned to New York State learning standards in ELA, math, social studies, and science. In addition, the school offers dance, drama, visual arts, music, physical education, and Spanish.

Academic Program for SWD and ELL: The school offers Integrated Co-Teaching (ICT) in kindergarten and grades 1 and 3, as well as Special Education Teacher Support Services (SETSS) for SWD.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison to NYC CSD 18**

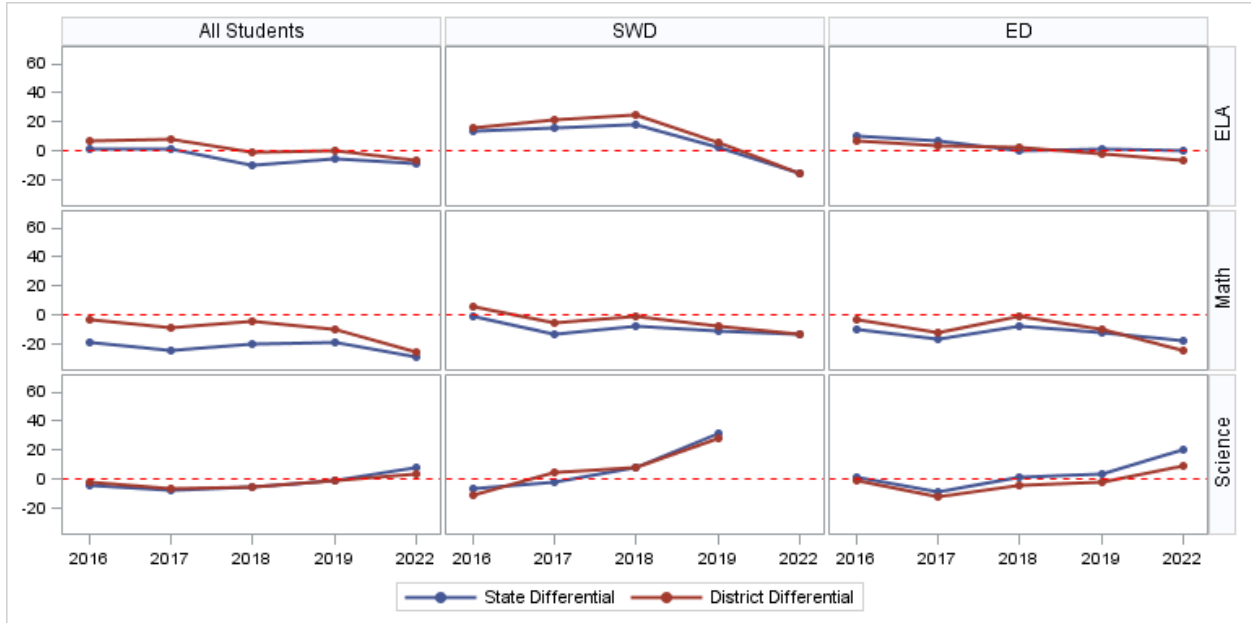


Table 4: Elementary/Middle School Assessment Proficiency Outcomes

		ELA					Math				
		Cultural Arts Academy CS At Spring Creek	NYC CSD 18	District Differential	NYS	NYS Differential	Cultural Arts Academy CS At Spring Creek	NYC CSD 18	District Differential	NYS	NYS Differential
All Students	2015-2016	40%	33%	+7	39%	+1	24%	27%	-3	43%	-19
	2016-2017	41%	33%	+8	40%	+1	21%	30%	-9	45%	-24
	2017-2018	36%	37%	-1	46%	-10	28%	32%	-4	48%	-20
	2018-2019	41%	41%	0	46%	-5	31%	41%	-10	50%	-19
	2021-2022	33%	40%	-7	42%	-9	14%	40%	-26	43%	-29
SWD	2015-2016	25%	9%	16	11%	+14	15%	9%	+6	16%	-1
	2016-2017	29%	8%	+21	13%	+16	5%	10%	-5	18%	-13
	2017-2018	36%	11%	+25	18%	+18	12%	13%	-1	20%	-8
	2018-2019	20%	14%	+6	17%	+3	11%	19%	-8	22%	-11
	2021-2022	0%	15%	-15	15%	-15	5%	18%	-13	18%	-13
ED	2015-2016	38%	31%	+7	28%	+10	21%	24%	-3	31%	-10
	2016-2017	36%	32%	+4	29%	+7	16%	28%	-12	33%	-17
	2017-2018	36%	34%	+2	36%	0	29%	30%	-1	37%	-8
	2018-2019	37%	39%	-2	36%	+1	28%	38%	-10	40%	-12
	2021-2022	31%	38%	-7	31%	0	13%	37%	-24	31%	-18

Essential Question 2: Is the school effective and well-run?

Use of Data/ Ability to Monitor Progress

Benchmark tests are administered to check for overall growth in the scholars' academic standing approximately every 6 to 8 weeks. A tracker for the school year is used by instructional leaders to determine academic intervention services.

Enrollment, Recruitment, and Retention

The school is currently below target (85%) for aggregate enrollment (see Table 5 below) and has a condition on renewal to meet that target in the next charter term.

Table 5: Aggregate Enrollment: Reported vs Contracted

Cultural Arts Academy CS At Spring Creek	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	325	297	91%
2018-2019	280	255	91%
2019-2020	280	264	94%
2020-2021	280	240	86%
2021-2022	280	226	81%
2022-2023	280	207	74%

The school is within target range for enrollment of SWDs, ELLs, and EDs, and enrollment has increased for each population toward the target during the charter term (see Table 6 below). When compared with schools within a mile of CAACS, the school is three points below the average of those schools, indicating that the school is more representative of the surrounding communities. The school is making good-faith efforts to recruit, serve, and retain at-risk students and has implemented a lottery preference for ELL/MLL students and ED students.

The school is exceeding all retention targets for aggregate retention (see Table 8 below).

Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Cultural Arts Academy CS At Spring Creek	NYC CSD 18	Differential to District	Cultural Arts Academy CS At Spring Creek	NYC CSD 18	Differential to District	Cultural Arts Academy CS At Spring Creek	NYC CSD 18	Differential to District
2017-2018	14%	21%	-7	1%	8%	-7	65%	80%	-15
2018-2019	10%	22%	-12	1%	9%	-8	72%	78%	-6
2019-2020	13%	23%	-10	1%	10%	-9	73%	78%	-5
2020-2021	15%	22%	-7	2%	9%	-7	73%	78%	-5
2021-2022	16%	22%	-6	2%	9%	-7	76%	77%	-1

Table 7: Subgroup Enrollment: English Language Learners – Surrounding Neighborhoods within 1 Mile

	ELL		
	Cultural Arts Academy CS at Spring Creek	Schools within 1 Mile	Differential to District
2021-2022	2%	5%	-3

Table 8: Student Retention – Aggregate and Subgroup

	All Students			SWD			ELL			ED		
	Cultural Arts Academy CS at Spring Creek	NYC CSD 18	Differential to District	Cultural Arts Academy CS at Spring Creek	NYC CSD 18	Differential to District	Cultural Arts Academy CS at Spring Creek	NYC CSD 18	Differential to District	Cultural Arts Academy CS at Spring Creek	NYC CSD 18	Differential to District
2017-2018	79%	80%	-1	89%	81%	+8	.	.	.	83%	81%	+2
2018-2019	78%	83%	-5	71%	81%	-10	100%	85%	+15	76%	82%	-6
2019-2020	86%	83%	+3	73%	85%	-12	100%	81%	+19	86%	84%	+2
2020-2021	90%	88%	+2	87%	84%	+3	100%	84%	+16	90%	88%	+2
2021-2022	88%	79%	+9	80%	69%	+11	100%	85%	+15	89%	81%	+8

Legal Compliance

CAACS has partially met compliance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board holds meetings in accordance with the Open Meetings Law.

Essential Question 3: Is the school financially viable?

Financial Condition

The school has not substantively demonstrated financial viability as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations; these short-term indicators were far below the target in the last two fiscal years. Specifically, days of cash were at 12.9 in 2022 and 0.7 in 2021.⁹ The school is operating with negative working capital. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations; these long-term indicators were also below target in at least one of the fiscal years considered.¹⁰ In 2021, the debt-to-asset ratio was 2.6, and in 2022 it was just above 1.0, as compared with a target of less than or equal to 1. The total margin was negative in 2021 but met the target in 2022. As a result, NYCDOE is placing a condition on the school’s renewal to demonstrate growth against these targets in the new charter term.

⁹ The charter school maintains a financial relationship with the Christian Cultural Center to provide funding for operational purposes when needed. If that available funding is treated as cash, the school had 46.9 days of cash in 2022.

¹⁰ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Financial Management

The NYCDOE reviewed CAACS’s audited financial statements from the 2020–2021 and 2021–2022 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on November 2, 2022. Eighty-four people attended, and twenty people spoke. Twenty were in favor of the renewal. No one was opposed.