



New York State Education Department

***Remote Renewal Site Visit Report for BoR-Authorized Charter Schools under the
2015 Charter School Performance Framework
2020-2021***

La Cima Charter School

Remote Renewal Site Visit Dates: November 9-10, 2020

Date of Report: January 19, 2021

[Charter School Office](#)

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	La Cima Charter School
Board Chair	Lucy Joffe
District of location	NYC CSD 16
Opening Date	Fall 2008
Charter Terms	<ul style="list-style-type: none"> • Initial Term: January 15, 2008 – January 14, 2013 • First Charter Renewal: January 15, 2013 – June 30, 2016 • Second Charter Renewal: July 1, 2016 – June 30, 2021
Current Term Authorized Grades/ Approved Enrollment	K - Grade 5/ 430 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 5/ 330 students
Comprehensive Management Service Provider	None
Facilities	800 Gates Avenue, 3rd Floor, Brooklyn – Public Space
Mission Statement	<i>The mission of La Cima Elementary Charter School is to prepare our students for academic and life-long success through a rigorous and relevant academic program.</i>
Key Design Elements	<ul style="list-style-type: none"> • Small school design • Data-driven culture • Culturally responsive teaching with an emphasis on social justice • More time
Requested Revisions	<ul style="list-style-type: none"> • Reduce the authorized enrollment from the currently approved 430 students to 330 students beginning in the 2021-2022 school year. • Replace existing key design elements: “Small School Design;” “Data-Driven Culture;” “Culturally Responsive Teaching with an Emphasis on Social Justice;” and “More Time” with the following key design elements: “Scholar Centered and Inclusive Learning Environment;” “Social Justice;” and “Constructivist Approach to Math and Balanced Literacy.”

¹ The information in this section was provided by the NYS Education Department Charter School Office.

- **Noteworthy:** La Cima Charter School (LCCS)'s focus on social justice is embedded into the student experience through curricular and instructional choices, and memorialized by naming each classroom after different "change makers" including Sylvia Mendez, Toni Morrison, Nelson Mandela, Malala Yousafzai, Yuri Kochiyama, the Honorable Sonia Sotomayor, Katherine Johnson, and Chimamanda Ngozi Adichie.

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

COVID-19 PANDEMIC NOTE: As of the publication of this report, New York State is in the midst of responding to the COVID-19 pandemic. NYSED understands that these are not normal times and state assessments for Grades 3-8 as well as high school students were canceled for the 2019-2020 school year (see the applicable memos at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/law.html>). The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year, Benchmark 1 allows for the use of longitudinal data and NYSED has been continuing to monitor and evaluate schools through the lens of the Performance Framework during the current crisis as Board of Regents-authorized charter schools have been implementing robust continuity of learning plans and adhering to NYSED’s [Remote Monitoring and Oversight Plan](#). Therefore, NYSED will continue to use the Performance Framework and Board of Regents renewal policies to evaluate, in a summative manner, applicable charter schools for renewal recommendation determinations.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2016 to 2017	Year 2 2017 to 2018	Year 3 2018 to 2019	Year 4 2019 to 2020	Year 5 2020 to 2021
Grade Configuration	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5
Total Approved Enrollment	430	430	430	430	430

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School²

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024	Year 4 2024 to 2025	Year 5 2025 to 2026
Grade Configuration	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5
Total Proposed Enrollment	330	330	330	330	330

METHODOLOGY

A two-day remote renewal site visit was conducted at LCCS on November 9-10, 2020. The New York State Education Department’s Charter School Office (CSO) team conducted focus group interviews with the school’s board of trustees, leadership team, special populations staff, teachers, and parents.

² This proposed chart was submitted by La Cima Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

The team conducted fifteen remote classroom observations in K-Grade 5. The observations were approximately 20 minutes in length and conducted jointly with LCCS's executive director, principal, assistant principal, instructional consultant, and special populations coordinator. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2020-2021 organizational chart;**
- **A 2020-2021 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **School administered teacher, parent/student survey results;**
- **NYCDOE School Quality Reports showing survey results;**
- **Spring 2020 CSO COVID-19 Parent Survey Results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: Academic and Enrollment Data;**
- **NYSED Attachment 2: Fiscal Dashboard Data;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, midterm, renewals);**
- **Spring 2020 Continuity of Learning Plan;**
- **School's 2020 renewal application;**
- **School's 2019 and 2020 Notices of Deficiency/Concern;**
- **NYSED's Final Complaint Decision dated September 9, 2020;**
- **School's Professional Development and Family Engagement Calendars; and**
- **Lesson Plans.**

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from November 9-10, 2020 at LCCS see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2015 Charter School Performance Framework Rating³**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

³ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- LCCS is in its 13th year of operation and serves students in K - Grade 5. During the last year of its third charter term, the school is rated in the following manner: meeting seven benchmarks and approaching three benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Strengths:** Leaders have spent the last 18 months of LCCS’s current charter term planning and executing coordinated academic, cultural, and behavioral turnaround efforts across the school. These have included significant additions and revisions to the school’s curricular frameworks and selections while “also increasing accountability for both (our) students and staff,” and maintaining “high standards for meeting students’ individual needs.” Three leadership transitions have been central to the school’s ongoing improvement strategy, with a new executive director, new principal, and new assistant principal hired in July 2018 and July 2019, respectively.

Turnaround efforts have thus far yielded some positive outcomes. As noted in BM 1, on the 2018-2019 NYS exams (the most recent state assessment data available), LCCS subgroup student proficiency rates increased notably since school year 2017-2018 in both ELA and math, meeting or exceeding the performance of schools in NYC CSD 16 and exceeding the NYS average. Aggregate student proficiency rates increased by nine percentage points in ELA and ten percentage points in math, meeting or exceeding the performance of schools in NYC CSD 16 and narrowing the gap with the state average by more than 50%. Aggregate Grade 3 ELA and math proficiency exceeded both the district of location and NYS by a range of nine to sixteen percentage points.

LCCS continues to serve a highly underprivileged and vulnerable student body. During the 2019-2020 school year, the school reported enrolling significant numbers of economically disadvantaged students (88%) and students experiencing homelessness⁴ (17%). The latter constitutes 12 percent of the entire K- Grade 5 homeless student population in New York City Community School District (NYC CSD) 16.

Since the COVID-19 pandemic closed school buildings across the city in March, LCCS’s leaders and staff have mobilized to provide robust remote learning and supports for its students and families. The school has provided daily synchronous instruction, frequent contact with teachers, technological tools (such as a Chromebook for each student and Wi-Fi hotspots for families who had internet challenges), and individual toolboxes containing materials to ease the transition to remote schooling: noise-cancelling headphones, white boards, markers, notebooks, unifix cubes, protractors, notebooks, workbooks, and texts aligned to the school’s digital resources. In order to prevent learning loss, LCCS teachers have continued to implement the school’s academic model remotely, including differentiation, assessment, and expectations for student attendance and engagement.

- **Summary of Areas in Need of Improvement:** While the school has produced notable academic gains since the 2017-2018 school year, 2018-2019 school year data show that LCCS students are not meeting the NYSED CSO’s “Trending Toward Proficiency” target of 75%. Aggregate ELA and math proficiency, while markedly improved since SY 2017-2018, fell below the state average by

⁴ LCCS’s renewal application explains the school uses the SIRS definition of homeless, which includes students whose primary nighttime residence is “Doubled-up,” Hotels/motels, Shelters, Transitional Housing, or Unsheltered to disaggregate student performance data.

six and seven percentage points respectively. In addition, aggregate grade level proficiency for Grades 4 and 5 was below the district of location in all indicators but for Grade 5 math and was below NYS by double digits in both ELA and math.

LCCS continues to struggle with under-enrollment, though staff have demonstrated good faith efforts in increasing its recruitment, enrollment, and retention of students with disabilities (SWDs) to reach parity with the school's district of location. LCCS currently enrolls nine percentage points fewer SWDs than NYC CSD 16.

There have been multiple issues related to LCCS's legal compliance over this charter term, including a formal complaint related to bullying, issues with Dignity for All Students Act (DASA) compliance, deficiencies in the school's fingerprinting process prior to hiring new staff members, and employing uncertified teachers that do not fit into any of the statutory categories.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Approaches

Summative Evidence for Benchmark 1:

In January 2019, the NYSED CSO issued LCCS a Notice of Deficiency for not attaining the expected education goals set forth in its charter due to underperformance on state tests during the 2017-2018 school year. Less than nine months later, in September, LCCS satisfactorily addressed the academic concerns enumerated in its corrective action plan.

On the 2018-2019 NYS exams (the most recent state assessment data available), LCCS students' proficiency rates increased by nine percentage points in ELA and 10 percentage points in math, meeting or exceeding the performance of schools in NYC CSD 16 and narrowing the gap with the state average by more than 50%. Furthermore, disaggregating these gains to review subgroup performance demonstrates the school's success with the district of location's most vulnerable students, including SWDs, English language learners (ELLs), and economically disadvantaged students. LCCS subgroup student proficiency rates increased significantly in both ELA and math, meeting or exceeding the performance of schools in NYC CSD 16 and exceeding the NYS average. Aggregate Grade 3 ELA and math proficiency exceeded both the district of location and NYS by a range of nine to sixteen percentage points.

While the school has produced notable academic gains since the 2017-2018 school year, 2018-2019 SY data show that LCCS students are not meeting the NYSED CSO's "Trending Toward Proficiency" target of 75%. ELA and math proficiency, while markedly improved since 2017-2018, fell below the state average by six and seven percentage points respectively. In addition, aggregate grade level proficiency for Grades 4 and 5 was below the district of location in all indicators but for Grade 5 math and was below NYS by double digits in both ELA and math.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	<ul style="list-style-type: none"> a. The school has a documented curriculum that is aligned to the NYSL. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. <i>Instruction</i>	<ul style="list-style-type: none"> a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students. b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School:

- ES:
 - The school engages in continuous improvement efforts to meet its students' needs for high-quality instruction, which school leadership, board members, and staff view as a tool for social justice.
 - At all grade levels, LCCS staff utilize a constructivist approach to teaching math, believing that students "must engage in productive struggle with cognitively demanding tasks that allow them to analyze their own and their peers' thinking."
 - At all grade levels, LCCS's ELA program is based on a balanced literacy approach, which "integrates the multiple components of modeling, shared reading, guided reading, independent reading, word study, writing, and phonics."

Academic Program for SWD and English language learners (ELLs):

- SWDs:
 - LCCS serves its SWDs through integrated co-teaching (ICT) classrooms at each grade level in 2020-2021. In each ICT, certified special education teachers work collaboratively with general education teachers to maximize opportunities for individualized attention and differentiation. The school also provides Special Education Teacher Support Services (SETSS) in individual and small group settings in accordance with students' Individualized Education Programs (IEPs).
 - LCCS employs a full time special populations coordinator, behavior tech, school psychologist, and guidance counselor to provide a comprehensive range of academic, behavioral, and social-emotional supports for students. The school also utilizes New York City Department of Education (NYCDOE) staff for speech, physical, and occupational therapy services to meet the requirements in students' IEPs.
 - LCCS staff regularly participate in professional development (PD) workshops with the Collaborative on Inclusive Education (the Collaborative) in addition to in-house training and coaching on effective intervention and differentiation techniques.
- ELLs:
 - LCCS serves its ELLs with supports inside and outside of the classroom. Classroom teachers receive PD and a school-developed guide on best practices that "outlines differentiation strategies for ELLs, including preparing vocabulary for each lesson, ensuring that lessons include a variety of visual aids, and techniques for speaking and gesturing to support student understanding."
 - LCCS typically employs a full-time English for Speakers of Other Languages (ESOL) teacher who provides small group push-in and pull-out language acquisition support in classrooms. At the time of the remote renewal visit, this position was temporarily vacant, and school leaders stated they are actively interviewing candidates to fill the role. In the interim, the school has contracted with the Collaborative to host five extra PD sessions for teachers in combination with classroom observations and actionable feedback to teachers. In addition, the school has strategically paired teachers with bilingual co-teachers or teachers in residence wherever possible to leverage their language abilities to support ELL students.

Summative Evidence for Benchmark 2:

1. Element: **Curriculum:**

- **Indicator a:** LCCS's renewal application describes a documented curriculum comprised of resources that support the school's constructivist and balanced literacy philosophies and align closely to the New York State Learning Standards (NYSLS). As a central component of the school's turnaround efforts over the past two years, LCCS staff have audited, adjusted, and supplemented the K-Grade 5 curriculum "in an effort to meet the dual aim of standards- and philosophy-alignment in (its) academic program and to increase the rigor of the program over time." During focus group interviews conducted during the remote renewal visit, leaders referred to the curriculum overhaul as an "anchoring tool" upon which to build teachers' abilities to deliver rigorous and consistently standards-aligned instruction.
- **Indicator b:** LCCS teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, build deep conceptual understanding and knowledge around specific content, and maximize opportunities for student discourse. The school's renewal application described leaders' process for raising schoolwide expectations for lesson planning over the last year after noting missed opportunities for teachers to connect their day to day instructional practices to long-term student outcomes. To drive rigor and ensure alignment with current instructional priorities, such as allotting more time for students' independent work than direct instruction, instructional leaders developed standardized lesson plan templates for ELA and math. These templates require teachers to proactively identify student misconceptions early on, rather than wait for data to confirm them; this efficiency reduces the number of days spent on re-teaching. During the focus group interview with teachers, participants shared that they submit lesson plans to the Instructional Leadership Team (ILT) the week prior to delivery and regularly receive feedback to "fine-tune them." Lesson plans reviewed during the remote site visit were aligned to these expectations.
- **Indicator c:** LCCS's new curriculum is horizontally and vertically aligned. The school's renewal application explained that curricular updates were driven by a need for tighter alignment to the NYSLs and increased "developmentally-appropriate progression" from grade to grade, and as a result these resources provide vertical alignment. Vertical alignment is further reinforced through regular, collegial collaboration. For example, grade-level chairs have weekly meetings with the principal and assistant principal about curriculum initiatives and expectations for classroom instruction, which they then turn-key to their grade level team members. To maintain horizontal alignment, teachers engage in standards-based co-planning at twice-weekly grade-level meetings and in weekly 1:1 instructional coaching sessions. During focus group interviews with instructional leaders and teachers, participants unanimously affirmed these practices.
- **Indicator d:** Schoolwide PD as well as individualized coaching helps teachers to effectively differentiate LCCS's curriculum materials to provide opportunities for all students to master grade-level skills and concepts. While vertical and horizontal curricular alignment is maintained through the systems described above, LCCS teachers are expected to create class-specific lesson plans that are differentiated to meet the needs of their students. Differentiation regularly includes anticipating the difficulties students may have, identifying ways to mitigate those challenges, engaging students in small group work, and/or modifying the length or depth of content or text. The school also invests in several instructional technology tools that support differentiation, such as *Dreambox* for math and *Starfall* for ELA. These programs provide adaptive, differentiated practice activities that target students' specific skill gaps in both English and Spanish. During remote focus group interviews, teachers described how they continue to differentiate instruction while students learn remotely due to the COVID-19 pandemic using these programs as well as

having special populations staff co-teach and work with struggling students in remote breakout rooms during lessons in the Zoom platform.

- **Indicator e:** LCCS leaders and staff systematically review and revise the school’s curriculum. During focus group interviews with senior leaders, participants described how they involve grade level chairs in regular meetings to review assessment and anecdotal performance data and to provide feedback on various curriculum materials—both those under consideration and those currently in use. In addition, weekly grade team meetings have a standing agenda item to review various assessment data, ranging from Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) results to daily exit tickets; instructional leaders support teachers in integrating data-informed strategies into unit and lesson plans. These additions and revisions are ultimately maintained in curricular documents housed in an internal drive accessible to all staff members.

2. Element: ***Instruction:***

- **Indicator a:** LCCS staff members have a common understanding of high-quality instruction, and observed instructional practices align to this understanding. During focus group interviews, leaders and teachers unanimously identified two instructional priorities for the 2020-2021 school year: continuing to strengthen literacy programming across all grade levels and focusing on data driven instructional practices. Teachers reported that these priorities were emphasized during summer preservice as well as in ongoing PD sessions. Beyond these overarching priorities, instructional leaders who observed remote lessons with CSO staff named additional expectations for teachers to ensure high-quality instruction, such as teachers shifting the cognitive lift onto students and utilizing parallel co-teaching in the main room and breakout rooms on Zoom. CSO staff noted these practices implemented with fidelity in a majority of the fifteen remote lessons observed during the remote renewal visit.
- **Indicator b:** The school has established instructional practices and routines that foster engagement with all students. During remote focus group interviews with instructional leaders, participants explained that expectations for online engagement carried over from the school’s transition to remote learning in March, and leaders regularly observe remote lessons to check for them. For example, LCCS requires all teachers and students to keep their web-cameras on during lessons, encourages students to wear their uniform shirts, and set up a learning space (with a school supplied toolbox, Chromebook, headphones, and poster background) to better approximate in-person learning. Teachers leverage their rapport with students by utilizing a variety of incentive systems such as STAR charts and awarding Class Dojo points to reward them for robust participation and maintain high levels of engagement during classes. CSO staff saw these practices implemented consistently in all remote lessons observed during the remote renewal visit.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** In its renewal application, LCCS describes an array of formative, diagnostic, and summative assessments that enables the school to monitor each student’s progress and identify areas of weakness for intervention. In K-Grade 5, LCCS administers the NWEA MAP assessment and iReady diagnostic assessments several times over the course of the school year, as well as Fountas & Pinnell tests to monitor reading fluency, curricular-based unit assessments, and quizzes. Students prepare for the NYS ELA and math exams by taking practice assessments that approximate the format, rigor, and length of state exams. In addition, during a focus group interview with teachers, participants described formative and summative assessment techniques

they regularly utilize during lessons to keep apprised of students' mastery of concepts or need for additional assistance, such as spot checks and exit tickets.

- **Indicator b:** The school uses qualitative and quantitative data to inform instruction and improve student outcomes. The school's renewal application states, "Student data drives instructional decisions at LCCS." During focus group interviews with school leaders, special populations staff, and teachers, the participants consistently referenced Paul Bambrick Santoyo's "Driven by Data: A Practical Guide to Improve Instruction" as the framework for LCCS's approach to data and assessment. Utilizing this framework, leaders and staff gather quantitative data via assessments and exit tickets and qualitative data through review of student work. Data are regularly reviewed at the grade, classroom, and subgroup level to inform instructional materials, lesson delivery, and intervention strategies.
- **Indicator c:** The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly. The school's renewal application detailed multiple examples of leaders using schoolwide summative data to evaluate the academic program and inform changes, such as its curriculum overhaul. For example, analysis of students' reading performance on *Success for All's* curriculum-based assessments did not align with last year's NWEA MAP results. When selecting replacement ELA curriculum, LCCS sought out materials that would be more reliable predictors of student success. During remote focus group interviews with teachers, participants shared that LCCS leaders also collect and consider qualitative data from teachers to determine how user-friendly new systems and materials are from their perspective.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** LCCS provides an inclusive learning environment for its students with academic, social-emotional, and behavioral supports to meet a variety of needs, including but not limited to SWDs, ELLs, and those from economically disadvantaged homes. While the school currently delivers instruction fully online due to the COVID-19 pandemic, LCCS's renewal application states that staff ensure that students receive all their mandated services remotely and continue to monitor progress towards their IEP goals. Staff continue to provide remote counseling services in partnership with the Interborough Counseling Center who lend capacity to their case load. The school's special populations coordinator, in addition to teachers in residence, helps teachers manage inclusive classrooms by providing trauma-informed social-emotional and behavioral supports to students, as necessary. Recognizing the disproportionate impact of COVID-19 on the many vulnerable students enrolled at LCCS, the school introduced a common daily intervention period in September. Participants in remote focus group interviews with school leaders, special populations staff, and teachers confirmed these practices.
- **Indicator b:** The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students. During the focus group interview with special populations staff, participants described adequate, scheduled opportunities to meet with their general education colleagues. These include weekly meetings with instructional leaders and grade level teams to collaborate on planning, ensure adequate differentiation, and discuss student progress. In ICT classrooms, co-teachers plan together daily as teachers are jointly responsible for student outcomes. Over the past two years, instructional leaders have provided targeted coaching for co-teachers to develop their collective pedagogy and maximize the dual staffing model to support all students with individualized attention.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
<p>1. <i>Behavior Management and Safety</i></p>	<p>a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>2. <i>Family Engagement and Communication</i></p>	<p>a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students’ strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</p>
<p>3. <i>Social-Emotional Supports</i></p>	<p>a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.</p>

Summative Evidence for Benchmark 3:

1. Element: ***Behavior Management and Safety:***

- **Indicator a:** In its renewal application, LCCS describes its clear approach to behavioral management, including a clearly defined code of conduct founded upon restorative justice principles and a written discipline policy. Early in the school’s turnaround efforts, its new

leadership team recognized that “. . . establishing a consistent, learning-focused environment was a critical prerequisite” to position LCCS to successfully meet and exceed the goals contained in the NYSED CSO Performance Framework and its charter agreement. As described further below, LCCS leaders evolved the school’s philosophy towards behavioral management to cultivate a more positive culture and better manage student behaviors across the school over the course of this charter term. Subsequently, LCCS revised its student discipline code to better align with “progressive discipline and meaningful consequences.” During the remote focus group interview with board members, participants emphasized the school’s commitment to ensuring disciplinary systems are implemented in equitable ways.

- **Indicator b:** LCCS’s renewal application describes systems and routines designed to meet the needs of scholars from all social identity groups and ensure their full and equitable participation in the LCCS learning community. To further this commitment to inclusion, staff are partnering with the Point Made Learning organization to engage in antiracism work, and participants in the remote focus group interview with parents stated that the school honors its students’ cultural differences with heritage months, projects, and assemblies multiple times per year. While delivering all instruction remotely, LCCS also ensures its students’ online safety by frequently monitoring Zoom classrooms, requiring passwords for guests to join lessons and online workspaces, and providing tips for students and parents.
- **Indicator c:** LCCS currently has systems in place to ensure that the environment is free from harassment and discrimination. The school’s renewal application explains that its learning environment is built around four core principles: Community, Accountability, Reconciliation and Effective Effort (CARE): “CARE is the framework through which our scholars develop social capital [and] emotional strength of character to be personally successful and to act as change-makers in their communities.” CARE principles are explicitly taught and reinforced through classroom lessons, daily morning CARE Circles, weekly grade-wide community meetings, and monthly schoolwide community meetings; the principles also guide family mediations and restorative conferences to resolve interpersonal issues. Although there have been only two formal complaints filed during the charter term, the CSO has received multiple informal complaints regarding the school. After receiving a formal complaint regarding bullying, the NYSED Commissioner issued a decision requiring the school to create policies and procedures as required by DASA in order to comply with the requirements of the Education Law and its charter. In response, the school submitted a DASA policy that was approved by the CSO following some revision. LCCS has been a restorative justice school for many years and made adjustments to apply the philosophy with fidelity in the 2018-2019 school year. During the remote focus group interview with parents of currently enrolled students, all participants in the small group agreed that the school’s restorative justice practices are effective at minimizing peer to peer conflict and addressing it appropriately if it occurs.
- **Indicator d:** Classroom environments are conducive to learning and generally free from disruption. During remote classroom observations conducted during the remote renewal visit, the CSO team noted teachers adhering to schoolwide management systems, such as references to being “learning ready” and awarding points to incentivize positive behavior and participation. In observed instances where students required reminders to be on-task, teachers consistently used discreet verbal redirections or sent messages to students via the chat function in Zoom to avoid distracting others from lesson activities.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:** LCCS frequently communicates with and engages families within the school community. During remote focus group interviews with school leaders, teachers, and parents, most participants described an approach that “views families as partners,” and keeps them informed about school events and their student’s progress. LCCS typically utilizes several “in-person” strategies to achieve this, including but not limited to having staff present to greet families at drop off and pick up each day for informal check ins, hosting an annual orientation for new families, and a “Back to School Night” each September. While the school is operating remotely, the school continues to host an array of remote meetings and events for parents aimed at relationship building, mental health wellness, and social emotional support. The school’s 2020-2021 family engagement calendar includes multiple workshops per month on topical issues ranging from dealing with COVID-19 trauma and loss to myth-busting misconceptions around special education. LCCS staff ensures all family-facing communication is available in Spanish.
- **Indicator b:** LCCS’s renewal application states that teachers regularly communicate with parents to discuss students’ strengths and needs. To send information to families, the school uses email, robo-texting, robo-calling, and biannual parent-teacher conferences in November and March; parents can also access students’ work via Google Classroom. Participants in the remote focus group interview with parents shared that all teachers provide their cell phone numbers for a prompt response to questions and concerns. When the school pivoted to remote instruction in March, staff stayed in frequent contact with families to establish its remote learning program. During the remote focus group interview with school leaders, participants described the weekly remote learning progress reports they began issuing in the spring and have continued based on positive feedback from families. These include using a rubric for remote engagement, as well as tracking participation and completion of assignments.
- **Indicator c:** The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, and participation logs, and considers results when making schoolwide decisions. Participants in the remote focus group interview with school leaders explained that LCCS’s primary method for formally measuring family satisfaction year over year is typically the annual NYC DOE Learning Environment survey, though they also solicit and receive informal feedback from families on a regular basis through daily interactions and frequent events held at the school. During the focus group interview, participants provided examples of using this data to inform schoolwide decisions, such as adjusting the school dismissal procedure to better accommodate parents.
- **Indicator d:** The school has a systematic process for responding to family or community concerns. LCCS’s renewal application describes the leadership team’s “open door policy” and promptly handles day to day complaints and issues with students and parents. According to school leaders and board of trustee members, formal complaints are handled in accordance with the board-approved complaint policy, which is provided to parents and stakeholders in the Family Handbook posted online. LCCS demonstrated its compliance with its formal complaint policy during this charter term in response to two parental complaints.
- **Indicator e:** The school’s renewal application outlined its methods for sharing school-level academic data with the broader school community through regular website updates, social media posts, and the public posting of board meeting minutes to efficiently disseminate information to parents and other community stakeholders. During the remote focus group interview with parents, participants acknowledged that such information is easily accessible on the parent section of the school website.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** The school has systems and programs in place to meet the social-emotional needs of students and has deployed additional resources to support its families and staff members due to the severe mental health impact of COVID-19 on the neighborhoods served by the school. During remote focus group interviews with school leaders, participants described how they supplemented August pre-service professional development training with additional content on trauma-informed instruction and practices, administered a survey for returning families and staff to understand their social-emotional needs, and are offering family workshops on trauma and loss (as mentioned previously) and housing rights to support those facing eviction/housing uncertainty. A psychologist, guidance counselor, and counseling intern provide social and emotional support for students, including counseling and crisis management, outside of the classroom.
- **Indicator b:** LCCS leaders collect and use data to track the socio-emotional needs of students. In the school's renewal application, leaders explained they rely primarily on teacher reports and discipline data to track trends and inform individualized supports. During the remote focus group interview with the leadership team, participants provided additional context about the importance of understanding the demographic data of the NYC CSD 16 community, whose residents are at higher risk for COVID-19 and racially motivated acts of violence. Subsequently, the school focuses on identifying social and emotional needs and addressing them so that students can fully participate in learning activities.
- **Indicator c:** School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health. The school's renewal application describes how leaders collect and analyze quantitative and qualitative information from a variety of sources, including data on disciplinary infractions, tardiness, and attendance as well as teachers' observations to evaluate the impact and effectiveness of social-emotional programming. This data directly informs programmatic adjustments; for example, as a supplement to its regular CARE Circles, LCCS is now implementing a new social and emotional program designed by Urban Assembly. During remote focus group interviews with the leadership team, participants explained that they chose this program specifically for its trauma-informed and anti-racism components.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Summative Evidence for Benchmark 4:

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

La Cima Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. La Cima Charter School’s 2019-2020 composite score is 2.33.

**Composite Scores
2015-2016 to 2019-2020**

<i>Year</i>	<i>Composite Score</i>
2015-2016	2.73
2016-2017	1.88
2017-2018	2.13
2018-2019	1.94
2019-2020	2.33

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed La Cima Charter School's 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Board Oversight and Governance</i>	<ul style="list-style-type: none"> a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

1. Element: **Board Oversight and Governance:**

- **Indicator a:** The board recruits and selects board members with skills and expertise that meet the needs of the school. LCCS has benefited from consistency in its board membership, with five trustees serving the school for the past five years or more. Over its thirteen years of operation, LCCS’s board has both strengthened and refined its approach to trustee recruitment and onboarding. During its current charter term, five trustees left the board for personal reasons such as relocation and job changes. Subsequently, the board’s governance committee leads recruitment efforts on a rolling basis, maintains a matrix to identify any areas of need, and prioritizes outreach for potential trustees that could bring the backgrounds and skills needed. The school’s renewal application emphasizes that “the board seeks to maintain within its composition of trustees diversity in age, socio-economic background, race, gender, and skills.” During the remote focus group interview with board members, participants also stated that mission-alignment is a critical prerequisite to bringing on new members and that they prioritize neighborhood residents with strong community ties and parent voice on the board.
- **Indicator b:** The LCCS board engages in critical conversations about its organizational priorities and goals and creates actionable plans to achieve them, both during monthly meetings and annual retreats. The school’s renewal application describes how the board utilizes the NYSED CSO’s Performance Framework benchmarks “as a guiding resource for setting priorities.” During the remote focus group interview, participants provided examples of the board’s ongoing work

towards meeting each benchmark's requirements, such as aligning the executive director's annual evaluation protocol and accountability goals to the Performance Framework.

- **Indicator c:** In general, the LCCS board demonstrates active oversight of charter school management, fiscal operations, and progress towards meeting the school's goals. Examples during its current charter term include the board managing a challenging midyear executive leadership transition, establishing a three-year turnaround plan for the school, and deploying critical resources to support staff and students during the facility closure due to COVID-19. The board has also identified increasing the school's enrollment as a critical issue and established an "Enrollment Working Group (EWG)" tasked with developing and implementing effective strategy. Board meeting minutes reflect that the board approved a decrease in maximum enrollment from 430 to 330 in July 2020, in response to the EWG's findings and recommendations. However, the mixed record of compliance detailed in BM 10 indicates issues related to the BoT consistently demonstrating active oversight of charter school management.
- **Indicator d:** The LCCS board regularly reviews and revises school policies. The school's renewal application states that trustees review and approve the staff handbook, family handbook, and fiscal policies and procedures manual on an annual basis. Other policies are revisited as necessary based on changes at the school or in law. For example, during the 2019-2020 school year, the Board reviewed and approved revisions to several policies in accordance with the school's turnaround plan. Updated policies submitted for the CSO's approval at the time of renewal include LCCS's discipline policy, board by-laws and code of ethics, complaint policy, and fiscal policies and procedures manual.
- **Indicator e:** The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. During the remote focus group interview with the board, participants described the self-evaluation surveys they have used (including versions developed by Board on Track as well as customized tools via a contracted charter school consultant) to evaluate themselves individually and collectively. To evaluate the school, the board systematically reviews progress towards LCCS's academic, organizational, and financial goals. As mentioned above, after the executive leadership transition, the board adopted a customized rubric aligned with the NYSED Performance Framework to evaluate the school's senior leader. The board includes staff voice via a "People Leadership" measure and considers student outcomes as part of the evaluation.
- **Indicator f:** The board demonstrates awareness of its legal obligations to the school and stakeholders. These obligations include proactively identifying and avoiding potential conflicts of interest and completing annual financial disclosure forms, in addition to staying up to date with relevant changes to charter law and authorizer policy. In addition to the two attorney trustees currently on the board, LCCS utilizes legal counsel through a local expert with deep expertise in charter school law and governance.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
2. <i>Professional Climate</i>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
3. <i>Contractual Relationships</i> ✓N/A	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

Summative Evidence for Benchmark 7:

1. Element: *School Leadership*:

- **Indicator a:** With guidance from LCCS’s board, the school’s executive director heads a senior leadership team comprised of the principal and chief operating officer, whose job descriptions task them with “build[ing] the foundations of student and staff culture and academic achievement,” and “oversee[ing] the finances and operations of the school,” respectively. During focus group interviews, each member of the school leadership team demonstrated a clear and

actionable commitment to improving teaching and learning across the school with clear action steps for doing so.

- **Indicator b:** LCCS staff roles and responsibilities are transparently and consistently defined. The organizational chart submitted with the school’s renewal application clearly displays lines of reporting and responsibility. Notably, the school’s current organizational structure represents a marked downsizing of the leadership team from the 2017-2018 school year. As part of the school’s turnaround efforts to streamline staffing and deploy all possible resources to program elements that directly impact the student experience, the board and executive director created a new, leaner structure that reduced the number of full time positions at the school while retaining critical skill sets and expertise. “Eliminat[ing] duplicative or non-essential roles” has also resulted in economic efficiencies to support the financial health of the school.
- **Indicator c:** The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. During remote focus group interviews with school leaders and staff, participants agreed that email is the primary communication tool for staff at LCCS. The leadership team sends out a weekly message to inform staff of events and priorities. In addition, staff members use cloud software to share and collaborate on documents. The school holds frequent all-staff meetings to discuss and provide feedback, and every Friday staff participate in team huddles.
- **Indicator d:** The school successfully recruits, hires, and retains key personnel and makes decisions when warranted to remove ineffective staff members. During the focus group interview with the school leadership team, participants stated that the school’s “human capital is the highest leverage point during turnaround.” Accordingly, leaders described the school’s significant investments in hiring, developing, and retaining staff. The school’s renewal application explains that to align with its “increased academic expectations,” LCCS has committed to only hiring “candidates who demonstrate exceptional talent.” To retain high quality staff, LCCS provides comprehensive pedagogical coaching and professional development, supports its staff members mental health and wellness, matches retirement contributions, and offers merit bonuses based on student performance results. Participants in the remote focus group interview with teachers described the school’s efforts to support teachers’ work-life balance. For example, LCCS now offers a choice of shift schedule to contribute to more flexibility for teachers, with 7:15 AM to 3:00 PM and 8:15 AM to 4:00 PM options. Leaders report these efforts have significantly strengthened the school’s staff retention rates and that in 2020 only one teacher chose not to accept an offer to return for the next school year. LCCS’s renewal application describes its classroom observation and feedback cycle as a critical component of its performance management approach. If leaders observe areas of weakness during a classroom observation, they may place that teacher on a “Performance Improvement Plan (PIP).” If sufficient improvement is not demonstrated after twice weekly coaching and check-ins for eight weeks on a PIP, the teacher’s employment may be terminated or he or she may not be asked to return the following year.

2. Element: ***Professional Climate:***

- **Indicator a:** The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. During the remote focus group interview with the school leadership team, participants explained they primarily recruit new hires through word of mouth and by leveraging their professional networks, attending job fairs, partnering with local colleges and universities with teacher preparation programs, and posting openings online in a variety of publications including Indeed, Selected, and Charter School Jobs. LCCS also offers a referral bonus of \$500 to current staff if they recruit an individual who is

ultimately hired. At the time of the remote renewal visit, an ELL coordinator/ENL teacher position was temporarily vacant, and school leaders stated they are actively interviewing candidates to fill the role.

- **Indicator b:** The school has established structures for frequent collaboration among teachers. During the remote focus group interview with teachers, participants identified multiple opportunities in their schedules for collaboration. These common planning opportunities each week include team huddles, instructional coaching meetings facilitated by the principal or assistant principal, and twice weekly grade level team meetings. During on-site focus group interviews, leaders consistently referenced frequent meetings and ongoing communication that provide collaborative supports for staff to fulfill the expectations of their roles.
- **Indicator c:** The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. The school's renewal application articulates that "effective professional development has been critical to LCCS's turnaround initiatives." School leaders use a combination of classroom observation and student performance data to identify and prioritize professional development topics and activities. To measure the effectiveness of professional development, LCCS leaders review qualitative data through TeachBoost⁵ observation reports and quantitatively through NWEA MAP assessment and NYS test results.
- **Indicator d:** The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. LCCS's renewal application describes how the instructional leadership team formally evaluates teachers through a multi-touchpoint process aligned Marshall rubric. Over the course of each school year, the principal and assistant principal conduct frequent classroom observations and provide personalized coaching to drive ongoing improvements in instructional quality. The school's director of operations uses an "Operations Scorecard" to evaluate the core functions of operations staff to maintain satisfactory organizational quality.
- **Indicator e:** LCCS has mechanisms to solicit teacher feedback and gauge teacher satisfaction and uses those results to inform decision-making. During remote focus group interviews with school leaders and board members, participants explained that LCCS relies primarily on survey data from its annual internal survey as well as the NYC DOE annual Learning Environment Survey to formally measure teacher satisfaction. In addition, leaders analyze the school's annual teacher retention rate and exit interview information to provide additional measures of teacher satisfaction with employment at LCCS. During focus group interviews, leaders provided examples of using staff feedback to inform their decision making, including adjusting the Friday schedules to allot more time for lesson planning and changing the math curriculum from *TERC* to *EngageNY*.

⁵ TeachBoost is a customizable instructional leadership platform that documents teacher observation and evaluation processes.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

2. Element: **Mission and Key Design Elements:**

- **Indicator a:** LCCS community stakeholders share a common understanding of the school’s mission and key design elements (KDEs). The school’s renewal application states that LCCS prioritizes mission alignment during its hiring processes and further orients new hires to the school’s KDEs during the onboarding process. The school’s mission is clearly communicated to parents via multiple channels, including marketing materials, school events, the family handbook, the LCCS website, and social media. During remote focus group interviews, a significant majority of leaders and teachers and two-thirds of parents could identify or paraphrase the school’s mission and KDEs. Several parents stated they specifically chose to enroll their children at LCCS due to its mission and education philosophy.
- **Indicator b:** During the school’s third charter term, LCCS has consistently implemented its four KDEs: Small School Design, Data-Driven Culture, Culturally Responsive Teaching with an emphasis on social justice, and More Time, as described previously in BM 2 and as seen in remote learning observations conducted during the remote renewal visit. LCCS leaders have maintained high expectations and emphasized accountability for all stakeholders, including students, families, and teachers, to optimize each element. In conjunction with the submission of its renewal application, the LCCS board and school leadership team have proposed an update to those KDEs. While the revised KDEs do not represent a departure from the school’s existing model, leaders explained that they have streamlined and amplified the “most unique and non-negotiable” aspects of the school model. In April 2020, the school’s board approved the following three elements: Scholar-Centered and Inclusive Learning Environment; Social Justice; and Constructivist Approach to Math and Balanced Literacy.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

Summative Evidence for Benchmark 9:

2. Element: **Targets are not met:**

- Indicator a:** LCCS is currently at 60% enrollment of its maximum authorized number of 430 and 78% enrollment of its requested revision number of 330, demonstrating limited progress toward meeting its enrollment and retention targets and falling below the 85% threshold that serves as a minimum to indicate that a school is working towards maintaining sufficient enrollment demand to “meet or come close to meeting” the enrollment plan outlined in its charter. The school’s overall enrollment has continued to fluctuate during the current charter term, and the school leadership team and board have “prioritized ongoing monitoring of enrollment data and projections . . . [to] adjust our strategies as needed to ensure that the school is meeting our enrollment plan and meeting or making progress toward our targets for enrollment of students in at-risk subgroups.” As noted in BM 6, the board has identified increasing the school’s enrollment as a critical issue and established an Enrollment Working Group tasked with developing and implementing effective strategy. Board meeting minutes reflect that the board approved a decrease in maximum enrollment from 430 to 330 in July 2020, in response to the working group’s findings and recommendations. LCCS’s renewal application and revision submission includes a request to decrease its maximum authorized enrollment from 430 to 330 students.

- **Indicator b:** In February 2020 the NYSED CSO issued LCCS a Notice of Concern, based on school year 2018-2019 data, for failing to enroll a comparable number of economically disadvantaged students (-5 percentage points) and SWDs (-9 percentage points) when compared to the district of location, NYC CSD 16. School year 2019-2020 data shows significant improvement in terms of economically disadvantaged student enrollment when compared to the district of location (+4 percentage points), but no increase in SWD enrollment when compared to the district of location (-9 percentage points). The school introduced a lottery weight for SWD in the spring of 2020. While that lottery did not result in a substantial increase in SWD enrollment, notwithstanding the challenges of COVID-19 on school lotteries generally, school leadership are confident this strategy will produce more significant impact in subsequent years. During the remote focus group interview with the board, trustees mentioned the possibility of offering self-contained special education classes to attract more SWDs to the school. In terms of retention, school year 2019-2020 data show that student retention has declined for all students and for SWDs, but most notably for ELLs, of whom 54% were retained versus 79% at the district of location. Despite the low ELL retention rate, ELL enrollment at LCCS has increased in every year of the current charter term (8% to 18%) and exceeded NYC CSD 16's enrollment by 11 percentage points in the 2019-2020 school year. The school attributes this to their adoption of a longer enrollment period, strong word-of-mouth reputation among ELL families, and inclusive marketing in Spanish. LCCS leadership has described extensive recruitment strategies and program services to attract and retain SWDs, ELLs, and economically disadvantaged students.
- **Indicator c:** The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students and makes strategic improvements as needed. During remote focus group interviews, both school leaders and board members described closely monitoring community outreach efforts and enrollment patterns to determine which methods prove most effective and continuously seek to build relationships across NYC CSD 16 and neighboring communities in Brooklyn to further these goals.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Approaches

<i>Element</i>	<i>Indicators</i>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none"> a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

1. Element: **Legal Compliance:**
 - **Indicator a:** LCCS’s board of trustees and leadership team regularly collaborate to meet the school’s compliance related responsibilities. Throughout its current charter term, LCCS has compiled a mixed record of compliance with applicable state and federal laws and the provisions of its charter, including those concerning enrollment policy, protecting the rights of students, and safety requirements; however, it has worked to correct deficiencies. After receiving a formal complaint regarding bullying, the NYSED Commissioner issued a decision requiring the school to create policies and procedures as required by DASA in order to comply with the requirements of the Education Law and its charter. In addition, the school’s enrollment policy required extensive revision to be legally compliant, and other significant policy and by-law revisions were initiated by the school itself. LCCS has had uncategorized uncertified teachers during most years in the charter term; however, the school is currently in compliance with teacher certification requirements. Finally, school officials have not been complying with fingerprinting and clearance requirements for staff, a serious safety violation. In response, the school has adopted a multi-step, comprehensive process to ensure that all school employees have fingerprint clearance prior to their start date at the school.
 - **Indicator b:** The school has generally undertaken prompt and appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with legal requirements. To accomplish this, the board and leadership utilize legal counsel through a local expert with deep expertise in charter school law and governance.
 - **Indicator c:** The school has sought Board of Regents and/or Charter School Office approval for significant revisions since opening in 2008, including one non-material revision earlier this year to implement a lottery preference for SWD. The CSO approved this request in March 2020. The LCCS board seeks the following additional material and non-material revisions in conjunction with its

renewal application: to revise the school's key design elements, calendar and schedule, complaint policy, discipline policy/code of conduct, organizational chart, maximum chartered enrollment, enrollment and admissions policy, and by-laws and code of ethics.

Attachment 1: 2020-2021 Renewal Site Visit

La Cima Charter School

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

This school does not outperform schools with similar grades and subgroup demographics in ELA, math, or science .

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency: See Table 1 below.

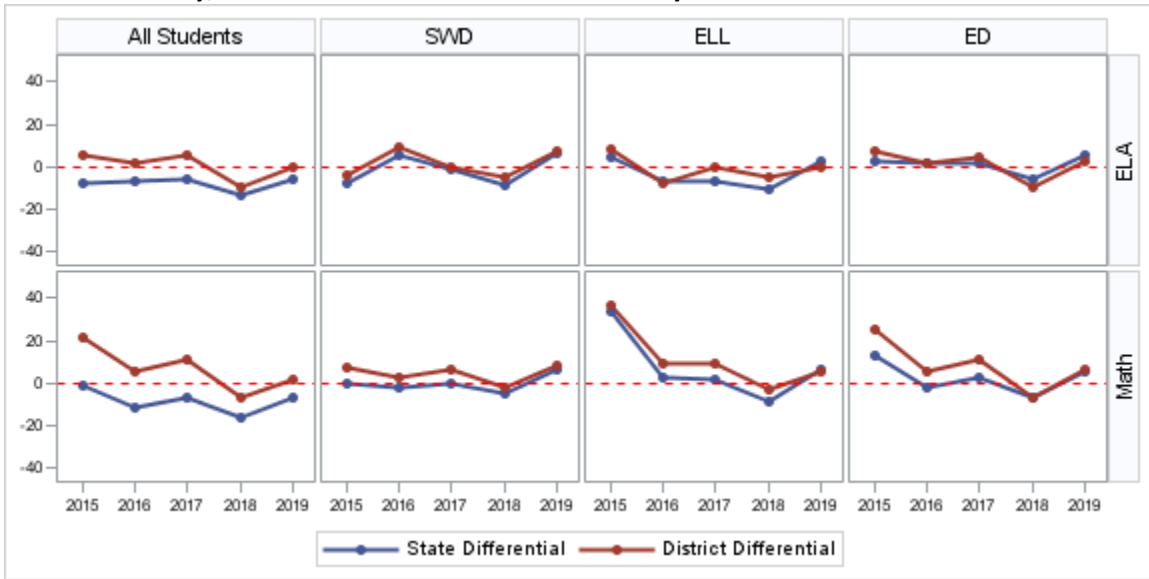
Table 1: Elementary/Middle School Trending Toward Proficiency – Target = 75%

		All Students	SWD	ELL	ED
ELA	2015-2016	36%	14%	17%	34%
	2016-2017	47%	26%	50%	44%
	2017-2018	30%	21%	27%	29%
	2018-2019	33%	18%	10%	33%
Math	2015-2016	31%	5%	33%	30%
	2016-2017	54%	22%	50%	51%
	2017-2018	34%	25%	33%	32%
	2018-2019	41%	17%	11%	38%

**See NOTES (2), (3), (7), and (8) below.*

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency: See Figure 1 and Table 2 below.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time



*See NOTES (1), (2), (3), and (6) below.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		La Cima CS	NYC CSD 16	Differential to District	NYS	Differential to NYS	La Cima CS	NYC CSD 16	Differential to District	NYS	Differential to NYS
All Students	2014-2015	23%	18%	+5	31%	-8	42%	21%	+21	43%	-1
	2015-2016	32%	30%	+2	39%	-7	31%	26%	+5	43%	-12
	2016-2017	34%	29%	+5	40%	-6	38%	27%	+11	45%	-7
	2017-2018	31%	41%	-10	45%	-14	33%	40%	-7	49%	-16
	2018-2019	40%	40%	0	46%	-6	43%	41%	+2	50%	-7
SWD	2014-2015	0%	4%	-4	8%	-8	16%	9%	+7	16%	0
	2015-2016	16%	7%	+9	11%	+5	14%	11%	+3	16%	-2
	2016-2017	11%	11%	0	12%	-1	18%	12%	+6	18%	0
	2017-2018	9%	14%	-5	18%	-9	16%	18%	-2	21%	-5
	2018-2019	23%	16%	+7	17%	+6	28%	20%	+8	22%	+6
ELL	2014-2015	17%	9%	+8	13%	+4	58%	21%	+37	24%	+34
	2015-2016	9%	17%	-8	16%	-7	27%	18%	+9	24%	+3
	2016-2017	8%	8%	0	15%	-7	25%	16%	+9	23%	+2
	2017-2018	17%	22%	-5	28%	-11	25%	28%	-3	34%	-9
	2018-2019	32%	32%	0	29%	+3	42%	37%	+5	36%	+6
ED	2014-2015	24%	17%	+7	21%	+3	44%	19%	+25	31%	+13
	2015-2016	30%	28%	+2	28%	+2	29%	24%	+5	31%	-2
	2016-2017	31%	27%	+4	29%	+2	36%	25%	+11	33%	+3
	2017-2018	29%	39%	-10	35%	-6	31%	38%	-7	38%	-7
	2018-2019	41%	38%	+3	36%	+5	45%	39%	+6	40%	+5

*See NOTES (1), (2), (3), (6), and (7) below.

2.b.iii. Aggregate Grade Level Proficiency: See Table 3 below.

Table 3: Aggregate Grade Level Proficiency

		ELA					Math				
		La Cima CS	NYC CSD 16	Differential to District	NYS	Differential to NYS	La Cima CS	NYC CSD 16	Differential to District	NYS	Differential to NYS
Grade 3	2014-2015	24%	18%	+6	31%	-7	36%	23%	+13	42%	-6
	2015-2016	44%	32%	+12	42%	+2	36%	29%	+7	44%	-8
	2016-2017	27%	31%	-4	43%	-16	25%	34%	-9	48%	-23
	2017-2018	44%	46%	-2	51%	-7	42%	47%	-5	54%	-12
	2018-2019	62%	46%	+16	52%	+10	64%	49%	+15	55%	+9
Grade 4	2014-2015	17%	25%	-8	33%	-16	40%	22%	+18	43%	-3
	2015-2016	30%	31%	-1	41%	-11	37%	25%	+12	45%	-8
	2016-2017	44%	30%	+14	41%	+3	56%	25%	+31	43%	+13
	2017-2018	28%	48%	-20	47%	-19	33%	40%	-7	48%	-15
	2018-2019	34%	43%	-9	48%	-14	28%	41%	-13	50%	-22
Grade 5	2014-2015	33%	11%	+22	30%	+3	55%	16%	+39	43%	+12
	2015-2016	13%	26%	-13	33%	-20	13%	24%	-11	40%	-27
	2016-2017	24%	25%	-1	35%	-11	27%	22%	+5	43%	-16
	2017-2018	21%	29%	-8	37%	-16	25%	33%	-8	44%	-19
	2018-2019	18%	31%	-13	38%	-20	33%	33%	0	46%	-13

*See NOTES (1), (6), and (7) below.

Indicator 3: High School Outcomes

(Not applicable to this charter school.)

Benchmark 9:

Table 4: Student Demographics

	SWD			ELL			ED		
	La Cima CS	NYC CSD 16	Differential to District	La Cima CS	NYC CSD 16	Differential to District	La Cima CS	NYC CSD 16	Differential to District
2015-2016	20%	27%	-7	7%	6%	+1	80%	84%	-4
2016-2017	19%	26%	-7	8%	6%	+2	75%	84%	-9
2017-2018	19%	27%	-8	8%	7%	+1	87%	87%	0
2018-2019	18%	27%	-9	11%	7%	+4	81%	86%	-5
2019-2020	18%	27%	-9	18%	7%	+11	88%	84%	+4

*See NOTES (2) and (6) below.

Table 5: Retention – Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	La Cima CS	NYC CSD 16	Differential to District	La Cima CS	NYC CSD 16	Differential to District	La Cima CS	NYC CSD 16	Differential to District	La Cima CS	NYC CSD 16	Differential to District
2015-2016	84%	77%	+7	87%	77%	+10	89%	76%	+13	84%	77%	+7
2016-2017	80%	76%	+4	74%	74%	0	76%	71%	+5	80%	76%	+4
2017-2018	82%	79%	+3	76%	78%	-2	75%	72%	+3	85%	78%	+7
2018-2019	76%	79%	-3	73%	80%	-7	70%	78%	-8	75%	79%	-4
2019-2020	74%	79%	-5	68%	77%	-9	54%	79%	-25	75%	79%	-4

*See NOTES (2) and (6) below.

***NOTES:**

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.*
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*

Charter School Fiscal Accountability Summary

LA CIMA CHARTER SCHOOL

Grades Served
 Maximum Chartered Grades Served
 Chartered Enrollment
 Maximum Chartered Enrollment
 Actual Enrollment

	2015-16	2016-17	2017-18	2018-19	2019-20
Grades Served	K-5	K-5	K-5	K-5	K-5
Maximum Chartered Grades Served	K-5	K-5	K-5	K-5	K-5
Chartered Enrollment	480	430	430	430	430
Maximum Chartered Enrollment	480	425	425	425	425
Actual Enrollment	432	380	398	371	337

ASSETS

Current Assets

	2015-16	2016-17	2017-18	2018-19	2019-20
Cash and Cash Equivalents	1,283,418	527,800	428,314	457,788	280,537
Grants and Contracts Receivable	263,117	357,648	452,774	138,115	172,095
Prepaid Expenses	74,419	47,031	18,533	91,081	27,358
Other Current Assets	-	-	1,086,643	1,126,931	1,164,663
Total Current Assets	1,620,954	932,479	1,986,264	1,813,915	1,644,653

Non-Current Assets

	2015-16	2016-17	2017-18	2018-19	2019-20
Property, Building and Equipment, net	551,711	513,000	413,874	392,354	442,142
Restricted Cash	75,005	75,032	75,069	75,106	100,004
Security Deposits	13,500	14,000	13,765	13,765	13,765
Other Non-Current Assets	1,075,876	1,080,908	-	-	-
Total Non-Current Assets	1,716,086	1,682,940	502,708	481,225	555,911
Total Assets	3,337,040	2,615,419	2,488,972	2,295,140	2,200,564

LIABILITIES and NET ASSETS

Current Liabilities

	2015-16	2016-17	2017-18	2018-19	2019-20
Accounts Payable and Accrued Expenses	212,062	130,436	195,396	178,511	90,918
Accrued Payroll and Payroll Taxes	411,590	486,097	427,812	477,419	429,234
Due to Related Parties	-	-	-	-	-
Refundable Advances	5,412	4,012	-	20,168	-
Other Current Liabilities	-	-	-	-	-
Total Current Liabilities	629,064	620,545	623,208	676,098	520,152

Long-Term Liabilities

	2015-16	2016-17	2017-18	2018-19	2019-20
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-
Total Long-Term Liabilities	-	-	-	-	-
Total Liabilities	629,064	620,545	623,208	676,098	520,152

NET ASSETS

	2015-16	2016-17	2017-18	2018-19	2019-20
Unrestricted	2,707,976	1,994,874	1,865,764	1,619,042	1,680,412
Restricted	-	-	-	-	-
Total Net Assets	2,707,976	1,994,874	1,865,764	1,619,042	1,680,412
Total Liabilities and Net Assets	3,337,040	2,615,419	2,488,972	2,295,140	2,200,564

OPERATING REVENUE

	2015-16	2016-17	2017-18	2018-19	2019-20
State and Local Per Pupil Revenue - Reg. Ed	6,404,346	5,011,651	6,531,792	6,186,887	5,786,916
State and Local Per Pupil Revenue - SPED	-	544,371	-	-	198,079
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	264,588	260,627	316,428	249,764	-
State and City Grants	32,617	191,440	28,486	27,292	28,996
Other Operating Income	-	-	32,116	4,929	-
Total Operating Revenue	6,701,551	6,008,089	6,908,822	6,468,872	6,013,991

EXPENSES

Program Services

	2015-16	2016-17	2017-18	2018-19	2019-20
Regular Education	3,912,400	4,399,687	4,426,662	4,220,339	3,661,062
Special Education	1,315,896	1,171,910	1,147,773	1,104,369	944,791
Other Expenses	77,884	8,467	29,512	30,339	-
Total Program Services	5,306,180	5,580,064	5,603,947	5,355,047	4,605,853

Supporting Services

	2015-16	2016-17	2017-18	2018-19	2019-20
Management and General	1,313,398	1,146,396	1,446,592	1,401,102	1,386,676
Fundraising	-	-	-	-	-
Total Support Services	1,313,398	1,146,396	1,446,592	1,401,102	1,386,676
Total Expenses	6,619,578	6,726,460	7,050,539	6,756,149	5,992,529
Surplus/Deficit from Operations	81,973	(718,371)	(141,717)	(287,277)	21,462

SUPPORT AND OTHER REVENUE

	2015-16	2016-17	2017-18	2018-19	2019-20
Interest and Other Income	7,715	232	-	-	1,952
Contributions and Grants	-	-	-	-	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	5,038	12,607	40,555	37,956
Total Support and Other Revenue	7,715	5,270	12,607	40,555	39,908
Change in Net Assets	89,688	(713,101)	(129,110)	(246,722)	61,370
Net Assets - Beginning of Year	2,618,288	2,707,975	1,994,874	1,865,764	1,619,042
Net Assets - End of Year	2,707,976	1,994,874	1,865,764	1,619,042	1,680,412

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

	2015-16	2016-17	2017-18	2018-19	2019-20
Operating	15,513	15,811	17,359	17,436	17,846
Support and Other Revenue	18	14	32	109	118
Total Revenue	15,531	15,825	17,391	17,546	17,964

Expenses - Per Pupil

	2015-16	2016-17	2017-18	2018-19	2019-20
Program Services	12,283	14,684	14,080	14,434	13,667
Management and General, Fundraising	3,040	3,017	3,635	3,777	4,115
Total Expenses	15,323	17,701	17,715	18,211	17,782
% of Program Services	80.2%	83.0%	79.5%	79.3%	76.9%
% of Management and Other	19.8%	17.0%	20.5%	20.7%	23.1%
% of Revenue Exceeding Expenses	1.4%	-10.6%	-1.8%	-3.7%	1.0%

FINANCIAL COMPOSITE SCORE

	2015-16	2016-17	2017-18	2018-19	2019-20
Composite Score	2.73	1.88	2.13	1.94	2.33
BENCHMARK and FINDING: Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

	2015-16	2016-17	2017-18	2018-19	2019-20
Net Working Capital	991,890	311,934	1,363,056	1,137,817	1,124,501
Working Capital (Current) Ratio	2.6	1.5	3.2	2.7	3.2
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

	2015-16	2016-17	2017-18	2018-19	2019-20
Debt to Asset Ratio	0.2	0.2	0.3	0.3	0.2
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

	2015-16	2016-17	2017-18	2018-19	2019-20
Days of Cash	70.8	28.6	22.2	24.7	17.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

TOTAL MARGIN

	2015-16	2016-17	2017-18	2018-19	2019-20
Total Margin Ratio	0.0	(0.1)	(0.0)	(0.0)	0.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Meets Standard

