



New York State Education Department

2024-2025 Renewal Site Visit Report for BOR-Authorized Charter Schools under the 2019 Charter School Performance Framework

La Cima Charter School

Renewal Site Visit Dates: November 6-7, 2024
Date of Final Draft Site Visit Report: March 21, 2025
Date of Final Site Visit Report: March 31, 2025

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	La Cima Charter School (La Cima)
Board Chair	Natalie Bledman
District of Location	New York City (NYC) Community School District (CSD) 16
Initial Commencement of Instruction	Fall 2008
Charter Terms	<ul style="list-style-type: none"> • Initial Term: January 15, 2008 – January 14, 2013 • First Renewal Term: January 15, 2013 – June 30, 2013 • Second Renewal Term: July 1, 2013 – June 30, 2016 • Third Renewal Term: July 1, 2016 – June 30, 2021 • Fourth Renewal Term: July 1, 2021 – June 30, 2025
Current Term Authorized Grades/ Approved Enrollment	K – Grade 5 / 240 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 5 / 240 students
Comprehensive Management Service Provider	None
Facilities	800 Gates Avenue, Brooklyn NY, 11221– 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"> • Scholar-Centered and Inclusive Learning Environment • Social Justice • Constructivist Approach to Math and Balanced Literacy
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	<ul style="list-style-type: none"> • To amend the following Key Design Element from “Constructivist Approach to Math and Balanced Literacy” to “Constructivist Approach to Math and the Science of Reading” beginning in the 2025-2026 school year.

Innovative and Noteworthy Programs: La Cima Charter School (La Cima) fosters a strong culture of social justice and inclusivity, empowering student voices within underserved communities. This is demonstrated through opportunities for students to participate in student-led conferences, student council, and by giving each student the chance to deliver a speech at their fifth-grade graduation.

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

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 based on its educational success. However, the school 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.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024	Year 4 2024 to 2025
Grade Configuration	K – Grade 5	K – Grade 5	K – Grade 5	K – Grade 5
Total Approved Enrollment	330	330	330	240

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

	Year 1 2025 to 2026	Year 2 2026 to 2027	Year 3 2027 to 2028	Year 4 2028 to 2029	Year 5 2029 to 2030
Grade Configuration	K – Grade 5	K – Grade 5	K – Grade 5	K – Grade 5	K – Grade 5
Total Proposed Enrollment	240	240	240	240	240

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school’s request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school’s performance in three broad areas:

1. The school’s **academic success** and ability to operate in an educationally sound manner;
2. The school’s **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school’s faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need,

² This proposed chart was submitted by the 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. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school’s policies and practices.

A two-day renewal site visit was conducted at La Cima Charter School on November 6-7, 2024. The NYSED CSO site visit team conducted focus group interviews with the board of trustees, school leadership team, teachers, student support services, students, and parents.

The team conducted twenty classroom observations in K – Grade 5. The observations were approximately 20 minutes in length and conducted jointly with leadership staff. NYSED utilizes the CSO’s Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit and can be found in the [2024-2025 Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school’s 2024-2025 renewal application, 2023-2024 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for the 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 2019 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
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if 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.

**New York State Education Department
2019 Charter School Performance Framework Rating³**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a 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 implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards 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 Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. 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. High schools are meeting persistence rates commensurate with the NYSED target.	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

- La Cima is in year seventeen of operation and serves students in K – Grade 5. During its current charter term, the school is rated in the following manner: seven “Meets” and three “Approaches.” A summary of those ratings is provided below.
- **Strengths:** La Cima has a strong instructional culture that is supported by the school leadership team and teachers through a focus on professional development, culturally responsive instruction and curricula, and a research-based social-emotional learning curriculum embedded throughout the school. Students at La Cima are encouraged to have a voice and take ownership of their learning through leadership opportunities. The students at La Cima outperformed the district of location (DOL) by +13 percentage points and New York State (NYS) by +3 percentage points on the 2024 New York State Testing Program (NYSTP) 3-8 Assessment for math.
- **Challenges:** La Cima remains under-enrolled at 56 percent of its contracted enrollment during the 2023-2024 school year. Additionally, the school scored -14 percentage points below the DOL on the 2024 NYSTP 3-8 Assessment for English language arts (ELA).

Benchmark 1: Student Performances

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Approaches

Summative Evidence for Benchmark 1:

Over this charter term, the rating for this benchmark has remained consistent as “Approaches” due to La Cima’s decline in overall proficiency and trending/growth in ELA on the NYSTP 3-8 Assessments.

The school’s overall ELA proficiency of 29 percent is -14 percentage points below the DOL based on the 2024 NYSTP 3-8 assessment results. La Cima’s overall math proficiency of 57 percent is +13 percentage points above the DOL. Additionally the school’s overall proficiency of 20 percent is +3 percentage points above the DOL for science. The 2024 NYSTP assessment results also showed the school outperformed the DOL for all subgroups in math and underperformed the DOL for all subgroups in ELA. La Cima’s overall maintenance of and trending toward proficiency rate for 2024 is 38 percent for ELA and 61 percent for 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 implements research-based practices and 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.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to current New York State learning standards.b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.d. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.c. The school differentiates instruction to ensure equity and access for all students.d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a 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 for both individual students as well as subgroups.d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School:

- ES:
 - ELA: *EL Education*
 - Math: *Into Math*
 - Science: *FOSS science*
 - Social-emotional learning (SEL): *QuaverReady*

Academic Program for Economically Disadvantaged (ED), English Language Learners (ELL), and Students with Disabilities (SWD):

- EDs:
 - Math intervention: *iReady math*
 - Reading intervention: *Leveled Literacy Intervention (LLI)*, *iReady reading*
- ELLs:
 - *Teaching ELs for Academic Language Mastery (TEAM)*, *Finish Line*
- SWDs:
 - Integrated co-teaching (ICT) program, 12:1:1 special setting

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: *Curriculum*:

- **Indicator a:** According to the renewal application, the school adopted the use of a new ELA curriculum, *EL Education*, and discontinued the use of *Core Knowledge Language Arts (CKLA)* in response to the need for a rigorous ELA foundation and a culturally responsive academic program. The school leadership focus group confirmed the implementation of *EL Education*, which integrates a schoolwide focus on the development of writing skills. Furthermore, the teacher focus group communicated satisfaction with the use of *EL Education* due to the multiple support resources it includes. Classroom observations during the site visit demonstrated the use of the *Into Math* curriculum and engaging science lessons that fostered hands-on learning through experiments. The school tour, led by student council members, presented evidence of how student work displayed on grade-level boards integrated social and emotional learning using *QuaverReady*.
- **Indicator b:** The renewal application and the school leadership focus group identified that La Cima provides frequent professional learning and collaborative grade team meetings where teachers and leadership collaborate to align curriculum vertically and horizontally. Furthermore, the teacher focus group confirmed and highlighted an increase in collaborative conversations teachers have across grades about the writing skills that were built into the *EL Education* curriculum.

- **Indicator c:** Evidence from teacher focus groups indicated the use of curriculum-based differentiation resources, including visuals, videos, graphic organizers, the *TEAM* curriculum utilized by the English language learner (ELL) teacher, and targeted small group instruction programs such as *iReady* and *Leveled Literacy Intervention* (LLI). Teachers also highlighted the high-quality differentiated materials within the *EL Education* curriculum, which support students in developing stamina and confidence in writing. Classroom observations conducted by the CSO site visit team further confirmed the presence of differentiated instructional materials, including individualized mini anchor charts at student desks, differentiated and translated texts, manipulatives, and customized independent practice within station rotations.
- **Indicator d:** During the site visit, the teacher focus group described summer workshop time used to systematically review curriculum. Additionally, the school leadership focus group confirmed that instructional coaches provide feedback and opportunities for reflection regarding curriculum through lesson plan review, instructional coaching, and weekly check-ins.

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

- **Indicator a:** The renewal application and school leadership outlined the use of instructional coaches and a standardized lesson-planning template to foster a shared understanding of high-quality instruction. Teachers in focus groups reported utilizing EL Protocols, math manipulatives, academic behavior norms, learning targets, exit tickets, and a schoolwide emphasis on student voice as key strategies for promoting instructional consistency. Additionally, school leadership described the implementation of a system of content leads who provide targeted support for unit planning through their in-depth subject matter expertise. Furthermore, professional development topics are reinforced in the classroom through instructional coaching, as noted by both teachers and leadership in focus groups.
- **Indicator b:** Classroom observations during the site visit in math, African dance and drumming, physical education, ELA, science, and community, accountability, reconciliation, and effective effort (CARE) circles provided evidence of scholar-centered teaching and learning experiences demonstrated through small group instruction, movement-based learning, and differentiated instruction. The renewal application cited a shift toward culturally relevant curriculum, which was corroborated during the school tour with student council members. Additionally, during the site visit, students articulated their personal connections to *Esperanza Rising*, a book they recently completed, and expressed pride in the real-world cultural connections reflected in their literary essays displayed on bulletin boards.
- **Indicator c:** The CSO site visit team reviewed the school's lesson plan template, which provided evidence that teachers are required to document strategies for differentiated instruction to support ELL students, struggling learners, and advanced learners. Classroom observations further confirmed the implementation of differentiated instruction in integrated co-teaching (ICT) settings, including push-in and small group instruction facilitated by both classroom and ELL teachers, student partner work, and pre-teaching of vocabulary.
- **Indicator d:** The school leadership focus group characterized the summer institute professional development as a dedicated and structured opportunity for teachers to refine their skills through various training sessions. Likewise, teachers in a focus group shared that they receive professional development tailored to their needs both during the summer and on Fridays throughout the school year. These learning experiences include personalized content delivered internally, virtually, or through off-campus observations.

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

- **Indicator a:** As stated in the renewal application and described in teacher focus groups, the school transitioned from the use of *Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)* to *iReady* for ELA benchmark assessments during the current charter term. The school continues to use *NWEA MAP* for math benchmark assessments. Benchmark assessments are administered three times a year for both ELA and math. School leaders described the use of mock NYS assessments twice a year. Additionally, teachers described the use of curriculum-based assessments as well as daily exit tickets for formative assessment of daily learning targets.
- **Indicator b:** According to the renewal application and confirmed by the teacher focus group during the site visit, the school utilizes various forms of qualitative and quantitative data to inform instruction and improve student outcomes. During classroom observations, the CSO site visit team observed teachers utilizing qualitative and quantitative data derived from skilled questioning, think-pair-share activities, observation of individualized station work, and the use of signal cards for students to monitor and efficiently communicate their progress. This data allowed teachers to pivot to reteach as necessary.
- **Indicator c:** The renewal application and the board focus group indicated that the academic committee within the board, in collaboration with school leaders and teachers, is responsible for assessing the quality and effectiveness of the academic program. This committee analyzes data from interim assessments and reviews insights from internal surveys, as well as feedback from the planning and coaching process.
- **Indicator d:** The school leadership and teacher focus groups identified multiple forms of instructional tools used to assess student progress toward State learning standards. These tools include mock NYS assessments, curriculum-embedded assessments, and benchmark assessments.

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

- **Indicator a:** During the site visit, the student support services focus group described the school's process for identifying students with disabilities (SWD) and ELL students. The director of special populations meets weekly with a scholar support team to discuss student goals, and the success of interventions. If a child is not making adequate progress, the school employs the child study process in collaboration with parents to gather specific data, create an action plan, and determine if an evaluation is needed. The school's Child Study Team includes multiple staff members such as the counselor, dean of culture and belonging, ELL teacher, and special education and general education teachers. Additionally, to identify students who may be language learners, the student's family completes the Home Language Survey at enrollment, and if warranted, the New York State Identification Test for English Language Learners (NYSITELL) is administered.
- **Indicator b:** The CSO site visit team observed staff as they provided support for diverse learners. Classroom observations and a review of the school schedule confirmed the presence of ICT classrooms at each grade level and a daily intervention block designed to support all students in mastering ELA skills through strategies aligned with the science of reading. Beginning in the 2024-2025 school year, La Cima introduced a 12:1:1 special education setting. During observations, the site visit team noted skilled teaching practices demonstrating that highly individualized instruction took place in an organized, productive, and respectful learning environment. Leadership in a focus group described the role of the director of special populations who oversees the school's implementation of special services and supervises support staff, including the ELL teacher, special educator, dean of culture and belonging, and school guidance counselor. The school program supports the needs of economically disadvantaged (ED) students and families. Parents in a focus

group described their satisfaction with afterschool and summer programming. The school also has a family coordinator who acts as a liaison for families and the community and provides school support resources.

- **Indicator c:** According to the renewal application, as well as observations and discussions during the student support services focus group, the director of special populations, in collaboration with the Scholar Support Team, meets weekly with teachers and intervention staff regarding the progress and needs of students receiving interventions. This includes monitoring goals and providing support for implementing interventions. Additionally, teachers in a focus group noted that they receive additional support in grade levels with a higher number of ELL students or students with Individualized Education Programs (IEPs).

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. 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>
1. Measures of Culture, Climate, and Student Engagement	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁴</p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁵</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
	<p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses</p>

⁴ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttendanceAbsenceandDayCalRptGuiderev3.6.18.pdf.

<i>Element</i>	<i>Indicators</i>
2. <i>Behavior Management and Safety</i>	<p>a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
3. <i>Family Engagement and Communication</i>	<p>a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
4. <i>Social-Emotional and Mental Health Supports</i>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the</p>

	educational program. The school has a McKinney-Vento Coordinator that staff can identify.
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Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: ***Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** The renewal application identified a systematic approach to addressing chronic absenteeism for all students and subgroups. These strategies, confirmed during leadership and student support focus groups, begin with the dean of culture and belonging who monitors attendance data weekly. Families receive a phone call each day their student is absent. If a student has five or more absences, the dean initiates communication with families to understand the underlying conditions and offer support. If a student is absent for 10 or more days, the dean begins a formal intervention process. Leadership in a focus group described proactive approaches the school implements to address common challenges faced by families and incentivize good attendance. La Cima provides families with afterschool clubs, a Friday bridge program to support families on early release days, and celebrations for good attendance. The school has also aligned its calendar to the New York City (NYC) Department of Education (DOE) school calendar to address increased absences on days NYCDOE schools are not in session.
- **Indicator b:** The school has reported a significant decrease in suspension rates during this charter term. Compared to the 2021-2022 school year which recorded 63 occurrences, the number decreased to 15 occurrences in the 2023-2024 school year. The NYS data website reports a one percent student suspension rate for the 2023-2024 school year. During the site visit, the school leadership focus group stated there were no suspensions to date for the 2024-2025 school year. School leadership attributes this to student engagement and its approach to behavior management, which includes CARE circles at the beginning of the day to increase relationship building, implementation of restorative and social-emotional learning (SEL) practices, and a partnership with the Interborough Developmental and Consultation Center for on-site counseling.
- **Indicator c:** The renewal application and school leadership outlined methods used to evaluate school climate and culture including the annual NYC School Survey, internal surveys, attendance and retention data, feedback from students and staff, discipline data, and input from authorizer site visits. Additionally, student council members described how the council offers a platform for them to express their opinions and provide feedback.

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

- **Indicator a:** According to school leadership, La Cima’s discipline policy is distributed to families at the start of each school year and is available in the family handbook on the school’s website. This policy clearly outlines the school’s approach to restorative practices, the behavior code, community expectations, progressive supports, and disciplinary responses. Teachers in a focus group described consistent schoolwide implementation of the plan with support from the dean and targeted professional development.
- **Indicator b:** The school’s discipline policy clearly describes the tiered approach to behavioral interventions and social-emotional supports for students. La Cima integrates the *QuaverReady* SEL program into daily lessons, holds daily CARE circles in each classroom, reinforces its CARE values, and uses restorative practices to resolve conflicts. The student support services focus

group identified the dean of culture and belonging as a key staff member who helps maintain a consistent positive culture by checking in with students, communicating with families, conducting learning walks with a focus on classroom culture, and greeting students and families every day at the door. In cases when students exhibit escalated behaviors, the school personnel refer to the progressive ladder of disciplinary responses outlined in the discipline policy. Parents in a focus group voiced their satisfaction with how La Cima addresses behaviors and described effective communication and consistent systems in place.

- **Indicator c:** The site visit team observed school entrances, classrooms, and hallways that appeared safe. La Cima is in a co-located space. Upon entry to the building, CSO team members were asked to sign in, provide identification, and were given visitor passes. La Cima students use a separate supervised entrance for arrival and dismissal; however, students who arrive late enter through the secure main entrance. Parents in a focus group described safe and orderly arrival and dismissal and pointed out how the dean greets students and families at the door daily.
- **Indicator d:** The student support services focus group identified the school counselor as the DASA coordinator. The discipline policy defines DASA and provides a comprehensive definition of bullying, harassment, and discrimination. School leadership emphasized their efforts to educate both students and staff on distinguishing between conflict and bullying. Parents in a focus group reported that the school promptly addresses all conflicts and reports of bullying. Additionally, students in a focus group were able to describe the difference between conflict and bullying.
- **Indicator e:** Classroom observations conducted during the site visit across more than 20 classrooms provided evidence that the learning environment was free from disruption and supportive of academic engagement. Students adhered to established routines, and teachers effectively and respectfully managed any disruptions that occurred.

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

- **Indicator a:** Parents in a focus group expressed that all communication with families is translated into Spanish or other languages, and translators are made available as needed for parent meetings, conferences, or virtual home visits. Participants from leadership, teacher, and parent focus groups highlighted the use of ClassDojo as a daily communication tool between teachers and parents, as well as Alma, a parent-accessible student information system providing academic, attendance, and behavioral data. Both platforms offer translation features.
- **Indicator b:** In the focus group discussions, both teachers and parents emphasized the open communication between families and educators, noting that teachers frequently respond to parent inquiries outside of school hours. The school fosters family engagement through various initiatives while providing translation services and additional support, as necessary. At the start of each school year, La Cima teachers conduct virtual home visits, and parent conferences are held twice annually. Furthermore, for the 2023-2024 school year, the school introduced student-led conferences and established the role of family coordinator. The student support services focus group highlighted the importance of family events, such as salsa dancing and Thanksgiving potlucks, which strengthen relationships and promote active engagement.
- **Indicator c:** The school utilizes the NYC School Survey to assess family satisfaction. Additionally, the school leadership and family focus groups referenced the parent association, family coordinator role, and the dean of culture and belonging as channels to assess family satisfaction. Both groups confirmed this input is considered for schoolwide decisions.
- **Indicator d:** The school provides a transparent process for responding to community and family concerns as described in the complaint policy, which is available in the school's Family Handbook. The handbook is available on the school website, and school leadership indicated it is distributed

to families at the start of each school year. The school has made approved revisions to the complaint policy during the 2024-2025 school year. Parents in a focus group expressed satisfaction with the process for voicing concerns or sharing input and stated that teachers and staff always make themselves available to meet with parents to discuss concerns.

- **Indicator e:** La Cima shares its NYS Report Card data by posting a link to the NYSED Data site on the school website, which was confirmed by the site visit team.
- **Indicator f:** At the time of the site visit, current NYS exam participation rates were not available on the school's website; however, this data is available at the NYSED Data site, which is linked on the school website.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** During the site visit, the CSO team observed one of the weekly SEL instruction blocks, which was led by the school counselor and a dedicated guidance intern. The counselor and teachers utilize *QuaverReady* curriculum's tiered levels of resources to address the social-emotional needs of all students. Leadership described, and the site visit team observed, CARE circles, which take place twice a day in each classroom. Observations provided evidence of a comprehensive and standards-based approach to SEL. Parents in a focus group described strategies teachers have employed to support their children, such as calming breathing techniques, headphones for sound sensitivity, soft lighting, and calming music. The students in a focus group stated they can always talk to their teacher, dean, or counselor if needed.
- **Indicator b:** The student support services focus group discussed using the Devereux Student Strengths Assessment (DESSA) to track the social-emotional needs of students, including students from subgroups, for identification of counseling services.
- **Indicator c:** During the site visit, the school leadership and student support services focus groups described frequent meetings to assess the impact of SEL programs. Additionally, the renewal application cited the DESSA is administered three times a year and results are used to assess the impact of the SEL programs.
- **Indicator d:** The renewal application listed professional development focused on SEL. These were confirmed in the leadership focus group, where participants described professional development during the summer and throughout the school year. These training sessions included topics such as CARE Circles, restorative practices, and trauma-informed practices.
- **Indicator e:** The renewal application stated that an average of 17 percent of the school population is homeless each year. The student support services focus group confirmed the guidance counselor as the McKinney-Vento coordinator for the school, who works with families to provide resources such as counseling, uniforms, coats, food, metro cards, and other supports as needed. The guidance counselor leads trainings at the beginning of the year to prepare all staff to meet the needs of McKinney-Vento eligible students. School leadership also described how the family coordinator assists in providing these supports.

Benchmark 4: Financial Condition

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

Finding: Meets

Over this charter term, the trajectory for this benchmark has remained consistent as “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 <https://www.nysed.gov/charter-schools/charter-schools-directory>.

- 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 1.50 and 3.00 is generally considered to be in good financial health. A score between 1.00 and 1.40 is considered adequate. La Cima Charter School’s 2023-2024 composite score is 2.76.

**Composite Scores
2019-2020 to 2023-2024**

<i>Year</i>	<i>Composite Score</i>
2019-2020	2.33
2020-2021	2.44
2021-2022	2.60
2022-2023	3.00
2023-2024	2.76

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

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. 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.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. 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 2023-2024 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

Element

Indicators

1. *Board Oversight and Governance*

- a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
- b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
- c. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
- d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter.
- e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
- f. The board engages in ongoing professional development.
- g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter.
- h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has remained consistent as "Meets."

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

- **Indicator a:** According to board focus group members, the board transitioned from the use of Board on Track leadership and self-evaluation tools to self-created evaluations. The school leader is evaluated yearly with feedback provided at a mid-year check in. Board members stated they collaborated with a consultant to create the leadership evaluation rubric. The board conducts its self-evaluation using a survey aligned to the La Cima trustee job description.

- **Indicator b:** The CSO approved the addition of four new board members in 2024. The board stated during the focus group that it is prioritizing onboarding and orientation for new members. The board currently has ten members with expertise in strategic planning, diverse learners, legal consulting, organizational leadership, finance, and instruction.
- **Indicator c:** The board demonstrates active oversight of the charter school. According to the renewal application and confirmed during focus group conversations, the board's Finance Committee meets monthly to review financial operations. Financial reports are also shared with the whole board at monthly meetings. The board stated they have been balancing the financial impact of lower enrollment while remaining focused on the mission of the charter. To reduce the fiscal impact of leadership positions, the board revised its organizational structure to eliminate the role of principal, which was combined with the executive director role. According to the board and leadership, they are monitoring the success of this change and have had positive feedback from stakeholders. The board stated it reviews the academic progress of the school during the annual school leader evaluation, as well as during monthly Academic Committee meetings.
- **Indicator d:** Board members in focus group discussions described their continuous improvement planning. The board has been actively building expertise with new members, setting goals such as committing to more frequent school visits, creating financial health plans for different enrollment scenarios, and has developed a 12:1:1 educational setting. The board also described its use of teacher surveys, administered by a consultant, to evaluate the school's areas of success and needs for improvement.
- **Indicator e:** The board regularly updates school policies with NYSED approval. During the charter term, the school made approved changes to its organizational chart, complaint policy, enrollment and admissions policy, bylaws, and discipline policy. The request to revise the key design elements (KDE) is currently awaiting Board of Regents approval.
- **Indicator f:** As described by board members during the site visit, the board participates in an annual retreat which includes participation in professional development activities in areas such as orientation for new board members, parliamentary procedures, the new evaluation tool, avenues for fundraising, and training new members according to board guidance documents.
- **Indicator g:** Discussions with the board focus group indicated that the school has full awareness of its governance role and legal obligations. The responsibilities of the members are outlined in the board handbook, which is updated annually. During the board focus group conversations, members were knowledgeable about all aspects of the school's operation and stated they meet with the executive director to discuss ELA test scores and enrollment and recruitment strategies.
- **Indicator h:** During the site visit, board members referenced the board handbook, which outlines the Charter School Performance Framework. The handbook includes components such as accountability goals and the school leader evaluation, both of which are aligned with the Performance Framework. These elements help the board track its progress in relation to these standards.

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 communicates a clearly defined mission and set of goals to staff and the school community.</p> <p>b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</p> <p>c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.</p> <p>d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>
2. <i>Professional Climate</i>	<p>a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</p> <p>b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.</p> <p>c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</p> <p>d. The school has established procedures for effective collaboration among teachers.</p> <p>e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</p> <p>f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</p>
	<p>a. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.</p>

<u>Element</u>	<u>Indicators</u>
3. <i>Contractual Relationships (if applicable)</i>	b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: ***School Leadership:***

- **Indicator a:** During the charter term, the organization chart has been revised to remove and combine leadership roles. The currently approved leadership positions include an executive director, family coordinator, instructional coaches, director of operations, and a director of special populations. The site visit team observed the school’s “arc of the year” document, which clearly describes and provides a timeline for reaching the school’s priorities for the academic year. This document is shared and reviewed with the school community annually.
- **Indicator b:** During the site visit, leadership described communication systems and decision-making processes that include communication of yearly goals at summer institute, weekly grade team meetings that often include school leadership, and weekly “team huddles” to share information and celebrate accomplishments. Teachers in a focus group stated that the addition of teacher leader roles has created an important layer of communication for staff.
- **Indicator c:** La Cima utilizes multiple strategies to hire and retain staff. The renewal application identified the use of hiring platforms such as LinkedIn and Indeed, as well as a human resources provider to support recruitment. At the time of the site visit, the school was in the process of hiring two teachers and a new family coordinator. During classroom observations, the school leadership team highlighted new instructional staff members and discussed various professional development plans targeted for their growth. Additionally, the school leadership focus group reported a 95 percent retention rate for the 2024-2025 academic year.
- **Indicator d:** The school leadership focus group referenced the schoolwide “arc of the year” document, which aligns to the Charter School Performance Framework standards and incorporates detailed goals and timelines to ensure the school meets the standards.

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

- **Indicator a:** The renewal application clearly describes the roles and responsibilities for staff, leadership, and the board. According to the board, these are also included in the board handbook. School leaders stated the changes in leadership positions and responsibilities have prompted newly developed roles and responsibilities, which are successfully being implemented.
- **Indicator b:** Board members in a focus group stated the executive director has worked with the academic committee to maintain certified teachers. School leadership described the role of a part-time retired teacher who provides coaching and develops action plans for uncertified teachers. The school provides professional development and instructional coaching during summer institute and throughout the school year to ensure staff have the skills necessary to meet the needs of students. These learning opportunities are aligned to the schoolwide goals outlined in the “arc of the year” document and to the needs of students and staff based on assessment data and observations.

- **Indicator c:** During the site visit, the school leadership and student support services focus groups reported that La Cima was fully staffed with the exception of two teachers and the family coordinator for which, at the time of the site visit, the school was in the process of hiring.
- **Indicator d:** Teachers at La Cima have multiple opportunities for collaboration. Teacher focus group participants cited Fridays as designated days for professional development, which is planned to support curriculum and instructional needs. Teachers also described how instructional coaches provide individualized professional development including both internal and external opportunities and one-on-one coaching sessions. Furthermore, the leadership team fosters capacity-building among classroom teachers by facilitating teacher-led professional development that emphasizes individual staff expertise and effective instructional strategies.
- **Indicator e:** During the site visit, the teacher focus group described positive changes to the teacher evaluation rubric to include accountability for intellectual preparation, instructional delivery, assessment and intervention data, learning environment, and classroom management. Teachers stated the changes have helped them to become more intentional about planning and collaboration with peers. Teachers and leadership described a transparent and supportive evaluation system that includes two formal evaluations annually and frequent check-ins during the year to follow up on progress.
- **Indicator f:** La Cima utilizes an internal survey and the NYC School Survey to gauge teacher and staff satisfaction. The survey is administered by a consultant who also assists in analyzing the data along with the board chair. Additionally, the board stated it uses the surveys to inform the evaluation of the school leader.

3. Element: ***Contractual Relationships:***

- **Indicator a:** n/a
- **Indicator b:** According to board members, La Cima contracts services for financial, human resources, and legal counsel, and utilizes a cost-benefit analysis to measure efficacy of service.

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

<u>Element</u>	<u>Indicators</u>
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, including in public-facing materials.</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:

Over this charter term, the trajectory for this benchmark has remained consistent as "Meets."

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

- **Indicator a:** The school's mission and KDE are outlined on its website. During the site visit, observations across more than 20 classrooms and focus group discussions demonstrated a shared understanding of the mission and KDE. Focus groups, including teachers, school leadership, parents, and student support services, highlighted various ways in which instruction, student support, and interventions emphasize a student-centered approach, inclusivity, social justice, and a research-based constructivist approach to math and ELA instruction. Additionally, the board focus group noted that they have established an academic committee to actively monitor and support the progress of the school's mission and KDE.
- **Indicator b:** La Cima has three KDE which were approved at the time of its 2021 renewal. Along with the 2025 renewal application, the school submitted a revision request to amend its KDE from "Constructivist Approach to Math and Balanced Literacy" to "Constructivist Approach to Math and the Science of Reading." This revision is awaiting Board of Regents approval. Evidence of KDE implementation is listed below.
 - **Scholar-Centered and Inclusive Learning Environment:** This KDE is fully implemented at La Cima and was evident during classroom observations that showcased a 12:1:1 program, intervention blocks with student-centered activities, students leading African drumming, CARE circles, and the implementation of a culturally relevant ELA curriculum. Students in a focus group discussed how their teachers genuinely care about their needs and interests. Additionally, the students at La Cima participate in student council and student-led conferences.
 - **Social Justice:** This KDE is fully implemented at La Cima and was evident during classroom observations and focus group conversations. During the focus group conversation with student council members, one student stated that being a part of student council "gives us an opportunity to be a leader and guide the school to a better place." As observed during the site visit, each classroom is named after a local or internationally known "changemaker." Students study these influential leaders throughout the school year. The site visit team observed a bulletin board with pictures of a school visit by the Brooklyn borough president,

- whom one of the classrooms is named after. La Cima's CARE principles and its responsive approach to student behavior also embody this KDE. Parents in a focus group described behavior responses as "handled with grace," and students described how behaviors have consequences but feel they are treated fairly.
- **Constructivist Approach to Math and Balanced Literacy:** The school has transitioned to an ELA curriculum based on the science of reading and has submitted a revision request to reflect this change in the KDE. This KDE is fully implemented at La Cima, as seen in classroom observations, particularly in math, where students engaged in productive struggle to reach solutions. The constructivist approach is also reflected in curriculum choices for ELA, math, and science.

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. High schools are meeting persistence rates commensurate with the NYSED target.

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>	a. The school is making regular and significant annual progress toward meeting the targets. 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. 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.

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to consistently enrolling less than 85 percent of its contracted enrollment throughout the current charter term.

1. Element: **Target are met:**

- **Indicator a:** La Cima consistently enrolled more ELL students than the DOL each year of the current term, with the most recent 2023-2024 data showing ELL student enrollment at +21 percentage points above the DOL, NYC CSD 16. The school’s enrollment of SWD and ED students closely approaches the DOL and is currently, 2023-2024, -3 and -2 percentage points below, respectively. The school’s retention rates also closely approach the DOL and overall, SWD, ELL, and ED differentials are -3, -2, +3, and -3 compared to the DOL.

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

- **Indicator a:** La Cima has struggled to meet its overall enrollment target of 85 percent of the contracted enrollment. In the 2023-2024 academic year, the school enrolled 56 percent of its contracted 330 students. The school submitted a revision request to the CSO to decrease its authorized enrollment to 240 students beginning in the 2024-2025 school year, which has been approved.

- **Indicator b:** La Cima has implemented various recruitment strategies to attract and retain all students, including SWD, ELL, and ED students. The school employs a weighted lottery to support the enrollment of SWD, leading to an improvement in their enrollment rate from -5 percentage points below the DOL in 2022 to -3 percentage points below in 2024. In a focus group, school leadership highlighted the use of ICT and 12:1:1 special education settings in targeted outreach efforts to attract SWD students. Parents in a focus group noted that recruitment materials are translated for ELL families and many families learned about the school through word of mouth. The renewal application outlines a parent referral program that builds on this strategy by entering referring parents into a prize drawing. Beyond subgroup-specific initiatives, the school also utilizes paid advertisements on social media and conducts outreach at local daycares and community organizations.
- **Indicator c:** The school does not have a systematic process for evaluating recruitment and outreach strategies. The renewal application stated that the school compares their subgroup enrollment and retention rates to the DOL and presents enrollment updates to the board.

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

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ol style="list-style-type: none">The school has compiled a record of substantial compliance with applicable State and federal laws and regulations 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; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to unresolved fingerprint clearance issues and failure to post some required documents on the school’s website.

1. Element: **Legal Compliance:**

- **Indicator a:** The school has compiled a record of compliance with applicable State and federal laws and regulations and the provisions of its charter. The renewal application describes regular review of policies and practices with input from legal counsel and financial services. The school website posts a link to the NYS report card and the family handbook, which contains the DASA policy, complaint policy, and code of conduct. However, at the time of the review, the current Annual Report, Freedom of Information Law (FOIL) policies, and current board of trustees meeting minutes could not be located on the La Cima website. Additionally, analysis of the faculty/staff roster submitted with the school’s 2023-2024 Annual Report showed four staff working at the school whose fingerprint clearance could not be verified. Although the school was able to provide clearance for those staff members, they were unable to provide evidence that any of the four

staff received clearance prior to the 2024-25 school year. The school also has a history of allowing staff to work prior to being cleared, which included nine new hires during the 2023-2024 school year.

- **Indicator b:** The school has not been required to undertake corrective action during the charter term and has maintained compliance with legal requirements, except for fingerprint clearance requirements.
- **Indicator c:** Analysis of the 2023-2034 faculty/staff roster showed eighteen uncertified teachers. After review with school leadership, it was determined that two of those listed as teachers on the roster were inaccurately reported and were teaching assistants and an instructional coach, which brings the school's number of uncertified teachers within statutory limits. The school leadership focus group identified that a part-time retired teacher provides coaching and action plans for uncertified teachers and the school pays for any certification fees.
- **Indicator d:** During this charter term, the school has requested and received approval from the NYSED CSO for non-material charter revisions, including updates to its complaint, conflict of interest, discipline, enrollment, and admissions policies, as well as modifications to its by-laws and organizational chart. Additionally, La Cima implemented a NYSED-approved change to its educational program by introducing a 12:1:1 special education setting. As part of its renewal application, the school has also submitted a revision request to amend its KDE.
- **Indicator e:** La Cima has not met its contracted enrollment target throughout the charter term. As detailed in Benchmark 9, the school was approved for an enrollment decrease in June 2024. However, based upon school reported enrollment for 2024-2025, the school is still only at 73 percent of its contracted enrollment of 240 students.
- **Indicator f:** The board focus group indicated that it seeks guidance with legal counsel when reviewing policies and handling issues that arise.

2025 NYSED Charter School Information Dashboard

Overview

Charter School Selection

LA CIMA CHARTER SCHOOL

BEDS Code

331600860924

2023-2024 Enrollment

185

ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NYC CSD 16
Total Public School Enrollment of Resident Students attending Charter Schools:	32%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-5
Address:	800 GATES AVE, BROOKLYN, NY, 11221
Website:	www.lacimacharterschool.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - BROOKLYN
Regent:	Hasoni L. Pratts
Active Date:	7/1/2008
Authorizer:	REGENTS
CEO:	MRS. LORI RIDDICK
CEO Phone:	347-696-5150
CEO Email:	lori@lacimacharterschool.org
BOT President:	MS. NIKKI CARROLL
BOT President Phone:	347-620-1624
BOT President Email:	nikki@lacimacs.org
Institution ID:	800000061085

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

BoR Charter School Office Information

Regional Liaison:	Jennifer Marshall
Performance Framework:	2019
Current Term:	07/01/21 - 06/30/25
2020-2021	Renewal
2021-2022	Check-in
2022-2023	Midterm
2023-2024	Check-in
2024-2025	Renewal

Benchmark Rating	Year of Rating
BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

LA CIMA CHARTER SCHOOL

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

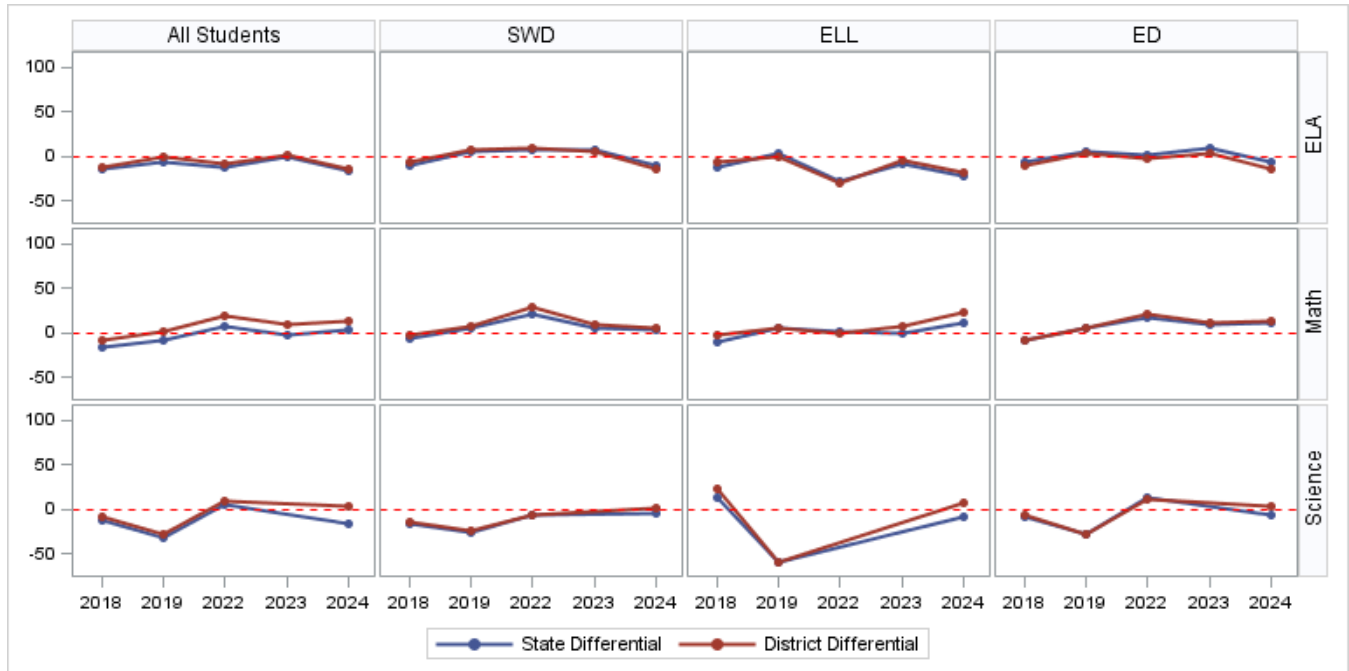
Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

La Cima CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2017-2018	30%	21%	27%	29%	34%	25%	33%	32%
2018-2019	33%	18%	10%	33%	41%	17%	11%	38%
2022-2023	54%	47%	44%	54%	51%	38%	50%	51%
2023-2024	38%	20%	13%	37%	61%	43%	50%	60%

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

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of La Cima CS and NYC CSD 16



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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

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

		ELA					Math					Science				
		La Cima CS	NYC CSD 16	District Differential	NYS	NYS Differential	La Cima CS	NYC CSD 16	District Differential	NYS	NYS Differential	La Cima CS	NYC CSD 16	District Differential	NYS	NYS Differential
All Students	2018	31%	42%	-11	45%	-14	33%	41%	-8	49%	-16	77%	84%	-7	89%	-12
	2019	40%	40%	0	46%	-6	43%	41%	+2	51%	-8	55%	82%	-27	86%	-31
	2022	31%	38%	-7	42%	-11	50%	31%	+19	43%	+7	85%	76%	+9	80%	+5
	2023	45%	44%	+1	46%	-1	51%	42%	+9	53%	-2	.	.	.	.	.
	2024	29%	43%	-14	45%	-16	57%	44%	+13	54%	+3	20%	17%	+3	35%	-15
SWD	2018	9%	14%	-5	18%	-9	16%	19%	-3	22%	-6	60%	73%	-13	75%	-15
	2019	23%	16%	+7	17%	+6	28%	21%	+7	22%	+6	43%	67%	-24	69%	-26
	2022	23%	14%	+9	15%	+8	39%	10%	+29	18%	+21	55%	60%	-5	60%	-5
	2023	26%	20%	+6	19%	+7	32%	22%	+10	26%	+6	.	.	.	.	.
	2024	9%	23%	-14	18%	-9	32%	27%	+5	28%	+4	10%	9%	+1	14%	-4
ELL	2018	17%	22%	-5	28%	-11	25%	28%	-3	34%	-9	88%	64%	+24	75%	+13
	2019	32%	32%	0	29%	+3	42%	37%	+5	36%	+6	14%	72%	-58	73%	-59
	2022	0%	30%	-30	28%	-28	33%	34%	-1	31%	+2	.	.	.	.	.
	2023	25%	29%	-4	32%	-7	38%	30%	+8	38%	0	.	.	.	.	.
	2024	7%	24%	-17	28%	-21	52%	29%	+23	41%	+11	13%	5%	+8	20%	-7
ED	2018	29%	39%	-10	35%	-6	31%	38%	-7	38%	-7	77%	83%	-6	84%	-7
	2019	41%	38%	+3	36%	+5	45%	39%	+6	40%	+5	53%	80%	-27	81%	-28
	2022	32%	35%	-3	31%	+1	49%	28%	+21	31%	+18	85%	73%	+12	72%	+13
	2023	45%	41%	+4	36%	+9	51%	39%	+12	41%	10	.	.	.	.	.
	2024	28%	41%	-13	34%	-6	55%	41%	+14	43%	+12	20%	16%	+4	25%	-5

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

All Students		ELA					Math					Science				
		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	La Cima CS	NYC CSD 16	Differential to District	NYS	Differential to NYS
Grade 3	2018	44%	46%	-2	51%	-7	42%	47%	-5	54%	-12	.	.	.	.	.
	2019	62%	46%	+16	52%	+10	64%	49%	+15	55%	+9	.	.	.	.	.
	2022	23%	45%	-22	46%	-23	52%	39%	+13	48%	+4	.	.	.	.	.
	2023	46%	45%	+1	45%	+1	68%	52%	+16	54%	+14	.	.	.	.	.
	2024	29%	48%	-19	43%	-14	54%	55%	-1	54%	0	.	.	.	.	.
Grade 4	2018	28%	48%	-20	48%	-20	33%	40%	-7	48%	-15	77%	84%	-7	89%	-12
	2019	34%	43%	-9	48%	-14	28%	41%	-13	51%	-23	55%	82%	-27	86%	-31
	2022	31%	41%	-10	42%	-11	61%	34%	+27	43%	+18	85%	76%	+9	80%	+5
	2023	63%	48%	+15	49%	+14	68%	39%	+29	54%	+14	.	.	.	.	.
	2024	28%	47%	-19	47%	-19	57%	47%	+10	58%	-1	.	.	.	.	.
Grade 5	2018	21%	29%	-8	37%	-16	25%	33%	-8	44%	-19	.	.	.	.	.
	2019	18%	31%	-13	38%	-20	33%	34%	-1	46%	-13	.	.	.	.	.
	2022	38%	28%	+10	38%	0	38%	20%	+18	37%	+1	.	.	.	.	.
	2023	24%	40%	-16	45%	-21	14%	35%	-21	50%	-36	.	.	.	.	.
	2024	30%	35%	-5	44%	-14	60%	32%	+28	49%	+11	20%	17%	+3	35%	-15

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

LA CIMA CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

La Cima CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	430	337	78%
2020-2021	430	265	62%
2021-2022	330	180	55%
2022-2023	330	199	60%
2023-2024	330	185	56%

1.a.ii. Subgroup Enrollment:

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

	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
2019-2020	18%	27%	-9	18%	7%	+11	88%	84%	+4
2020-2021	21%	26%	-5	2%	7%	-5	93%	86%	+7
2021-2022	22%	26%	-4	21%	9%	+12	97%	83%	+14
2022-2023	21%	26%	-5	25%	10%	+15	100%	84%	+16
2023-2024	22%	25%	-3	35%	14%	+21	86%	88%	-2

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

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
2019-2020	74%	80%	-6	68%	78%	-10	54%	79%	-25	75%	79%	-4
2020-2021	75%	86%	-11	79%	84%	-5	79%	86%	-7	74%	86%	-12
2021-2022	66%	80%	-14	72%	81%	-9	100%	75%	+25	68%	80%	-12
2022-2023	73%	79%	-6	70%	83%	-13	85%	77%	+8	73%	79%	-6
2023-2024	79%	82%	-3	79%	81%	-2	80%	77%	+3	79%	82%	-3

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.
- (2) For the students with disabilities and the English language learners 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).
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.

Charter School Fiscal Accountability Summary

LA CIMA CHARTER SCHOOL

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

2019 20	2020 21	2021 22	2022 23	2023 24
K-5	K-5	K-5	K-5	K-5
430	430	330	330	330
330	330	330	330	330
337	265	180	199	185

Total Current Assets
Non-Current Assets
Property, Building and Equipment, net
Restricted Cash
Security Deposits
Other Non-Current Assets
Total Non - Current Assets
Total Assets

280,537	2,161,572	1,146,154	132,830	561,771
172,095	202,820	293,322	497,279	116,262
27,358	29,817	16,208	-	27,700
1,164,663	-	-	-	-
1,644,653	2,394,209	1,455,684	630,109	705,733
442,142	480,442	984,680	887,194	715,503
100,004	100,024	100,044	100,063	100,083
13,765	13,765	5,330	5,330	5,330
-	-	-	1,193,013	1,348,233
555,911	594,231	1,090,054	2,185,600	2,169,149
2,200,564	2,988,440	2,545,738	2,815,709	2,874,882

LIABILITIES AND NET ASSETS

Current Liabilities
Accounts Payable and Accrued Expenses
Accrued Payroll and Payroll Taxes
Due to Related Parties
Refundable Advances
Other Current Liabilities
Total Current Liabilities
Long-Term Liabilities

90,918	194,509	216,087	132,177	7,302
429,234	347,648	308,740	221,738	249,824
-	-	-	-	-
-	11,915	32,610	2,079	-
-	-	-	-	86,293
520,152	554,072	557,437	355,994	343,419
-	-	-	-	-
-	900,000	-	-	-
-	900,000	-	-	-
520,152	1,454,072	557,437	355,994	343,419

Total Net Assets

1,680,412	1,534,368	1,988,301	2,459,715	2,531,463
1,680,412	1,534,368	1,988,301	2,459,715	2,531,463
2,200,564	2,988,440	2,545,738	2,815,709	2,874,882

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income
Total Operating Revenue

5,786,916	4,112,171	3,084,558	3,493,914	3,322,364
198,079	527,311	476,484	348,120	527,339
-	-	-	-	-
-	342,783	1,068,904	795,171	292,764
28,996	26,935	-	-	-
-	-	-	98,854	-
6,013,991	5,009,200	4,629,946	4,736,059	4,142,467

Total Program Services
Supporting Services

3,661,062	3,127,360	3,077,477	2,718,915	2,696,744
944,791	807,060	794,188	701,656	695,932
-	-	-	-	-
4,605,853	3,934,420	3,871,665	3,420,571	3,392,676
1,386,676	1,235,661	1,145,355	1,014,903	984,269
-	-	-	-	-
1,386,676	1,235,661	1,145,355	1,014,903	984,269
5,992,529	5,170,081	5,017,020	4,435,474	4,376,945
21,462	(160,881)	(387,074)	300,585	(234,478)

Net Assets - Beginning of Year
Net Assets - End of Year

1,952	-	-	-	-
-	-	-	170,829	127,812
-	-	-	-	-
37,956	14,837	841,007	-	178,414
39,908	14,837	841,007	170,829	306,226
61,370	(146,044)	453,933	471,414	71,748
1,619,042	1,680,412	1,534,368	1,988,301	2,459,715
1,680,412	1,534,368	1,988,301	2,459,715	2,531,463

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

17,846	18,903	25,722	23,799	22,392
118	56	4,672	858	1,655
17,964	18,959	30,394	24,658	24,047

Total Revenue

Expenses - Per Pupil

13,667	14,847	21,509	17,189	18,339
4,115	4,663	6,363	5,100	5,320
17,782	19,510	27,872	22,289	23,659
76.9%	76.1%	77.2%	77.1%	77.5%
23.1%	23.9%	22.8%	22.9%	22.5%
1.0%	2.8%	9.0%	10.6%	1.6%

2.33

2.44

2.60

3.00

2.76

Strong

Strong

Strong

Strong

Strong

Strong

Strong

Strong

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Strong

Strong

Strong

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Strong

WORKING CAPITAL

1,124,501	1,840,137	898,247	274,115	362,314
3.2	4.3	2.6	1.8	2.1
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

Debt to Asset Ratio
BENCHMARK and FINDING:
Ratio should be equal to or less than 1.0

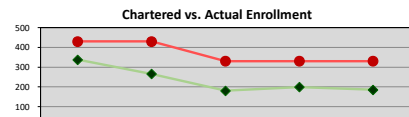
0.2	0.5	0.2	0.1	0.1
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

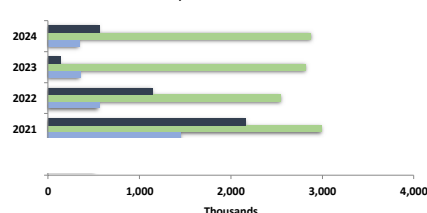
17.1	152.6	83.4	10.9	46.8
Does Not Meet Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard

TOTAL MARGIN

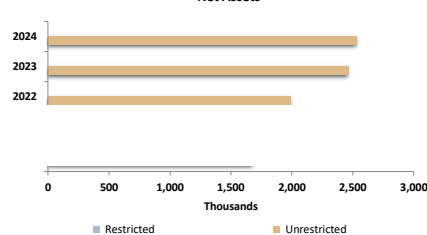
0.0	(0.0)	0.1	0.1	0.0
Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard



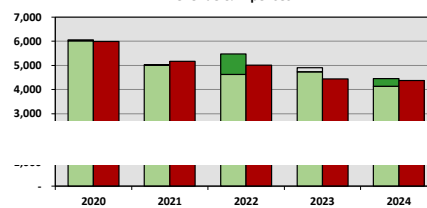
Cash, Assets and Liabilities



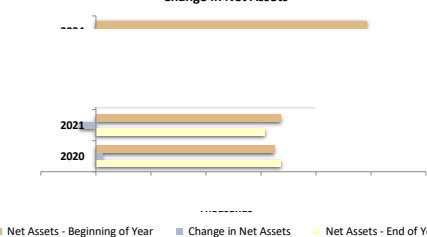
Net Assets



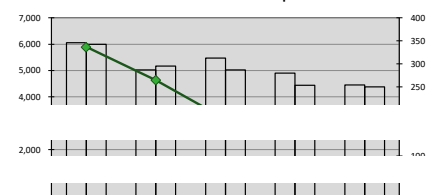
Revenue & Expenses



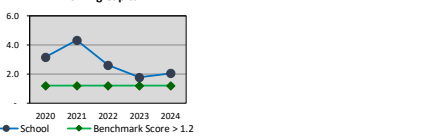
Change in Net Assets



Enrollment vs. Revenue & Expenses



Working Capital



Days of Cash

