



OCEAN HILL COLLEGIATE

Ocean Hill Collegiate

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Amanda Barile

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Amanda Barile (Senior Associate Director of School Support, Uncommon NYC) prepared this 2019-2020 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee Name	Position on the Board
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Jaz Grant has served as Principal of Ocean Hill Elementary School since 2018 and Meghan Fallon has served as the Principal of Middle School since 2019. Lauren Silver has served as the Director of Operations of the Elementary School since 2018 and Leah Clarke has served as the Director of Operations of the Middle School since 2020.

NARRATIVE DESCRIPTION

The mission of Ocean Hill Collegiate (OHC) is to prepare each student for college. Ocean Hill Collegiate opened in August of 2010. The middle school opened with 5th grade students and now serves students in 5th through 8th grade. Ocean Hill Elementary School opened in August of 2018 with kindergarten students. Last year, Ocean Hill Collegiate successfully served kindergarten, first, fifth, sixth, seventh, and eighth graders.

Ocean Hill Collegiate Charter School's design includes seven core components.

Focus on Literacy. Many of our students beginning their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of OHC students, therefore, is tied to mastering this fundamental skill. In 2019-20, OHC provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours and a half of daily literacy instruction;
- Requiring students to read reading level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry an independent reading book, checked out from our Library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- STAR tested every student 3 times during the year to monitor progress and ensure that students were being challenged by independent reading books on their reading level

Target Curriculum Focused on Basic Skills. OHC does not use an off-the-shelf curriculum. Rather, OHC uses curriculum developed by our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP) pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's share drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. OHC teachers will then save their lessons to our school's share drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. OHC administered internally-aligned Interim Assessments in 2019-2020. 2 Interim Assessments were given in History and Science, 4 Interim Assessments were given in Math, and 3 were

given in ELA. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. OHC teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. OHC also utilized the information to target content- and skills-driven tutoring and small-group instruction.

Our CAT team this year also began the use of weekly data collection through small assessments in both ELA and math. The data from these assessments was used by CAT and our LLPs to address gaps in content or skill that they could see trend across our Brooklyn Schools.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Ocean Hill Collegiate has an extended school day and school year. For most students, the regular school day began at 7:15 AM and ended at 4:00 PM

With hour-long periods four days a week and 45 minute periods on Fridays to allow for significant staff meeting and professional development time, all students at Ocean Hill Collegiate received the following weekly:

- 7 periods of Mathematics
- 10 periods of English Language Arts (Reading and Writing)
- 5 periods of Independent Reading
- 5 periods of Social Studies
- 5 periods of Science
- 3 periods of Enrichment (5th-7th grade)
- 3 periods of Music (8th grade only)
- 1 period Music (7th grade only)

Ocean Hill Collegiate students extended their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night.

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Ocean Hill Collegiate Charter School students, freshman year of college will be a natural extension of their educational experience at Ocean Hill Collegiate.

Ocean Hill Collegiate Charter School students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

OHC's school culture is based on its Core Values, which differ at both schools. In our Elementary School, OHC's school culture is based on its core values of optimism, generosity, unity, tenacity, bravery, and love. In our Middle School, the culture is based on the five core five core CREST values of "Celebration," "Respect," "Empathy," "Scholarship," and "Teamwork." Ocean Hill Collegiate students are expected to consistently demonstrate these values wherever they find themselves and are rewarded with merits when they model these values well or go above and beyond. Students earning merits receive the opportunity to represent the school on merit trips and trade their merits at Merit Auctions for tangible rewards. Every other month, by participating in merit-earned trips either with a group of the top merit

earners or one-on-one/two-on-one with staff members, merit winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service).

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2019-20, OHC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- At the Middle Academy, a “paycheck” system was used that defined clear expectations and immediate responses to behavior. “Dollars” were given for positive behavior and “deductions” were taken for negative or inappropriate behavior;
- Deduction and detention system that defined clear expectations and immediate responses to negative or inappropriate behavior
- At the Elementary Academy, a red/yellow/green color system was used that defined clear expectations and immediate responses to positive behavior;
- Opportunities at the end of every day in Afternoon Advisory to receive feedback from teachers and reflect

Insist on Family Involvement. OHC’s educational program is structured so that families must be involved in their child’s academic pursuits. In 2019-20, OHC families:

- picked up their child’s report card in person at the school two times; two additional report cards were emailed home to families in April and June due to COVID
- met with teachers and staff on multiple occasions to formally and informally discuss their child’s academic and behavioral performance;
- maintained an open line of communication with their child’s teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were notified if their child earned detention;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were offered the opportunity to participate in potlucks and watch their children perform in the talent show, Poetry Slam, and Performing Arts showcases;
- were invited to multiple social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

COVID-19 Closure

During the unexpected school closure due to COVID-19, OHC continued remote learning for all our students through June 2020. In grades K-1 and 5-8, OHC provided a digitally driven instruction model to continue and further student learning and mastery of objectives of untaught materials. This was designed to be adaptive to families’ varied schedules. This consisted of instructional videos and supporting resources, student practice tasks/deliverables, teacher office hours and teacher/parent

check-in (K-1) or teacher/student check-in (5-8). The online platforms used were EPIC!, Newsela, and Google Classroom. Below are the key components of weekly instruction.

- **Instructional Videos and Supporting Resources:**
 - Grades K-1: An assigned team of staff across Uncommon created a series of instructional videos that were posted to an in house created Google Site. Each instructional video included a supporting resource for students that guided learning. Accompanying student work packets aligned to instructional videos were mailed to all K-4 Uncommon students by 3/27/20.
 - Grades 5-8: An assigned team of staff across Uncommon created a series of instructional videos. The videos and resources were posted to a shared Google Drive, from which teachers then posted to their own Google Classrooms. Each instructional video included a supporting resource for students that guided note taking.
- **Student Practice Tasks/Deliverables:** In addition to tasks assigned by the instructional videos, students were also assigned work to practice mastery of previously learned material.
 - Grades K-1: Each week, students submitted two designated deliverables- 1 reading and 1 math to their teacher by sending a picture/scan of their work via email/text.
 - Grades 5-8: Each week, 1-2 tasks per content area were designated as a “deliverable,” which students submitted to their teacher by sending a picture/scan of their work via email/text.
- **Teacher Office Hours:** Teachers maintained daily office hours Monday through Thursday from 9am - 11am and 2pm - 4pm. During this time, students were able to ask questions and teachers could give feedback on work that was submitted to ensure students were understanding the content. Teachers could also schedule extra touchpoints with students who needed additional support over the course of the week.
- **Teacher/Parent Check-In (K-1) or Teacher/Student Check-In (5-8):** To maintain a personal touchpoint with individual students to ensure their well-being and to maintain community, all teachers scheduled 10 - 20-minute check-ins with students at least one time per week. The goals of the check-in included: checking in on student well-being, determining if students have any personal/family needs, providing feedback or answering questions about student work. (For grades 5-8 these check-ins were split by advisories or by content area(s) based on school leader discretion).
 - School leaders (Principals and Directors of Operation) also provided support as needed to ensure the academic progress and wellness of students. Additionally, if a teacher was struggling to reach a student and/or the student was not completing their work, a school leader followed up with the student and/or family to reset expectations and help determine solutions to any issues.

Families who reported not having access to wifi enabled devices received Chromebooks delivered directly to the student’s homes by the end of April.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	N/A	N/A	N/A	N/A	N/A	81	81	71	66	N/A	N/A	N/A	N/A	299
2016-17	N/A	N/A	N/A	N/A	N/A	84	81	84	76	N/A	N/A	N/A	N/A	325
2017-18	N/A	N/A	N/A	N/A	N/A	82	85	86	79	N/A	N/A	N/A	N/A	332
2018-19	61	N/A	N/A	N/A	N/A	74	80	87	82	N/A	N/A	N/A	N/A	384
2019-2020	34	58	N/A	N/A	N/A	60	83	71	71	N/A	N/A	N/A	N/A	377

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

ALL UNCOMMON NEW YORK CITY STUDENTS WILL BE PROFICIENT READERS AND WRITERS OF THE ENGLISH LANGUAGE.

BACKGROUND

The Ocean Hill Collegiate (OHC) English Language Arts curriculum reflects our understanding that literacy is the foundation upon which all future knowledge is built. We provide our scholars with 150 minutes of reading instruction each day. Our reading program overcomes our scholars' early literacy deficits by aggressively accelerating them through a coherent set of curricula that addresses five components of early literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The foundation of our reading curriculum lies in four complementary, research-based programs – Direct Instruction (Reading Mastery); Computer Reading Program; reading comprehension instruction based on the lesson plans of other Uncommon Schools teachers; guided reading instruction based on the STEP assessment, and explicit vocabulary instruction through Text Talk (designed by noted vocabulary expert Isabel Beck). We incorporate these five components of early literacy to provide a rigorous reading education.

All Ocean Hill Elementary School scholars start the day with a 25-minute Read Aloud, where they sit on the rug, listen to their teacher read to them from a text taken from the Text Talk Program or a teacher-selected text, and answer questions that increase their reading comprehension skills and vocabulary base. Teachers select texts which allow them to teach particular comprehension concepts that are being taught during Reading Comprehension.

The Reading Mastery program, which Elementary School teachers use as the curriculum for one of the daily 45-minute reading blocks, has an extremely strong research base. It is particularly effective in building the core decoding and fluency skills of students; moreover, the program is designed in a very linear, sequential manner. Students are not allowed to move on until they show mastery of the reading material. The Ocean Hill Elementary School program gives scholars five 45-minute Reading Mastery lessons a week in order to rapidly accelerate them to mastery.

Scholars spend three 45-minute blocks each week doing Reading Comprehension. During this time, scholars delve into authentic literature and practice independent reading strategies. Scholars spend two 45-minute blocks each week doing Guided Reading using the STEP assessment. During this time, teachers use the assessment data as tools that are organized into a developmentally sequenced set of tasks that can help them understand the developmental status of individual students and a class of students at any given point. They also help a teacher analyze students' progress over time.

Scholars spend their third 45-minute reading block each day of the week on the classroom computers using the computer Reading Program, which provides engaging individualized early literacy instruction that reinforces both phonics and comprehension skills.

Because we have two teachers in each classroom through 4th grade, all Ocean Hill Elementary School scholars are able to rotate through the above-mentioned three 45-minute reading blocks each day in groups of 10-11 scholars, following the below schedule. Between each reading group, scholars engage in a fun and energizing transition routine (e.g. singing the "Look at how I move! Dance to get from the desks to the rug").

In the Middle School, students receive 60 minutes of reading and writing instruction daily, independent reading on several days of the week, as well as a robust library with word incentives, including special t-shirts for students who reach up to 1,000,000 words. During independent reading, students can read an independent reading book on their level. Their levels are determined by the STAR Reading Assessment 4 times a year. The school library carried books ranging across all grade levels to support scholars' growth and knowledge. Scholars were given point goals every month to aid in increasing reading levels.

Ocean Hill Collegiate administers several different assessments throughout the year for various grade levels. Commercial assessments include the STEP Program (see "Summary of ELA Goal" section). School-created assessments include: bimonthly writing compositions and quarterly Interim Assessments. A full-time Learning Support Coordinator (Special Education Coordinator) helps the Principal develop and lead extensive and intensive professional development to ensure that Ocean Hill Collegiate's English Language Arts Goals are met.

Every year the school provides teachers with an intensive training program whereby we instruct teaching, student behavior management techniques, and strategies to employ in the classrooms and throughout the school. We achieve and maintain complete consistency in messaging, expectations, and responses to student behavior and academic standards throughout the school. Additionally, all staff meet one day each week to review the past week's progress and to finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

METHOD

OHC typically uses internally developed Interim Assessments and Final Examinations in addition to the criterion-referenced New York State exams in ELA. Given the cancellation of state testing in the 2019-2020 school year due to COVID-19 and the transition to remote learning in March, OHC administered 3 of the typical 6 internally-developed interval assessments for ELA in Elementary and Middle school. The interval assessments in ELA are aligned to state standards and to the school's scope and sequence. Starting in August, teachers and administrators develop curricular strategy, unit plans, and daily lessons based upon the scope and sequence. At the close of each unit, an assessment is administered, graded,

and data shared so that teachers and administrators can develop action plans based on objective, standards-driven data. The principal and leadership team work closely with teachers at every step of this process, giving feedback on daily lesson plans, curriculum, action plans, and the implementation of these plans.

After the interval assessments were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. The school also utilized the information to target content- and skills-driven tutoring throughout the day in school from January to April (due to closure for COVID).

After the transition to remote learning in March, students used Google Classroom for ELA instruction. This consisted of watching pre-recorded videos and reading whole-class novels at the middle school level with daily deliverables. Teachers held office hours and tutored small groups of students. Students with support services continued to receive specialized instruction.

RESULTS AND EVALUATION

Based on data from the Interim Assessments administered in 2019-2020, we are making progress towards our goals. At Ocean Hill Collegiate 42.2% of students achieved proficiency or advanced status on their first ELA Interim assessment and 46.2% of students achieved proficiency or advanced status on their final ELA Interim assessment of the year. We will continue to work towards a higher percentage of students meeting this metric for School Year 2020-2021.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

OHC is making progress towards meeting the ELA goal for the 2019-2020 school year based on the interim assessments that were administered in Grades K-8.

ACTION PLAN

Literacy is the foundation on which all other learning rests, and accordingly, English Language Arts (ELA) instruction lies at the core of Ocean Hill Collegiate's curriculum. OHC has demonstrated progress towards all remaining goals and is continuously improving upon its literacy instruction. OHC realizes that, similar to most urban public schools, this is still an area for growth.

Based on historical accountability progress performance, Ocean Hill Collegiate urgently made adjustments to improve outcomes for students since last year. This year we intend to strengthen skills as well as systems for responding to data. Our Dean of Curriculum and Instruction will hold weekly practice groups with their newest teachers to give feedback and improve instruction provided to students, Instructional Leaders will review teacher lesson plans weekly and provided feedback before implementation, and leaders will increase the amount of real time feedback given to teachers during the school day. Additionally, our instructional leadership along with the Uncommon Curriculum and Development team will lead professional development sessions in addition to Weekly Data Meetings and Creating Response to Data Lessons. As a result, we intend to see an increase in student performance on the NYS ELA exam for this coming year and make more progress toward our absolute, growth and comparative ELA accountability goals and measures for school year 2020-2021.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

STUDENTS WILL DEMONSTRATE COMPETENCY IN THE UNDERSTANDING AND APPLICATION OF MATHEMATICAL COMPUTATION AND PROBLEM SOLVING.

BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take at least 90 minutes of math per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

METHOD

Ocean Hill Collegiate typically uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

During the 19-20 academic year, OHC was only able to use Internally developed Interim Assessments in Mathematics due to the COVID pandemic and shift to remote learning in mid-March. Ocean Hill Collegiate administered 2 internally developed and aligned Interim Assessments in K-1 and 4 internally developed and aligned Interim Assessments in 5-8. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. Ocean Hill Collegiate also utilized the information to target content- and skills-driven tutoring throughout the day in school from January to April (due to closure for COVID).

During remote learning starting in mid-March 2020 through mid-June 2020, OHC continued to have consistent Math instruction where scholars in Grades K-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran Math teachers and completing a written task generating a work product at least 2 days per week. Teachers provided weekly feedback on submitted written assignments. Scholars also were able to attend optional live remote instruction. Live remote instruction was data driven based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the written assignments submitted.

RESULTS AND EVALUATION

Based on data from the Interim Assessments administered in 2019-2020, we are making progress towards our goals. At Ocean Hill Collegiate 54.1% of students achieved proficiency or advanced status on their first Interim assessment and 57.1% of students achieved proficiency or advanced status on their final Interim assessment. We will continue to work towards a higher percentage of students meeting this metric for School Year 2020-2021.

Usually Ocean Hill Collegiate's 8th grade cohort completes the Algebra 1 Regents exam in June of each year. Due to COVID and the shift to remote learning in March, we do not have Algebra 1 Regents data for the 2019-2020 school year.

SUMMARY OF THE MATHEMATICS GOAL

Ocean Hill Collegiate is working towards the goal of having all tested students score proficient on their most recent Interim Assessment.

ACTION PLAN

Ocean Hill Collegiate is making progress towards meeting its math accountability goals for school year 2019-2020 and has demonstrated progress towards remaining goals.

Over the course of the past school year Uncommon Schools has made continuous changes to its program in order to ensure that its curriculum, schedule, and instruction best support student learning in math. Changes include: switching from Saxon math to a Math Investigations-based curriculum to better align to NYS Learning Standards rooted in conceptual math; revising math lessons so that student activities more closely align to the objective; revising scope and sequences to ensure that math meetings in grades K-4 and fact practices in grades 5-7 are focused solely on reviewing difficult-to-master material throughout the school year; revising quarterly Interim Assessments to ensure that each NYS Learning Standard is taught, assessed and ultimately mastered; and, finally, prioritizing differentiated teacher development.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. During Remote and Hybrid learning, we strive to continue to provide both real-time feedback and consistent feedback on written work submissions via teacher-led sessions on Zoom and comprehensive feedback on graded assignments. As a network, we plan to continue to implement a small group instruction into the day for four months starting in January and ending in May. There, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

GOAL 3: SCIENCE

Goal 3: Science

STUDENTS WILL DEMONSTRATE PROFICIENCY IN THE UNDERSTANDING AND APPLICATION OF SCIENTIFIC PRINCIPLES.

BACKGROUND

Ocean Hill Collegiate’s Science curriculum is aligned to the NY State standards and includes the use of both authentic text such as articles, or passages from non-fiction texts, and the use of text books in class to ensure that students are reading to learn new material presented.

The science curriculum at OHC has been designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards. OHC continues to partner with Uncommon Schools to procure externally-developed, Common Core-aligned curriculum and assessments, which are based on the successful outcomes of the highest performing schools in the network. Lesson plans associated multi-media resource materials and assessments are aligned to NYS standards. The curricula are designed with minute-by-minute plans for teachers to execute in their classrooms. The plans include a variety of activities: hands-on experiments, reading and responding to complex non-fiction texts, classroom discussion and debate of key issues, vocabulary instruction, and student presentations.

Science instruction consistently reinforced both math and reading skills, and our science teachers frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills.

In terms of supporting literacy, professional development time is dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

During the shift to fully remote learning in March 2020, OHC students in Grades K-1 continued to incorporate Science instruction into Reading and Math instruction which consists of students watching a video and completing a task 2 days a week and completing passage practice or problem-solving tasks 3 days a week. Teachers assigned Science based books through the EPIC! website that aligned to the Science materials that were presented in the videos and packets.

Reading	2 days a week, students watch a video and complete a task. 3 days a week, students complete passage practice tasks.
Math	2 days a week, students watch a video and complete a task. 3 days a week, students complete mixed review/problem-solving.

Students in Grades 5-8 school continued Science instruction 5 days a week in which the students watched videos created by veteran Science teachers from Uncommon and completed an assigned science task.

METHOD

The school administered two internal interim Science assessments in grades 5-8 prior to the switch to remote learning in March 2020.

RESULTS AND EVALUATION

OHC students in grades 5-8 took 3 rounds of internal Interim Assessments that were compared to other Uncommon Schools in our network. 44.4% of scholars in grade 8 passed the first IA and 41.9% passed the third IA.

For 8th grade, we are making progress towards meeting our goal.

SUMMARY OF THE K-8 SCIENCE GOAL

Ocean Hill Collegiate is making progress towards achieving their Science goals for the 2019-2020 school year. The 8th grade students were working towards performing at or above proficiency on their internal Interim Assessments.

ACTION PLAN

While OHC has been pleased with its 8th grade science results in the past, we acknowledge that there is always room for improvement.

In 2020-21, Ocean Hill Collegiate will continue to employ our internally created science programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science.

Ocean Hill Collegiate remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and will support their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Science. OHC plans to do the following things to ensure that students continue to progress in this measure:

1. Implement the Reading Taxonomy and Science Taxonomy techniques in all Science classes to continue to improve teaching practices in these classes
2. Continue to prepare our 8th grade students for the Living Environment Regents in June
3. Continue to use fourth, fifth and sixth grade science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during seventh and eighth grade
4. Encourage collaboration between science and literacy teachers so that comprehension and vocabulary strategies taught in reading class are incorporated into science class during non-fiction lessons. Science teachers will be responsible for teaching all textbook features through science instruction. These skills will then be reinforced by the reading teacher while reading non-fiction texts. In addition, Science and Writing teachers will continue to collaborate to give students practice in research and non-fiction writing.
5. Provide professional development and common planning time dedicated to collaboration between science, math, and literacy teachers to ensure that the science curriculum continues

to reinforce essential math and reading comprehension skills. The class schedule was created with these periods in mind. Each of these teachers has at least one period a week that they can meet with their counterpart to discuss these skills. As mentioned previously we will also be using our PD time as a staff to focus on this. Observations, lesson review and video will be used to help provide feedback to our teachers on this topic.

GOAL 4: ESSA

Goal 4: ESSA

THE SCHOOL WILL REMAIN IN GOOD STANDING UNDER THE STATE’S ESSA ACCOUNTABILITY SYSTEM.

Goal 4: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status is based on 2018-19 results. Ocean Hill Collegiate received a “Good Standing” status under ESSA in 2018-2019. The school has diligently worked to meet each ESSA requirement and comply with all stated guidelines for testing and we will maintain this going forward.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing

Application: Ocean Hill Collegiate Charter School

Hanna Campbell - hcampbell@oceanhillcollegiate.org
Annual Reports

Entry 1 School Info and Cover Page

Completed - Aug 2 2020

[Instructions](#)

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

OCEAN HILL COLLEGIATE CHARTER SCHOOL 332300860936

a1. Popular School Name

Ocean Hill Collegiate Charter School

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #23 - BROOKLYN

d. DATE OF INITIAL CHARTER

7/2010

e. DATE FIRST OPENED FOR INSTRUCTION

8/2010

h. SCHOOL WEB ADDRESS (URL)

<https://nyc.uncommonschoools.org/ocean-hill-collegiate/>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

458

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

398

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served	K, 1, 5, 6, 7, 8
---------------	------------------

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Uncommon Schools
PHYSICAL STREET ADDRESS	826 Broadway
CITY	New York
STATE	NY
ZIP CODE	10003
EMAIL ADDRESS	mblake@uncommonschoools.org
CONTACT PERSON NAME	Michael Blake

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

	Yes, 2 sites
--	--------------

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1137 Herkimer Street, 4th Floor Brooklyn, NY 11233	718-250-5765	NYC CSD 23	5-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Meghan Fallon	718-250-5765		mfallon@oceanhillcollegiate.org
Operational Leader	Leah Clarke	718-250-5765		leah.clarke@oceanhillcollegiate.org
Compliance Contact	Mary Katherine Flynn	718-250-5765		mflynn@uncommo nschools.org
Complaint Contact	Mary Katherine Flynn	718-250-5765		mflynn@uncommo nschools.org
DASA Coordinator	Alicia Wilson	718-250-5765		alicia.wilson@unco mmonschoo ls.org
Phone Contact for After Hours Emergencies	Leah Clarke	718-250-5765		leah.clarke@unco mmonschoo ls.org

m1b. Is site 1 in public (co-located) space or in private space?

Co-located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	N/A	No		No		No

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	791 Empire Boulevard Brooklyn, NY 11213	347-390-3190	NYC CSD 18	K-2	No

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Jaz Grant	347-390-3190		jgrant@uncommonschoools.org
Operational Leader	Lauren Silver	347-390-3190		lauren.silver@uncommonschoools.org
Compliance Contact	Madlen Read	347-390-3190		mread@uncommonschoools.org
Complaint Contact	Madlen Read	347-390-3190		mread@uncommonschoools.org
DASA Coordinator	Karen Galindo	347-390-3190		Karen.Galindo@uncommonschoools.org
Phone Contact for After Hours Emergencies	Lauren Silver	347-390-3190		lauren.silver@uncommonschoools.org

m2b. Is site 2 in public (co-located) space or in private space?

Co-located Space

m2c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 2	N/A	No		No		No

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Maximum Approved Enrollment	The school revised its chartered enrollment to more accurately reflect actual enrollment for the remainder of the current school year and for	February 5, 2020	March 10, 2020

		all subsequent years of their future approved charter.		
2	Change in student/family handbook	The school completed its annual revision of its student and family handbook in order to ensure compliance, clarify language for parents and students, and to reflect practice in schools.	June 18, 2020	N/a - only non-material revisions were made
3	Change in teacher/staff handbook	The school completed its annual revision of its employee handbook in order to ensure compliance and to best support all staff.	June 18, 2020	N/a - only non-material revisions were made
4				
5				

More revisions to add?

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

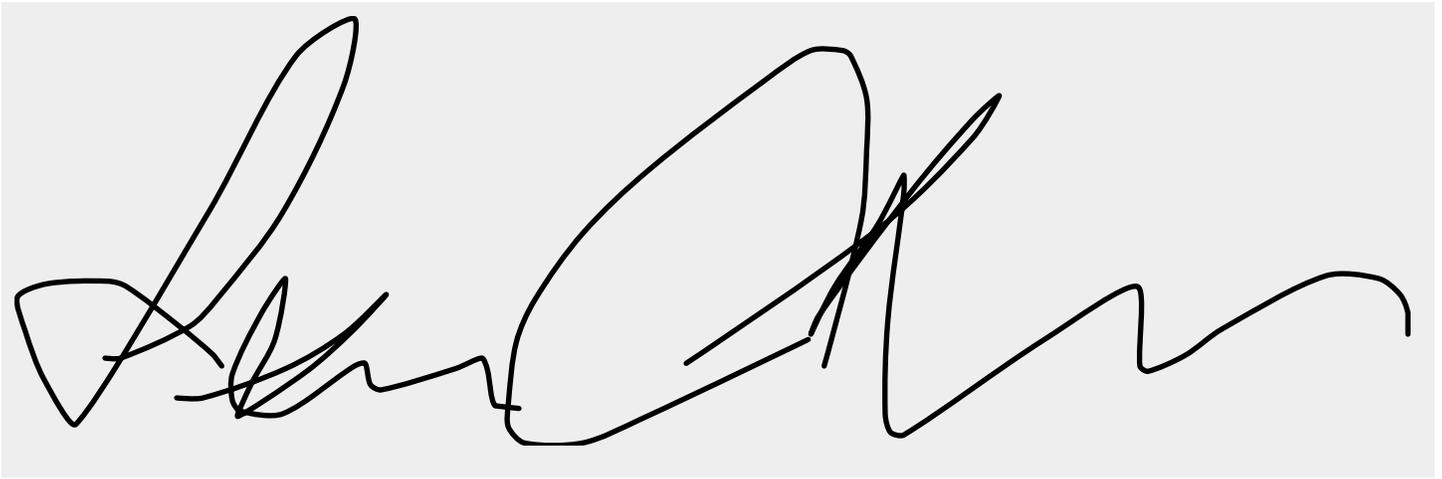
Name	Leah Clarke
Position	Director of Operations
Phone/Extension	718-669-7461
Email	lclarke@uncommonschoools.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

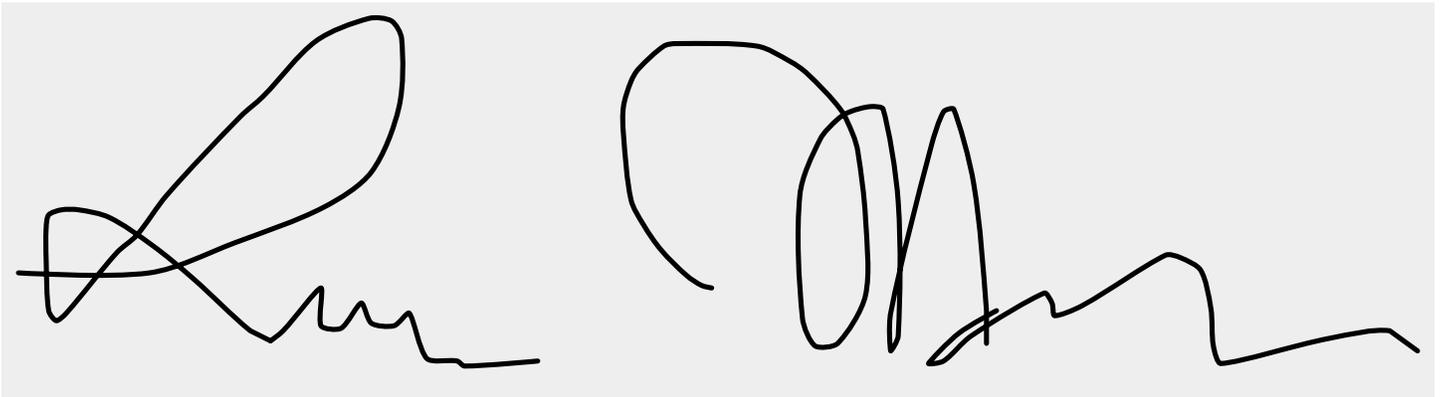
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, starting with a large loop on the left and ending with a long, sweeping tail on the right.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, starting with a large loop on the left and ending with a long, sweeping tail on the right.

Date

Aug 2 2020

Thank you.



Entry 2 NYS School Report Card

Completed - Aug 2 2020

[Instructions](#)

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

OCEAN HILL COLLEGIATE CHARTER SCHOOL 332300860936

NEW YORK STATE REPORT CARD

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

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

<https://data.nysed.gov/essa.php?year=2019&instid=800000063977>

Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

Entry 7 Disclosure of Financial Interest Form

Completed - Aug 2 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools:** [Disclosure of Financial Interest Form](#)
- **SUNY- Authorized Charter Schools:** [Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[Merged_DisclosureForms](#)

Filename: Merged_DisclosureForms_5UZk5Xx.pdf **Size:** 7.3 MB

Entry 8 BOT Membership Table

Completed - Aug 3 2020

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 8 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

OCEAN HILL COLLEGIATE CHARTER SCHOOL 332300860936

1. 2019-2020 Board Member Information (Enter info for each BOT member)

	Trustee	Position	Committ	Voting	Number	Start	End Date	Board
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	Name and Email Address	on the Board	ee Affiliations	Member Per By-Laws (Y/N)	of Terms Served	Date of Current Term (MM/DD/YYYY)	of Current Term (MM/DD/YYYY)	Meetings Attended During 2019-2020
1	Liton Mann III – llmann@stblaw.com	Chair	Executive , Academic	Yes	4	06/01/2019	06/01/2022	5 or less
2	Brett Peiser bpeiser@uncommonschoools.org	Other	N/A	Yes	5	06/01/2019	06/01/2022	5 or less
3	Chrystal Stokes Williams chrystalstokes@yahoo.com	Other	Audit, Advocacy	Yes	4	06/01/2020	06/01/2023	5 or less
4	Ekwutozia U. Nwabuzor eunwabuzor@gmail.com	Other	Executive , Academic	Yes	2	06/01/2019	06/01/2022	5 or less
5	John Greenstein John.greenstein@bluescape.com	Other	Finance, Advocacy	Yes	5	06/01/2020	06/01/2023	5 or less
6	John Kim jkim@generalcata	Other	Finance	Yes	2	06/01/2019	06/01/2022	5 or less

	lyst.com							
7	Joseph F. Wayland Joseph.Wayland@Chubb.com	Other	Executive , Finance	Yes	3	06/01/2019	06/01/2022	5 or less
8	Michael Hall myhall99@gmail.com	Other	Advocacy	Yes	4	06/01/2018	06/01/2021	5 or less
9	Shakima Jones shakimajones@yahoo.com	Other	Advocacy , Finance	Yes	3	06/01/2019	06/01/2021	5 or less

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
10	Tony Pasquariello tony.pasquariello@gs.com	Vice Chair	Executive	Yes	3	06/01/2018	06/01/2021	5 or less
11	Jabali Sawiki jabalisawicki@gmail.com	Other	Academic	Yes	1	12/01/2019	06/01/2023	5 or less
12	Ann Mathews Ann.Mathews@gs.com	Other	Academic	Yes	1	06/01/2018	06/01/2021	5 or less
13								
14								
15								

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2020	12
b.Total Number of Members Added During 2019-2020	1
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	12

3. Number of Board meetings held during 2019-2020

5

4. Number of Board meetings scheduled for 2020-2021

4

Thank you.

Entry 10 Enrollment & Retention

Completed - Aug 3 2020

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress

toward meeting its enrollment and retention targets in 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

OCEAN HILL COLLEGIATE CHARTER SCHOOL 332300860936

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	<ul style="list-style-type: none">• All Uncommon Schools in New York City worked together on community outreach and enrollment efforts. By combining our efforts and sharing information about all of our schools at one time, we were able to reach far more students in New York City than if our schools worked independently.• Uncommon Schools NYC hosted a network-wide Community Day, in which all Uncommon Schools have come together to canvass across Brooklyn, while simultaneously partnering with community organizations to host events in some of our biggest Community School Districts.• The School used a combined Uncommon Schools application	

Economically Disadvantaged

that allowed families to apply to multiple Uncommon Schools with just one application. This made it easier for a family to learn about and access all of our schools and allows our schools to reach a broader population of students.

- In addition to the combined Uncommon Schools application, the School participated in the New York City Charter School Center’s Common Application for all charter schools in NYC. By continuing to offer our application as part of the common application for all charter schools, we are able to reach an even broader population of students.

- The School sent out multiple mailings to prospective students throughout the year through Vanguard Direct, Inc., focusing on the zip codes near our schools that have the highest number of FRPL and ELL students. Materials were sent out in English and Spanish, and included a self-addressed, stamped envelope to limit the barrier to return the completed application.

- The School ran both English and Spanish language ads in the New York City Housing Authority Journal. On their website, the NYCHA Journal says they are “hand-delivered to each of the 178,000 apartments in NYCHA’s 334 public housing developments throughout the five boroughs.” It was also be distributed to more than 10,000 NYCHA employees, and mailed to elected officials and community leaders. It was also available

The school will continue the efforts at left to recruit economically disadvantaged students, and will also:

- Implement a more robust community canvassing plan that involves current families.
- Expand digital advertising

through email subscription.

- The School ran both online and in-print Spanish language ads in El Diario – a Spanish language daily newspaper with high circulation throughout Brooklyn.
- The School partnered with El Diario to send a direct Spanish-language email to families that live within our school zip-codes and have school-aged children.
- The School ran advertisements for enrollment on buses with strategic routes throughout the CSDs we serve in Brooklyn.
- Additionally, we implemented an MTA bus shelter advertisement in high pedestrian traffic areas of the neighborhoods in which our schools are located to reach families from within our community school district. The bus shelter advertisements included school-specific information as well as information about our schools, programs, and populations served.
- The School visited the NYCHA sites within our neighborhood on multiple occasions to hang flyers, leave applications and speak with residents to ensure that residents of these locations were aware of our school and have the necessary information and materials needed to apply.
- The School ran a digital advertisement campaign that targeted families that live in zip codes near our schools and that have a high number of FRPL eligible and ELL students.
- The School participated in

efforts to reach a broader population.

education, health, and career fairs in our school neighborhoods to share information about individual schools and our admissions and application process.

- In order to continue efforts to widely disseminate information about our School to prospective families, this year, the School worked with broadcasting agency, Entercom to run advertisements on two popular NYC radio stations.

See the response to “economically disadvantaged students” above. In addition, the school:

- Used Census tract data to create maps showing the distributions of the populations of the top five most spoken languages after English.
- Using these maps, we created community canvassing walks for the School to take to travel through those neighborhoods. On the walks, school staff and families visited local stores, organizations, shelters, and apartment buildings and hung flyers and left brochures and applications in English and Spanish at each location. In addition, school staff spoke to residents along the way (in English and in Spanish) to spread the word about our schools.
- We will continue to translate all our outreach materials that are distributed by our schools. Materials were produced and disseminated in English and

English Language
Learners/Multilingual Learners

Spanish will include our enrollment website and online lottery and waitlist applications, paper lottery applications, full color brochures and flyers, posters, informational packets, and tear away information sheets.

- We utilized the New York City Charter School Center’s Common Application, which is available to families in six different languages.
- We identified high priority local community organizations to reach out to, based on factors including location, age group served, and proximity to high non- English-speaking populations. Each organization received a call from the regional admissions office by a fluent Spanish speaking staff member and a mailing including brochures, flyers and applications in all relevant languages.
- We met with the Committee for Hispanic Children, a non-profit referral service which helps Hispanic families find daycares, schools and enrichment programs for their students, to ensure that they were aware of our schools as an option for their families and provided them with outreach materials that they could share with the families that they serve.
- A Spanish speaking staff member was available at our admissions office by phone and email 40 hours a week during student recruitment season.
- We took advantage of the

The school will continue the efforts at left to recruit ELL students, and will also:

- Implement a more robust community canvassing plan that involves current families.
- Expand digital advertising efforts to reach a broader population.
- Implement Spanish-Language transit advertisements.

DOE's Over-the-phone Interpretation Services, which allowed our school staff members to communicate with a parent with the assistance of an interpreter on the phone. This service increased our capacity to connect with families who speak a wider range of languages.

- We also know that families of our current ELL students are our best resource to reach new ELL students. All families at our schools will continue to receive applications to distribute to family and friends in English and Spanish. Families of ELL students will continue to receive extra applications. In addition, we worked to identify ELL families interested in volunteering to support student admissions efforts. These families met with a school staff member to learn about a variety of ways that they could get the word out about our schools and distribute applications to others. These families were encouraged to speak at their churches, or other local organizations to spread the word about our schools.

- We ran Spanish language ads with El Diario - a Spanish publication with the largest readership increase than any other daily newspaper in New York. Uncommon Schools will also place bilingual advertisements in the NYCHA Journal and several neighborhood weekly publications throughout the student recruitment cycle.

- Uncommon Schools NYC ran Google and additional digital ads

in Spanish so that families searching for information about schools in New York City in Spanish see ads for our school and be directed to our Spanish webpages and applications.

- Each applicant, whether they are selected in the lottery or placed on the waitlist, will receive a letter in both Spanish and English telling them the results of the lottery and the next steps to enrolling in the school.

See the response to “economically disadvantaged students” above. In addition, the school:

- Identified and targeted all preschools that are certified to offer services to students with disabilities in our school communities. Head Starts will be included in this search, as they are mandated to serve a student body with at least 10% students with disabilities.
- Identified a list of preschools, Pre-K programs, and early childhood development centers that are high priority for our schools due to their location and student population. These high priority sites received calls, visits, and recruitment materials for both elementary and middle school.
- Worked to build strong connections with our Committee on Special Education to ensure they know we are an option for students, should they wish to recommend students to join us.
- Reached out to related service agencies that we work with/have

The school will continue the efforts at left to recruit students

<p>Students with Disabilities</p>	<p>worked with in the past, to talk about the supports we offer students and asked if they had any students who could be recommended to apply.</p> <ul style="list-style-type: none"> • Confirmed that application materials clearly stated that all students, including those with disabilities, are eligible to apply. This language appeared on our enrollment websites, Kindergarten and 5th grade lottery applications, waitlist applications for all grades, the brochures that were distributed to organizations and mail to 24,000 Brooklyn families, as well as in the presentations given at our information sessions. • Our admissions office and school-based staff will continue to be trained on this question so that they could answer the concerns of any families of potential applicants with special needs who called in. • Revised our admissions brochure to explicitly mention our high-quality intervention programs that our schools offer of tutoring and small group instruction. • We created a one-page overview of Special Education Services at Uncommon to share with prospective families. 	<p>with disabilities, and will also:</p> <ul style="list-style-type: none"> • Implement a more robust community canvassing plan that involves current families. • Expand digital advertising efforts to reach a broader population
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
	In accordance with our mission to	

Economically Disadvantaged	<p>prepare students for college, we want all of our students, including FRPL, ELL and students with disabilities, to stay with us through high school graduation. The School has had historically high levels of persistence for these sub-populations. We believe that creating high-quality educational program, hiring and training highly qualified teachers, and communicating regularly with families of all students has helped us to achieve high rates of persistence across our student body. We will continue to analyze our data to ensure that we are serving students from these populations as effectively as all other students and keeping them in our schools in the same numbers.</p>	<p>We will continue the efforts described at left in 2019 to ensure that high numbers of economically disadvantaged students are given the supports they need to persist in the School.</p>
English Language Learners/Multilingual Learners	<p>See response for retention of economically disadvantaged students. In addition, each school has an English as a New Language teacher in its school, to more directly and completely ensure that students learning English are supported in the school and are provided with direct English instruction by a qualified teacher as needed.</p>	<p>We will continue the efforts described at left in 2019 to ensure that high numbers of ELL students are given the supports they need to persist in the School.</p>
Students with Disabilities	<p>See response for retention of economically disadvantaged students.</p>	<p>We will continue the efforts described at left in 2019 to ensure that high numbers of students with disabilities are given the supports they need to persist in the School.</p>

Entry 14 School Calendar

Completed - Aug 3 2020

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

UncommonCalendar 20-21 BrooklynLeader v1

Filename: UncommonCalendar_20-21_BrooklynLeader_xQWhaxp.pdf **Size:** 59.7 kB

Entry 16 COVID 19 Related Information

Completed - Aug 3 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: Ocean Hill Collegiate Charter School

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	398	271	358

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participating Students
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

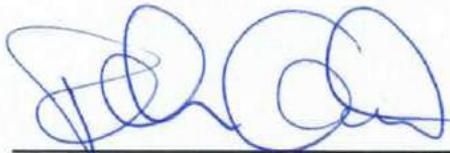
1. Name of education corporation: Uncommon / Collegiate Board of Trustees
2. Trustee's name (print): John Greenstein
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
none (member of Finance, Advocacy Committees)
4. Home address: 247A Windsor Place, Brooklyn, NY 11215
5. Business Address: —
6. Daytime phone: (347) 564-9519
7. E-mail: jgreenst@yahoo.com
8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p>← NONE →</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
 <p>Please write "None" if applicable. Do not leave this space blank.</p>				



 Signature

6/17/20

 Date



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**DISCLOSURE OF FINANCIAL INTEREST
 BY A NOT-FOR-PROFIT CHARTER SCHOOL
 EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: _____
2. Trustee's name (print): _____
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

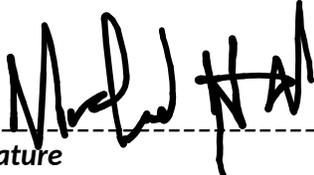
4. Home address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____
8. Is Trustee an employee of the education corporation? ____Yes. ____No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/ Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 - June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				



 Signature

6/18/2020

 Date



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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: Uncommon Schools NYC
- Trustee's name (print): Shakima Jones
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

- Home address: 42 Hull Street, Brooklyn, NY 11233
- Business Address: Same as above
- Daytime phone: +1 917-774-2454
- E-mail: shakimajones@yahoo.com, shakimajones@gmail.com, shakima.jones@iemmys.tv
- Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p align="center"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p align="center">None</p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				
None				

Shakima Jones

Signature

6/19/2020

Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: UNCOMMON SCHOOLS
2. Trustee's name (print): John Kim
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Board Member
4. Home address: 39 JORALEMON ST, BROOKLYN, NY 11201
5. Business Address: _____
6. Daytime phone: 917 922 9132
7. E-mail: john.kim100@gmail.com
8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

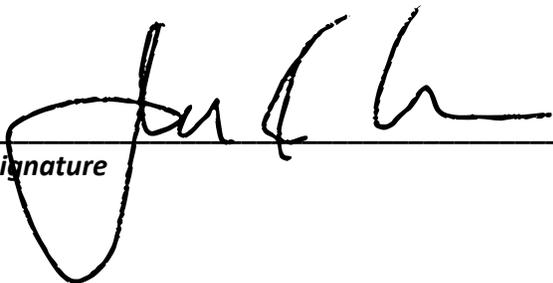
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p>NONE</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-weight: bold;">None</p>				

Signature _____



Date 6/19/21



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Uncommon Charter Schools New York City
2. Trustee's name (print): Linton Mann III
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Chair
4. Home address: 217 East 96th Street, Apartment 33B, New York, New York 10128
5. Business Address: Simpson Thacher & Bartlett LLP, 425 Lexington Avenue, New York, NY 10017
6. Daytime phone: (212) 455-2654
7. E-mail: LMann@stblaw.com
8. Is Trustee an employee of the education corporation? ___ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None				



 Signature

6-19-2020

 Date



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**DISCLOSURE OF FINANCIAL INTEREST
 BY A NOT-FOR-PROFIT CHARTER SCHOOL
 EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Uncommon Schools New York City
2. Trustee's name (print): Ann Mathews
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Member

4. Home address: 205 Water St. Apt 7H, Brooklyn, NY 11201
5. Business Address: 200 West St., 31st Floor, New York, NY 10282
6. Daytime phone: 718-902-2058
7. E-mail: ann.mathews@gs.com
8. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None				
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Ann Mathews
Signature

06/19/2020
Date

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

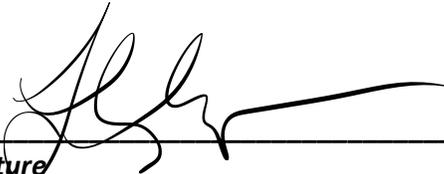
1. Name of education corporation: Uncommon New York City Charter School
2. Trustee's name (print): Ekwutozia Nwabuzor
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Secretary
4. Home address: 324 Centre Street, South Orange, NJ 07079
5. Business Address: 324 Centre Street, South Orange, NJ 07079
6. Daytime phone: 908-248-2784
7. E-mail: eunwabuzor@gmail.com
8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<div style="border: 2px solid green; border-radius: 15px; padding: 10px; display: inline-block; background-color: #d4edda;"> <p>NONE</p> </div> <p><i>Please write "None" in this space blank.</i></p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<div style="border: 1px solid black; border-radius: 15px; padding: 10px; display: inline-block; background-color: #d4edda; color: #28a745; font-weight: bold; font-size: 2em;">NONE</div> <i>Please write "None" in this space if there is no financial interest. Leave this space blank.</i>				



Signature

June 19, 2020

Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

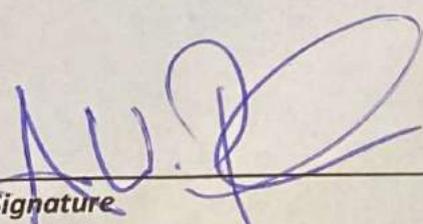
1. Name of education corporation: UNCOMMON SCHOOLS NYC
2. Trustee's name (print): ANTHONY W. PASQUARZELLO
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): VZEE-CHAIR
4. Home address: 21 JAE ST #5W NY NY 10013
5. Business Address: GOLDMAN SACHS 200 WEST ST NY NY 10292
6. Daytime phone: 917-617-4504
7. E-mail: tony.pasquarziello@g.s.com
8. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>NONE</p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-family: cursive;">NONE</p>				



 Signature

6/19/20

 Date



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DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

- 1. Name of education corporation: Uncommon Schools NYC
2. Trustee's name (print): Brett Peiser
3. Position(s) on board, if any: None
4. Home address: 345 Carroll Street Brooklyn, NY 11231
5. Business Address: 826 Broadway New York, NY 10003
6. Daytime phone: 212-844-3584
7. E-mail: bpeiser@uncommonschoools.org
8. Is Trustee an employee of the education corporation? Yes. X No.
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year.

Table with 4 columns: Date(s), Nature of Financial Interest/Transaction, Steps Taken to Avoid a Conflict of Interest, Identity of Person Holding Interest or Engaging in Transaction.

I am the CEO of Uncommon Schools which is Uncommon NYC's educational partner. I recuse myself from all discussions and votes when there's any conflict of interest.			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
I am the CEO of Uncommon Schools which is Uncommon NYC's educational partner. I recuse myself from all discussions and votes when there's any conflict of interest.				

Bruce Rose

Signature

6/19/20

Date

Form Revised November 16, 2015



FOR INSTITUTE USE ONLY
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DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: Uncommon Schools
- Trustee's name (print): Jabali Sawicki
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): N/A
- Home address: 741 WASHINGTON AVE Apt. 3R Brooklyn NY 11238
- Business Address: TOGETHER EDUCATION NY 25 BROADWAY 3RD FLOOR NY, NY 10004
- Daytime phone: 347-628-8141
- E-mail: jabalisawicki@gmail.com
- Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

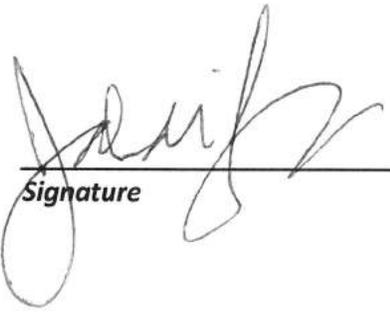
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	NONE		→

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

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>NONE →</p>				



Signature

6/30/2020

Date

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Uncommon NYC
2. Trustee’s name (print): Joseph Wayland
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc: Chair of Finance Committee; Member of Executive Committee
4. Home address: 1070 Park Avenue, New York, NY 10129
5. Business Address: Chubb Group, 1133 Avenue of the Americas, New York, NY 10036
6. Daytime phone: 917 513-8857
7. E-mail: joseph.wayland@chubb.com
8. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write “None.”* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p align="center">NONE <i>Please write “None” if applicable. Do not leave this space blank.</i></p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>NONE</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

Joseph Wayland (electronically)
Signature

June 18, 2020
Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Uncommon Schools NYC
2. Trustee's name (print): Chrystal Stokes Williams
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Audit Committee Chair
4. Home address: 388 Stuyvesant Ave Brooklyn, NY 11233
5. Business Address: _____
6. Daytime phone: 917-586-7591
7. E-mail: cstokes@mba2001.hbs.edu
8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>NONE</p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-family: cursive;">None</p>				



 Signature

6/23/20

 Date

August 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5 s and DCI Fellows Return New DCI PD	6	7	8
9	10 New Teachers Begin	11 Regional August PD HS Family Orientation SEC Operations PD	12 K-12 DOO Meeting 2pm to 5pm Returning Teachers Begin	13 DOS Behavior Intervention	14 Brooklyn Roadshow SEC & SW Behavior Intervention PD	15
16	17	18	19 SPED Roadshow	20	21	22
23 Week 1	24	25	26	27	28	29 SAT Administration
30 Week 2	31 First day of school for students					