



OCEAN HILL COLLEGIATE

Ocean Hill Collegiate

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Amanda Barile

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Amanda Barile, Manager of Uncommon NYC School Support prepared this 2020-2021 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
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Shakima Jones		Advocacy, Finance
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Ann Mathews		Academic

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, second, fifth, sixth, seventh, and eighth graders.

Ocean Hill Collegiate Charter School's school design includes six 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 2020-21, 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.

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 2020-2021. 2 Interim Assessments were given for all subjects (ELA, Math, History, and Science) in Grades 5-8. 2 Interim

Assessments were given for Math in Kindergarten-2nd grade. 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 students, freshman year of college will be a natural extension of their educational experience at Ocean Hill Collegiate.

Ocean Hill Collegiate 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).

Insist on Family Involvement. OHC's educational program is structured so that families must be involved in their child's academic pursuits. In 2020-2021, OHC families:

- virtually received and met with their students' teacher 3 times throughout the year for report card conferences;
- 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 asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were offered the opportunity to participate in virtual events (such as talent shows, Poetry Slam, and Performing Arts showcases);
- were invited to multiple virtual social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

COVID-19 Hybrid and Remote Learning

Due to COVID-19, during the 2020-2021 school year OHC provided the option of remote or hybrid learning. Across Uncommon NYC, 60% of families opted into Remote Learning for the entire year. In January of 2021, all Uncommon NYC schools opened their doors to roughly 30% of families who opted into hybrid learning. In all grades, 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-2) or teacher/student check-in (3-8). 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-2: 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. In addition, remote students participated in live classes with their teachers on Zoom throughout the week.
 - 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 GoogleDrive, from which teachers then posted to their own Google Classrooms. Each instructional video included a supporting resource for students that guided note taking. In addition, remote students participated in live classes with their teachers on Zoom throughout the week.
- **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-2: 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.

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- **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 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-2) 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.

All students received Chromebooks during the 2020-2021 academic year for school use.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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
2020-2021	30	31	51	N/A	N/A	32	71	85	76	N/A	N/A	N/A	N/A	376

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 2nd grade, all Ocean Hill Collegiate 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 Academy, 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 that state testing was only offered to students who opted into hybrid learning due to the COVID-19 pandemic, a very small subset of students took the state exams. In addition, OHC administered 2 of the typical 6 internally-developed interval assessments for ELA in Middle school. The internal 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 led in person classes via Zoom as well as 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 2020-2021, we are making progress towards our goals. At Ocean Hill Collegiate 39.5% of students achieved proficiency or advanced status on their first ELA Interim assessment and 56.7% of students achieved proficiency or advanced status on their second ELA Interim assessment. We will continue to work towards a higher percentage of students meeting this metric for School Year 2021-2022.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

OHC did not meet the ELA goal for the 2020-2021 school year based on the interim assessments that were administered in Grades 5-8. We are still making progress towards our goals and will continue with our action plan as we return to a full in-person schedule this year.

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 20-21 academic year, Ocean Hill Collegiate was only able to use Internally developed Interim Assessments in Mathematics due to the COVID pandemic and majority of students participating in remote learning. Ocean Hill Collegiate administered 2 internally developed and aligned Interim Assessments. 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).

We returned in January 2021 in a hybrid model for families that opted into this option. Roughly 30% of families across all Uncommon NYC schools, opted into hybrid learning. Regardless of remote or hybrid instruction, Ocean Hill Collegiate 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 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 2020-2021, we are making progress towards our goals. At Ocean Hill Collegiate 35.1% of students achieved proficiency or advanced status on their first Interim assessment and 69.6% of students achieved proficiency or advanced status on their second 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 majority of 8th grade students participating in remote learning for the 2020-2021 academic year, students received exemptions. Therefore, we do not have Algebra 1 Regents data for the 2020-2021 school year.

SUMMARY OF THE MATHEMATICS GOAL

Ocean Hill Collegiate did not achieve the goal of having all tested students score proficient on their most recent Interim Assessment. We are still making progress towards our goals and will continue with our action plan as we return to a full in-person schedule this year.

ACTION PLAN

We are still making progress towards our goal and will continue with our action plan as we return to a full in-person schedule this year.

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-2 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

ELEMENTARY AND MIDDLE 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.

Despite the COVID-19 Pandemic, science teachers led classes both in person (for hybrid scholars) and remotely via Zoom (for remote scholars) that aligned to ensure all students were mastering grade-level appropriate science content throughout the year.

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 took 2 rounds of internal Interim Assessments that were compared to other Uncommon Schools in our network. 43.6% passed the first Interim Assessment and 48.6% passed the second Interim Assessment in grade 8.

For 8th grade, the goal was not met.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Ocean Hill Collegiate did not achieve their Science goals for the 2020-2021 school year. We are still making progress towards our goals and will continue with our action plan as we return to a full in-person schedule this year.

ACTION PLAN

We acknowledge that there is always room for improvement, especially given the 20-21 8th grade internal Interim Assessment results.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

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 2020-21 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2020-21 accountability status is based on 2019-20 results. Ocean Hill Collegiate received a "Good Standing" status under ESSA in 2020-2021. 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
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

Application: Ocean Hill Collegiate

Hanna Campbell - hcampbell@oceanhillcollegiate.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Aug 1 2021

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 2020-2021 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, 2021)** 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

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 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.uncommonschools.org/ocean-hill-collegiate/>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

606

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

442

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 5, 6, 7, 8

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

Yes

I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Uncommon Schools, Inc.
PHYSICAL STREET ADDRESS	826 Broadway
CITY	New York
STATE	New York
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 2021-2022?

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

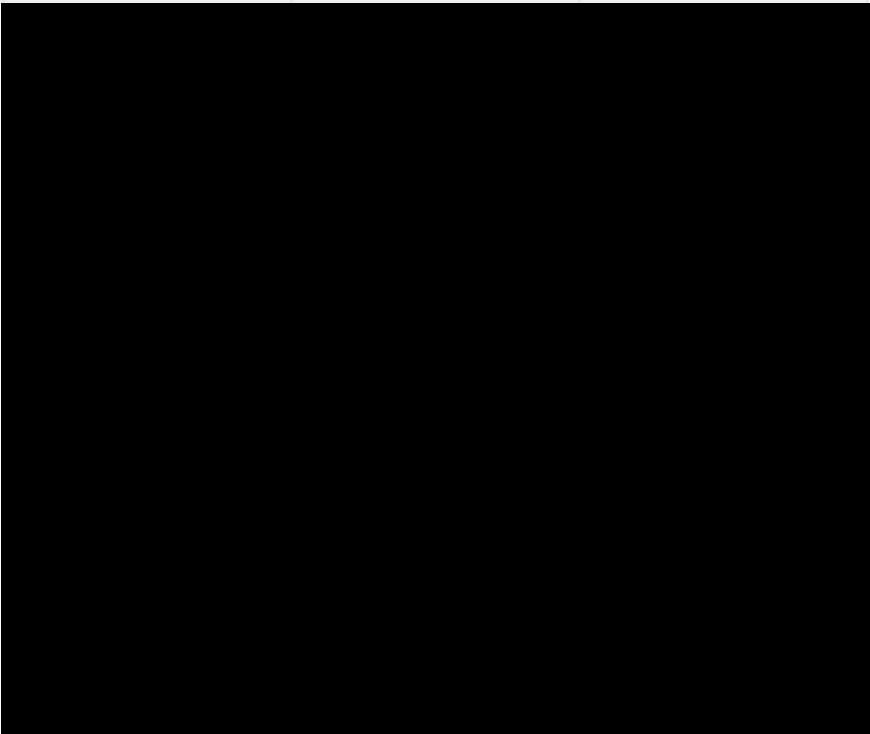
School Site 1 (Primary)

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			
Operational Leader	Leah Clarke			
Compliance Contact	Jason Russell			
Complaint Contact	Jason Russell			
DASA Coordinator	Leah Clarke			
Phone Contact for After Hours Emergencies	Leah Clarke			

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		Yes

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, 2021.

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-3	No

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Jaz Grant			
Operational Leader	Lauren Silver			
Compliance Contact	Alejandro Montoya			
Complaint Contact	Alejandro Montoya			
DASA Coordinator	Lauren Silver			
Phone Contact for After Hours Emergencies	Lauren Silver			

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 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 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 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 16, 2021	N/A
2	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 16, 2021	N/A
3				
4				
5				

More revisions to add?

No

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

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Lucie Carlino
Position	Director of School Support
Phone/Extension	718-938-2550
Email	lcarlino@uncommonschoools.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

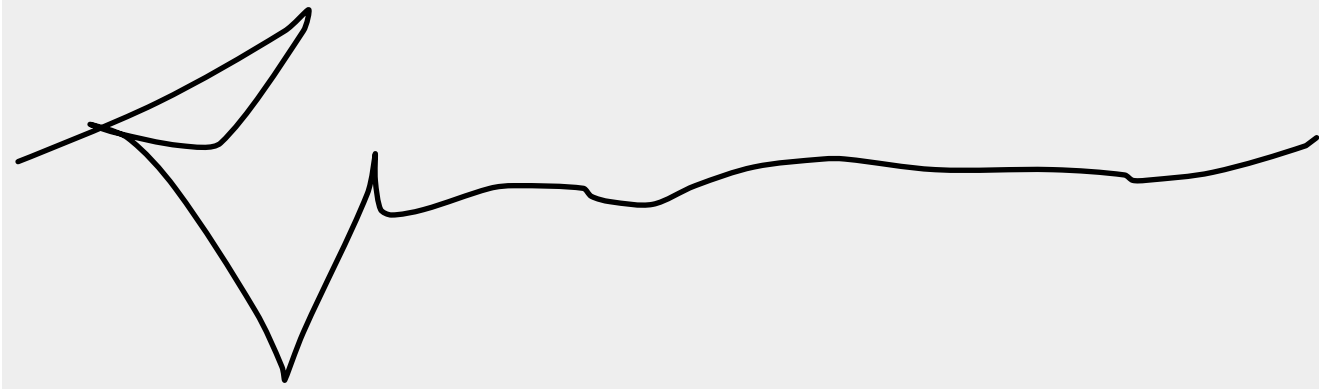
Yes

q. 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. Click **YES to 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 fluid and cursive, starting with a large loop on the left and ending with a long, horizontal stroke on the right.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is complex and cursive, featuring several large loops and a long, horizontal stroke at the end.

Date

Jul 31 2021

Thank you.



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 at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Incomplete

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021.**

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 1 2021

Required of ALL Charter Schools by August 2

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 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY 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. Note: Docusign is accepted.

20-21 Financial Disclosure Forms

Filename: 20 21 Financial Disclosure Forms drqYlBQ.zip **Size:** 6.3 MB

Entry 7 BOT Membership Table

Completed Aug 1 2021

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 7 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.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee 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 2020-2021
1	Linton Mann III		Chair	Executive, Academic	Yes	4	06/01/2019	06/01/2022	5 or less
2	Brett Peiser		Trustee/Member	N/A	Yes	5	06/01/2019	06/01/2022	5 or less
3	Chrystal Stokes Williams		Trustee/Member	Audit, Advocacy	Yes	4	06/01/2020	06/01/2023	5 or less
4	Ekwutozia U. Nwabuzor		Trustee/Member	Executive, Academic	Yes	2	06/01/2019	06/01/2022	5 or less
5	John Greenst		Trustee/	Finance, Advocacy	Yes	5	06/01/2	06/01/2	5 or less

	ein		Member	y			020	023	
6	John Kim		Trustee/Member	Finance	Yes	2	06/01/2019	06/01/2022	5 or less
7	Joseph F. Wayland		Trustee/Member	Executive, Finance	Yes	3	06/01/2019	06/01/2022	5 or less
8	Michael Hall		Trustee/Member	Advocacy	Yes	4	06/01/2018	06/01/2021	5 or less
9	Shakima Jones		Trustee/Member	Advocacy, Finance	Yes	3	06/01/2019	06/01/2022	5 or less

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

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Commit tee Affiliatio ns	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 Meeting s Attende d During 2020- 2021
10	Tony Pasquari ello		Vice Chair	Executiv e	Yes	4	06/01/2 021	06/01/2 024	5 or less
11	Jabali Sawiki		Trustee/ Member	Academ ic	Yes	1	12/01/2 019	06/01/2 023	5 or less
12	Ann Mathew s		Trustee/ Member	Academ ic	Yes	2	06/01/2 021	06/01/2 024	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, 2021	12
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	12

3. Number of Board meetings held during 2020-2021

5

4. Number of Board meetings scheduled for 2021-2022

4

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Aug 1 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), 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 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language 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 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	<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 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

Economically Disadvantaged

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 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

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 efforts to reach a broader population.

	<p>residents of these locations were aware of our school and have the necessary information and materials needed to apply.</p> <ul style="list-style-type: none"> • 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 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. 	
	<p>See the response to “economically disadvantaged students” above. In addition, the school:</p> <ul style="list-style-type: none"> • 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 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

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

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 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

- 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.

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,

Students with Disabilities

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 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.
- 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

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

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

Services at Uncommon to share with prospective families.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	In accordance with our mission to 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.	We will continue the efforts described at left in 2021 to ensure that high numbers of economically disadvantaged students are given the supports they need to persist in the School.
English Language Learners	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.	We will continue the efforts described at left in 2021 to ensure that high numbers of ELL students are given the supports they need to persist in the School.

Students with Disabilities	See response for retention of economically disadvantaged students.	We will continue the efforts described at left in 2021 to ensure that high numbers of students with disabilities are given the supports they need to persist in the School.
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Entry 10 - Teacher and Administrator Attrition

Completed Aug 1 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Incomplete

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 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

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.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 14 Links to Critical Documents on School Website

Completed Aug 1 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: Ocean Hill Collegiate

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://nyc.uncommonschools.org/wp-content/uploads/sites/7/2019/11/OHC_OHES_2018-2019-Accountability-Plan-Progress-ReportNEOROceanHillCollegCharterSchool.pdf
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://nyc.uncommonschools.org/board-of-trustees/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://nyc.uncommonschools.org/board-of-trustees/
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?year=2020&instid=800000063977
4. Lottery Notice announcing date of lottery	https://nyc.uncommonschools.org/enroll/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://nyc.uncommonschools.org/family-resources/
6. District-wide Safety Plan	https://nyc.uncommonschools.org/family-resources/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://nyc.uncommonschools.org/family-resources/
7. Authorizer-Approved FOIL Policy	https://nyc.uncommonschools.org/family-resources/
8. Subject matter list of FOIL records	https://nyc.uncommonschools.org/family-resources/

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



OCEAN HILL COLLEGIATE

Ocean Hill Collegiate

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2021

By Amanda Barile

Ocean Hill Elementary School
791 Empire Boulevard
Brooklyn, NY 11213
P: 347-390-3190
F: 347-750-1526

Ocean Hill Collegiate (Middle School)
1137 Herkimer St.
Brooklyn, NY 11233
P: 718-250-5765

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

Amanda Barile, Manager of Uncommon NYC School Support prepared this 2020-2021 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Linton Mann III	Chair	Executive, Academic
Brett Peiser		
Chrystal Stokes Williams		Audit, Advocacy
Ekwutozia U. Nwabuzor		Executive, Academic
John Greenstein		Finance, Advocacy
John Kim		Finance
Joseph F. Wayland		Executive, Finance
Shakima Jones		Advocacy, Finance
Tony Pasquariello	Vice Chair	Executive
Jabali Sawiki		Academic
Ann Mathews		Academic

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, second, fifth, sixth, seventh, and eighth graders.

Ocean Hill Collegiate Charter School's school design includes six 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 2020-21, 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.

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 2020-2021. 2 Interim Assessments were given for all subjects (ELA, Math, History, and Science) in Grades 5-8. 2 Interim

Assessments were given for Math in Kindergarten-2nd grade. 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 students, freshman year of college will be a natural extension of their educational experience at Ocean Hill Collegiate.

Ocean Hill Collegiate 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).

Insist on Family Involvement. OHC's educational program is structured so that families must be involved in their child's academic pursuits. In 2020-2021, OHC families:

- virtually received and met with their students' teacher 3 times throughout the year for report card conferences;
- 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 asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were offered the opportunity to participate in virtual events (such as talent shows, Poetry Slam, and Performing Arts showcases);
- were invited to multiple virtual social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

COVID-19 Hybrid and Remote Learning

Due to COVID-19, during the 2020-2021 school year OHC provided the option of remote or hybrid learning. Across Uncommon NYC, 60% of families opted into Remote Learning for the entire year. In January of 2021, all Uncommon NYC schools opened their doors to roughly 30% of families who opted into hybrid learning. In all grades, 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-2) or teacher/student check-in (3-8). 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-2: 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. In addition, remote students participated in live classes with their teachers on Zoom throughout the week.
 - 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 GoogleDrive, from which teachers then posted to their own Google Classrooms. Each instructional video included a supporting resource for students that guided note taking. In addition, remote students participated in live classes with their teachers on Zoom throughout the week.
- **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-2: 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.

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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 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-2) 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.

All students received Chromebooks during the 2020-2021 academic year for school use.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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
2020-2021	30	31	51	N/A	N/A	32	71	85	76	N/A	N/A	N/A	N/A	376

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 2nd grade, all Ocean Hill Collegiate 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 Academy, 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 that state testing was only offered to students who opted into hybrid learning due to the COVID-19 pandemic, a very small subset of students took the state exams. In addition, OHC administered 2 of the typical 6 internally-developed interval assessments for ELA in Middle school. The internal 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 led in person classes via Zoom as well as 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 2020-2021, we are making progress towards our goals. At Ocean Hill Collegiate 39.5% of students achieved proficiency or advanced status on their first ELA Interim assessment and 56.7% of students achieved proficiency or advanced status on their second ELA Interim assessment. We will continue to work towards a higher percentage of students meeting this metric for School Year 2021-2022.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

OHC did not meet the ELA goal for the 2020-2021 school year based on the interim assessments that were administered in Grades 5-8. We are still making progress towards our goals and will continue with our action plan as we return to a full in-person schedule this year.

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 20-21 academic year, Ocean Hill Collegiate was only able to use Internally developed Interim Assessments in Mathematics due to the COVID pandemic and majority of students participating in remote learning. Ocean Hill Collegiate administered 2 internally developed and aligned Interim Assessments. 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).

We returned in January 2021 in a hybrid model for families that opted into this option. Roughly 30% of families across all Uncommon NYC schools, opted into hybrid learning. Regardless of remote or hybrid instruction, Ocean Hill Collegiate 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 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 2020-2021, we are making progress towards our goals. At Ocean Hill Collegiate 35.1% of students achieved proficiency or advanced status on their first Interim assessment and 69.6% of students achieved proficiency or advanced status on their second 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 majority of 8th grade students participating in remote learning for the 2020-2021 academic year, students received exemptions. Therefore, we do not have Algebra 1 Regents data for the 2020-2021 school year.

SUMMARY OF THE MATHEMATICS GOAL

Ocean Hill Collegiate did not achieve the goal of having all tested students score proficient on their most recent Interim Assessment. We are still making progress towards our goals and will continue with our action plan as we return to a full in-person schedule this year.

ACTION PLAN

We are still making progress towards our goal and will continue with our action plan as we return to a full in-person schedule this year.

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-2 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

ELEMENTARY AND MIDDLE 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.

Despite the COVID-19 Pandemic, science teachers led classes both in person (for hybrid scholars) and remotely via Zoom (for remote scholars) that aligned to ensure all students were mastering grade-level appropriate science content throughout the year.

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 took 2 rounds of internal Interim Assessments that were compared to other Uncommon Schools in our network. 43.6% passed the first Interim Assessment and 48.6% passed the second Interim Assessment in grade 8.

For 8th grade, the goal was not met.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Ocean Hill Collegiate did not achieve their Science goals for the 2020-2021 school year. We are still making progress towards our goals and will continue with our action plan as we return to a full in-person schedule this year.

ACTION PLAN

We acknowledge that there is always room for improvement, especially given the 20-21 8th grade internal Interim Assessment results.

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

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 2020-21 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2020-21 accountability status is based on 2019-20 results. Ocean Hill Collegiate received a "Good Standing" status under ESSA in 2020-2021. 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
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Ocean Hill Collegiate Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	enter name
School Fiscal Contact Email:	enter email address
School Fiscal Contact Phone:	enter phone number
School Audit Firm Name:	enter firm name
School Audit Contact Name:	enter name
School Audit Contact Email:	enter email address
School Audit Contact Phone:	enter phone number

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

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

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	

OCEAN HILL COLLEGIATE CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 6,818,755	\$ -	\$ 6,818,755	\$ 6,483,618
Students with disabilities	407,870	-	407,870	347,545
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	239,785	-	239,785	222,487
Federal - Other	387,535	-	387,535	240,707
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	7,853,945	-	7,853,945	7,294,357
EXPENSES				
Program Services				
Regular Education	\$ 6,377,775	\$ -	\$ 6,377,775	\$ 6,393,308
Special Education	407,093	-	407,093	336,490
Other Programs	-	-	-	-
Total Program Services	6,784,868	-	6,784,868	6,729,798
Management and general	992,772	-	992,772	1,017,058
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	7,777,640	-	7,777,640	7,746,856
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	76,305	-	76,305	(452,499)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 112,923	\$ -	\$ 112,923	\$ 3,784
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	29,108	-	29,108	98,743
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	142,031	-	142,031	102,527
CHANGE IN NET ASSETS	218,336	-	218,336	(349,972)
NET ASSETS BEGINNING OF YEAR	309,438	-	309,438	659,410
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 527,774	\$ -	\$ 527,774	\$ 309,438

OCEAN HILL COLLEGIATE CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ -	\$ -
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ -	\$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ -	\$ -

OCEAN HILL COLLEGIATE CHARTER SCHOOL

Statement of Functional Expenses

as of June 30, 2021

		2020-21							2019-20	
	No. of Positions	Program Services				Supporting Services				
		Regular Education	Special Education	Other Education	Total	Management and		Total	Total	
						Fund-raising	General			
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	15.17	1,147,527	73,246	-	1,220,773	-	412,906	412,906	1,633,679	1,597,805
Instructional Personnel	45.42	2,722,765	173,794	-	2,896,559	-	-	-	2,896,559	2,803,911
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	60.59	3,870,292	247,040	-	4,117,332	-	412,906	412,906	4,530,238	4,401,716
Fringe Benefits & Payroll Taxes		649,802	41,477	-	691,279	-	34,887	34,887	726,166	729,500
Retirement		63,790	4,072	-	67,862	-	-	-	67,862	71,441
Management Company Fees		815,465	52,051	-	867,516	-	153,092	153,092	1,020,608	943,510
Legal Service		-	-	-	-	-	12,019	12,019	12,019	6,158
Accounting / Audit Services		-	-	-	-	-	14,824	14,824	14,824	15,590
Other Purchased / Professional / Consulting Services		118,698	7,576	-	126,274	-	20,962	20,962	147,236	147,408
Building and Land Rent / Lease / Facility Finance Interest		949	61	-	1,010	-	-	-	1,010	-
Repairs & Maintenance		34,311	2,190	-	36,501	-	-	-	36,501	6,044
Insurance		-	-	-	-	-	106,922	106,922	106,922	97,388
Utilities		7	-	-	7	-	54,102	54,102	54,109	31,912
Supplies / Materials		85,401	5,451	-	90,852	-	-	-	90,852	160,337
Equipment / Furnishings		2,445	156	-	2,601	-	2,109	2,109	4,710	8,639
Staff Development		153,590	9,804	-	163,394	-	-	-	163,394	244,955
Marketing / Recruitment		11,775	752	-	12,527	-	-	-	12,527	46,780
Technology		88,089	5,623	-	93,712	-	79,390	79,390	173,102	136,231
Food Service		-	-	-	-	-	-	-	-	-
Student Services		63,414	4,048	-	67,462	-	-	-	67,462	219,661
Office Expense		70,754	4,516	-	75,270	-	86,196	86,196	161,466	165,783
Depreciation		343,315	21,914	-	365,229	-	5,990	5,990	371,219	309,816
OTHER		5,678	362	-	6,040	-	9,373	9,373	15,413	3,987
Total Expenses		\$ 6,377,775	\$ 407,093	\$ -	\$ 6,784,868	\$ -	\$ 992,772	\$ 992,772	\$ 7,777,640	\$ 7,746,856

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

BROOKLYN, NEW YORK

AUDITED FINANCIAL STATEMENTS

OTHER FINANCIAL INFORMATION

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2021

(With Comparative Totals for 2020)

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Uncommon New York City Charter Schools

Report on the Financial Statements

We have audited the accompanying financial statements of Uncommon New York City Charter Schools which comprise the statement of financial position as of June 30, 2021, and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Uncommon New York City Charter Schools as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Uncommon New York City Charter Schools' June 30, 2020 financial statements, and we expressed an unmodified opinion on those audited financial statements in our report dated October 29, 2020. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020 is consistent, in all material respects, with the financial statements from which it has been derived.

Mengel, Metzger, Bar & Co. LLP

Rochester, New York
October 28, 2021

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2021
(With Comparative Totals for 2020)

<u>ASSETS</u>	June 30,	
	<u>2021</u>	<u>2020</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 1,962,553	\$ 5,112,045
Investments	88,100,345	63,968,846
Grants and contracts receivables	6,726,864	3,435,428
Accounts receivable	75,735	1,990,638
Prepaid expenses	6,404,983	4,276,787
TOTAL CURRENT ASSETS	103,270,480	78,783,744
<u>PROPERTY AND EQUIPMENT, net</u>	18,717,099	15,891,843
<u>CASH IN ESCROW</u>	383,524	383,364
TOTAL ASSETS	<u>\$ 122,371,103</u>	<u>\$ 95,058,951</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 6,443,735	\$ 5,336,446
Deferred revenue	-	63,697
TOTAL LIABILITIES	6,443,735	5,400,143
<u>NET ASSETS</u>		
Without donor restrictions:		
Undesignated	68,868,360	82,599,808
Designated for stability fund	47,059,008	7,059,000
TOTAL NET ASSETS	<u>115,927,368</u>	<u>89,658,808</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 122,371,103</u>	<u>\$ 95,058,951</u>

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2021
(With Comparative Totals for 2020)

	Year ended June 30,	
	2021	2020
Revenue, gains and other support:		
Public school district:		
Resident student enrollment	\$ 139,315,713	\$ 138,375,404
Students with disabilities	10,513,286	8,726,681
Grants and contracts:		
Federal - Title and IDEA	5,146,873	4,657,543
Federal - Other	4,027,651	1,209,556
TOTAL REVENUE, GAINS AND OTHER SUPPORT	159,003,523	152,969,184
Expenses:		
Program services		
Regular education	111,092,161	117,948,235
Special education	8,322,556	7,493,769
TOTAL PROGRAM SERVICES EXPENSES	119,414,717	125,442,004
Management and general	15,098,724	14,631,198
TOTAL OPERATING EXPENSES	134,513,441	140,073,202
SURPLUS FROM SCHOOL OPERATIONS	24,490,082	12,895,982
Support and other revenue:		
Contributions:		
Foundations	1,141,536	1,083,488
Miscellaneous income	611,189	604,436
Interest income	25,753	868,439
TOTAL SUPPORT AND OTHER REVENUE	1,778,478	2,556,363
CHANGE IN NET ASSETS	26,268,560	15,452,345
Net assets at beginning of year	89,658,808	74,206,463
NET ASSETS AT END OF YEAR	<u>\$ 115,927,368</u>	<u>\$ 89,658,808</u>

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2021
(With Comparative Totals for 2020)

		Year ended June 30,					
		2021					2020
	No. of positions	Program Services			Support Services		
		Regular education	Special education	Total	Management and General	Total	Total
Personnel services costs:							
Administrative staff personnel	226	\$ 18,181,902	\$ 1,357,940	\$ 19,539,842	\$ 5,726,361	\$ 25,266,203	\$ 25,044,860
Instructional personnel	827	48,457,971	3,647,875	52,105,846	-	52,105,846	53,557,117
Non-instructional personnel	2				97,789	97,789	166,597
Total salaries and staff	1,055	66,639,873	5,005,815	71,645,688	5,824,150	77,469,838	78,768,574
Fringe benefits and payroll taxes		10,832,530	817,191	11,649,721	948,328	12,598,049	12,493,830
Retirement		1,030,732	78,932	1,109,664	-	1,109,664	1,057,260
Management company fees		16,625,926	1,226,452	17,852,378	3,150,421	21,002,799	20,073,607
Legal services		-	-	-	145,609	145,609	83,098
Accounting and audit services	-	-	-	-	177,889	177,889	187,081
Other professional and consulting services		2,138,953	162,450	2,301,403	364,550	2,665,953	2,786,665
Building rent		59,262	4,958	64,220	-	64,220	36,806
Repairs and maintenance		1,266,031	113,462	1,379,493	-	1,379,493	1,571,272
Insurance		-	-	-	1,333,761	1,333,761	1,217,836
Utilities		395,545	40,450	435,995	713,518	1,149,513	815,287
Supplies and materials		1,501,700	105,259	1,606,959	-	1,606,959	3,088,795
Equipment/Furnishings		47,580	3,651	51,231	41,073	92,304	306,699
Staff development		2,386,619	177,811	2,564,430	-	2,564,430	4,342,236
Marketing and recruitment		135,655	10,167	145,822	-	145,822	633,302
Technology		1,432,522	102,276	1,534,798	784,233	2,319,031	1,786,238
Food service		266	30	296	-	296	-
Student services		807,054	59,070	866,124	-	866,124	2,964,754
Office expense		931,216	70,503	1,001,719	1,400,404	2,402,123	2,993,740
Depreciation and amortization		4,812,296	340,160	5,152,456	72,423	5,224,879	4,509,367
Other		48,401	3,919	52,320	142,365	194,685	356,755
		\$ 111,092,161	\$ 8,322,556	\$ 119,414,717	\$ 15,098,724	\$ 134,513,441	\$ 140,073,202

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2021
(With Comparative Totals for 2020)

	Year ended June 30,	
	2021	2020
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 26,268,560	\$ 15,452,345
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Bad debt expense	52,320	236,579
Depreciation and amortization	5,224,879	4,509,367
Changes in certain assets and liabilities affecting operations:		
Grants and contracts receivable	(3,291,436)	1,062,548
Accounts receivable	1,862,583	(1,785,674)
Prepaid expenses and other current assets	(2,128,196)	(3,304,750)
Accounts payable and accrued expenses	983,955	(287,196)
Deferred revenue	(63,697)	63,697
NET CASH PROVIDED FROM OPERATING ACTIVITIES	28,908,968	15,946,916
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(7,926,801)	(3,569,105)
Purchases of investments	(24,131,499)	(11,861,877)
NET CASH USED FOR INVESTING ACTIVITIES	(32,058,300)	(15,430,982)
NET (DECREASE) INCREASE IN CASH AND RESTRICTED CASH	(3,149,332)	515,934
Cash and restricted cash at beginning of year	5,495,409	4,979,475
CASH AND RESTRICTED CASH AT END OF YEAR	\$ 2,346,077	\$ 5,495,409
<u>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</u>		
Purchases of property and equipment included in accounts payable	\$ (123,334)	\$ (17,975)
Reconciliation of cash and restricted cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash	\$ 1,962,553	\$ 5,112,045
Cash in escrow	383,524	383,364
Total cash and restricted cash shown in the statement of cash flows	\$ 2,346,077	\$ 5,495,409

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Uncommon New York City Charter Schools (the “Charter School”), is an educational corporation operating as a group of charter schools in the borough of Brooklyn, New York City. The Charter School’s mission is to ensure academic success for children in grades K through 12. The Charter School prepares students to excel in demanding high schools and colleges and to contribute to their communities as leaders. Through educational success, students earn opportunities in life for themselves and their communities.

Financial Statement presentation

The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Charter School reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions.

These classes of net assets are defined as follows:

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. There were no net assets with donor restrictions at June 30, 2021 and 2020.

Net Assets Without Donor Restrictions – The net assets over which the Governing Board has discretionary control to use in carrying on the Charter School’s operations in accordance with the guidelines established by the Charter School. The Board may designate portions of the current net assets without donor restrictions for specific purposes, projects or investment.

Revenue recognition

Revenue from Exchange Transactions: The Charter School recognizes revenue in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2014-09, Revenue from Contracts with Customers, as amended. ASU 2014-09 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition.

The Charter School records substantially all revenues over time as follows:

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Public school district revenue

The Charter School recognizes revenue as educational programming is provided to students throughout the year. The Charter School earns public school district revenue based on the approved per pupil tuition rate of the public school district in which the pupil resides. The amount received each year from the resident district is the product of the approved per pupil tuition rate and the full-time equivalent student enrollment of the School. Each NYS school district has a fixed per pupil tuition rate which is calculated annually by NYSED in accordance with NYS Education Law. Amounts are billed in advance every other month and payments are typically received in six installments during the year. At the end of each school year, a reconciliation of actual enrollment to billed enrollment is performed and any additional amounts due or excess funds received are agreed upon between the Charter School and the district(s) and are paid or recouped. Additional funding is available for students requiring special education services. The amount of additional funding is dependent upon the length of time and types of services provided by the Charter School to each student, subject to a maximum amount based upon a set rate for each district as calculated by NYSED.

The following table summarizes contract balances at their respective statement of financial position dates:

	June 30,		
	2021	2020	2019
Accounts receivable	\$ 7,449	\$ 1,763,857	\$ 80,039

Contributions

The Charter School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

Contributions received are recorded in the appropriate class of net assets depending on the existence of any donor restrictions. A contribution that is received and expended in the same year for a specific purpose is classified as revenue without donor restrictions.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Cash

Cash balances are maintained at financial institutions located in New York and are insured by the Federal Deposits Insurance Corporation up to \$250,000 at each institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Grant revenue

Some of the Charter School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Charter School has incurred expenditures in compliance with specific contract or grant provisions. Certain grants are subject to audit and retroactive adjustments by its funders. Any changes resulting from these audits are recognized in the year they become known. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants receivable in the accompanying statement of financial position. Amounts received prior to incurring qualifying expenditures are reported as deferred revenue in the accompanying statement of financial position. There were no amounts reported as deferred revenue at June 30, 2021. Amount reported as deferred revenue at June 30, 2020 amounted to \$63,697. The Organization received cost-reimbursement grants of approximately \$122,000 and \$84,000 that have not been recognized at June 30, 2021 and 2020, respectively, because qualifying expenditures have not yet been incurred.

Investments

Investments are maintained in accordance with the Charter School's Cash Management and Investment Policy. The goals of this policy are the preservation of principal, the maintenance of liquidity, and to obtain a competitive return on investment subject to prevailing market conditions and safe and sound investment practices. The policy was adopted by the Board in March 2019 and, as of June 30, 2021 and 2020, all funds are held in a money market fund. As the policy is put into place, the funds will be separated into the following three portfolios:

- The operating portfolio will be invested in short-term instruments to fund the daily operating needs of the Charter School and fund any capital outlays anticipated in the next 2 months. This portfolio will consist of no less than two months' worth of operating expenses and shall be continuously invested in readily available funds such as money market funds or bank deposits.
- The reserve portfolio, if sufficient funds are available, will be invested in short-term instruments to fund daily operating needs and capital outlays within the next twelve months. Assets within this portfolio will be permitted to have investments maturing in one year or less.
- The strategic portfolio, if sufficient funds are available, will be invested to fund operating needs anticipated over the next three years. This portfolio allows for investments with stated maturities of up to three years from the purchase date. Maturities are to be laddered to ensure flexibility of and access to funds in this portfolio.

Grants and other receivables and accounts receivable

Grants and other receivables and accounts receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2021 or 2020.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Property and equipment

Property and equipment are recorded at cost. Depreciation is computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to ten years.

Major renewals and betterments are capitalized, while repairs and maintenance are charged to operations as incurred. Upon sale or retirement, the related cost and allowances for depreciation are removed from the accounts and the related gain or loss is reflected in operations.

Cash in escrow

Cash is held by the Charter School as an escrow account in accordance with the terms of their charter agreement. The amount in escrow as of June 30, 2021 and 2020 was \$383,524 and \$383,364, respectively. The escrow account is restricted to fund legal and other costs should the Charter School cease operations and dissolve.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2018 through June 30, 2021 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain income tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the board of trustees. These services are not valued in the financial statements because they do not require "specialized skills" and would typically not be purchased if they were not contributed.

In-kind Contributions

Gifts and donations other than cash are recorded at fair value at the date of contribution. The Charter School received in-kind contributions of textbooks in the years ended June 30, 2021 and 2020 totaling \$569,695 and \$568,929, respectively. Such in-kind contributions are included in miscellaneous income on the accompanying statement of activities and changes in net assets for both years ended June 30, 2021 and 2020.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Functional allocation of expenses

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function are allocated on the basis of estimates of time and effort.

Functional allocation of expenses

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function are allocated on the basis of estimates of time and effort.

New accounting pronouncements

Leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of right-of-use ("ROU") assets and lease liabilities on the statement of financial position. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the FASB voted on May 20, 2020, to extend the guidance in this new standard to be effective for fiscal years beginning after December 15, 2021, and interim periods within fiscal years beginning after December 15, 2022. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School's financial position or results of operations.

Gifts-in-kind

In September 2020, the FASB issued a new accounting update to improve transparency in the reporting of contributed nonfinancial assets, also known as gifts-in-kind. The update requires not-for-profit entities to present contributed nonfinancial assets separately on the statement of activities, apart from contributions of cash and other financial assets. In addition, the update requires not-for-profit entities to disclose in the notes to the financial statements a breakout of the different types of gifts-in-kind recognized, any donor restrictions associated with the gift, the valuation technique(s) used to arrive at the fair value measure, whether or not the gift-in-kind was monetized, and any policies on monetization. The update is effective for fiscal years beginning after June 15, 2021 and will be applied on a retrospective basis. The Charter School is currently evaluating the provisions of this update to determine the impact it will have on the Charter School's financial statements.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 28, 2021 which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE B: COMMITMENTS AND RELATED PARTY TRANSACTIONS

Uncommon Schools, Inc. (“USI”), a not-for-profit organization dedicated to helping start and run charter schools, provides management and other administrative support services to the Charter School. In July 2019, the Charter School entered into a new five-year agreement with USI terminating on June 30, 2024. Under this agreement the Charter School pays USI a service fee which is calculated as 13.5% of the sum of recurring public revenue less facilities expenses. Recurring public revenue is defined as annual public entitlement aid including core and tuition which includes general, SPED and State special funding and all ESSA funding which includes Title I, Title IIA, IID, III, IV, V and IDEA funding. Facilities expense includes building expenses (leases, taxes), utilities, maintenance and furniture and fixtures, and excludes building related expenditures which are capitalized and amortized/depreciated. The fee incurred for the years ended June 30, 2021 and 2020 was approximately \$21,002,800 and \$20,073,600. Included in accounts payable and accrued expenses at June 30, 2021 and 2020 was approximately \$4,106,000 and \$3,404,000, respectively, related to this fee and other expenses incurred by USI on behalf of the Charter School, due to USI.

USI applied for and was awarded a multi-year grant from the Department of Education for the replication and expansion of high-quality charter schools. USI passed through funding of \$181,338 and \$404,247 related to this federal program to the Charter School during the years ended June 30, 2021 and 2020, respectively. There were no amounts related to this included in accounts receivable at June 30, 2021. Included in accounts receivable at June 30, 2020 was approximately \$404,000, which represented reimbursable expenditures incurred by the Charter School for which they have yet to receive payment. USI also applied for and was awarded a multi-year grant from a foundation for the growth of high schools and music programs. USI passed through funding of approximately \$999,000 and \$1,020,000 related to this grant program during the years ended June 30, 2021 and 2020, respectively, which \$27,000 and \$53,000 was included in receivables from USI at June 2021 and 2020, respectively.

In November 2013, a wholly-owned subsidiary of USI was created, Uncommon Crown Heights, LLC (“Crown Heights”), to manage a high school facility shared between an unrelated charter school and the Charter School. All schools located in the shared high school entered into an administrative costs management agreement and advanced Crown Heights funds to operate the location. The Schools will be charged an annual service fee of 0.5% of the combined facility budget by Crown Heights. The Charter School was charged approximately \$5,300 and \$4,800 related to this fee for the years ended June 30, 2021 and 2020, respectively. Actual expenses are tracked and allocated to each party based on metrics developed by management. Depending on the actual expenses incurred, a prepaid balance or payable could exist at any given time. At June 30, 2021 and 2020 approximately \$70,000 and \$71,000, respectively, were included in accounts receivable related to Crown Heights.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE C: LIQUIDITY AND AVAILABILITY

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School's main source of liquidity is its cash accounts.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of teaching, and public service, as well as the conduct of services undertaken to support those activities, to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the Charter School's cash and shows positive cash generated by operations for fiscal years 2021 and 2020.

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

	June 30,	
	2021	2020
Cash	\$ 1,962,553	\$ 5,112,045
Investments	88,100,345	63,968,846
Grants and contracts receivables	6,726,864	3,435,428
Accounts receivable	75,735	1,990,638
	<u>\$96,865,497</u>	<u>74,506,957</u>
Less amounts designated by the Board for the Stability Fund	<u>(47,059,008)</u>	<u>(7,059,000)</u>
	<u>\$ 49,806,489</u>	<u>\$67,447,957</u>

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE D: SCHOOL FACILITIES

The Charter School is located in various New York City Department of Education (“NYCDOE”) facilities. The Charter School occupies approximately 479,500 square feet of space within these facilities. During the year ended June 30, 2021 the Charter School paid approximately \$3,000 to the NYCDOE for additional after-school and weekend usage. The Charter School did not pay any fee to the NYCDOE for additional after-school and weekend usage for the year ended June 30, 2020. At June 30, 2021 and 2020, the Board of Trustees has designated \$47,059,000 and \$7,059,000, respectively, as a stability fund to meet future needs of the Charter School.

In June 2019, the Board approved approximately \$4,200,000 to be paid to NYCDOE on behalf of Excellence Academies Foundation, Inc. in October of 2019, for the extension of a lease to June 2105. The Charter School prepaid the entirety of the future lease payments in October 2019. Approximately \$49,000 and \$37,000 is included in building rent expense for the years ended June 30, 2021 and 2020, respectively, and the remaining amount is included in prepaid expenses as of June 30, 2021 and 2020.

Effective July 1, 2020, the Board approved \$1,200,000 to be paid to NYCDOE on behalf of Excellence Academies Foundation, Inc. for a lease agreement effective July 1, 2020 through June 30, 2119. The Charter School prepaid the entirety of the future lease payments in August 2020. Approximately \$12,000 is included in building rent expense for the year ended June 30, 2021 and the remaining amount is included in prepaid expenses as of June 30, 2021.

The above amounts will be expensed as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 61,195
2023	61,195
2024	61,195
2025	61,195
2026	61,195
Thereafter	<u>5,004,074</u>
	<u>\$ 5,310,049</u>

The Charter School’s high school occupies space with a related charter school per a verbal agreement with a third party at no charge. At June 30, 2021 and 2020, the Charter School paid certain utility and maintenance services on a square footage basis amounting to approximately \$1,150,000 and \$815,000, respectively.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE E: FAIR VALUE MEASUREMENTS

Accounting principles establishes a frame work for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 Measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1 - Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.

Level 2 - Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 - Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2021 and 2020.

Mutual Funds: Valued at the daily closing price as reported by the fund. Mutual funds held by the Plan are actively traded open-end mutual funds that are registered with the U.S. Securities and Exchange Commission. These funds are required to report their daily net asset value and to transact at that price.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the Plan believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE E: FAIR VALUE MEASUREMENTS, Cont'd

The following table sets forth by level, within the fair value hierarchy, the Charter School's assets at fair value as of June 30, 2021 and 2020:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
<u>June 30, 2021</u>				
Mutual funds:				
Money market funds	\$ 88,100,345	\$ -	\$ -	\$ 88,100,345
Total assets at fair value	<u>\$ 88,100,345</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 88,100,345</u>
<u>June 30, 2020</u>				
Mutual funds:				
Money market funds	\$ 63,968,846	\$ -	\$ -	\$ 63,968,846
Total assets at fair value	<u>\$ 63,968,846</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 63,968,846</u>

NOTE F: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Furniture and fixtures	\$ 2,966,268	\$ 2,636,422
Computer software	20,171,834	14,887,601
Construction in progress	410,480	417,807
Leasehold improvements	<u>22,284,720</u>	<u>19,841,337</u>
	45,833,302	37,783,167
Less accumulated depreciation and amortization	<u>27,116,203</u>	<u>21,891,324</u>
	<u>\$ 18,717,099</u>	<u>\$ 15,891,843</u>

NOTE G: OPERATING LEASES

The Charter School leases office equipment under certain non-cancelable lease agreements expiring through June 2024. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 623,000
2023	235,900
2024	<u>114,300</u>
	<u>\$ 973,200</u>

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE H: RETIREMENT PLAN

The Charter School participates in a defined contribution 403(b) plan covering most employees through a USI plan. For employees who have less than 2 years of service, the Charter School matches employees' contributions up to the lesser of 3% of gross payroll or \$3,500. For employees who have 2 to 3 years of service, the Charter School will match up to the lesser of 4% of gross payroll or \$4,000. For employees who have 4 years of service or more, the Charter School will match up to the lesser of 5% of gross payroll or \$5,000. The Charter School's total contribution to the Plan for the years ended June 30, 2021 and 2020 approximated \$1,110,000 and \$1,057,000, respectively.

NOTE I: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE J: CONCENTRATIONS

At June 30, 2021 and 2020, approximately 93% and 88%, respectively, of total grants and accounts receivables are due from New York State.

During the years ended June 30, 2021 and 2020, approximately 94% and 96%, respectively, of total revenue, gains and other support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School is located.

NOTE K: ACCOUNTING IMPACT OF COVID-19 OUTBREAK

On January 30, 2020, the World Health Organization ("WHO") announced a global health emergency because of a new strain of coronavirus (the "COVID-19 outbreak") and the risks to the international community as the virus spreads globally beyond its point of origin. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. The full impact of the COVID-19 outbreak continues to evolve as of the date of this report. As such, it is uncertain as to the full magnitude that the pandemic will have on the Charter School's financial condition, liquidity, and future results of operations. Management is actively monitoring the global situation on its financial condition, liquidity, operations, suppliers, industry, and workforce. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the Charter School is not able to estimate the effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity for fiscal year 2022.

In response to the COVID-19 outbreak, the Federal Government passed several COVID relief acts which include funding for elementary and secondary education. The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) was established to award grants to state and local educational agencies. The Charter School has recognized approximately \$2,872,000 of revenue relative to ESSER grants during the year ended June 30, 2021.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

OTHER FINANCIAL INFORMATION

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees
Uncommon New York City Charter Schools

We have audited the financial statements of Uncommon New York City Charter Schools as of and for the year ended June 30, 2021, and we have issued our report thereon dated October 28, 2021, which expressed an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The 2021 financial information hereinafter is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements for the year ended June 30, 2021, as a whole.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 28, 2021

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

COMBINING STATEMENT OF ACTIVITIES AND NET ASSETS BY CHARTER

YEAR ENDED JUNE 30, 2021

	Bedford Stuyvesant Collegiate Middle School	Brooklyn East Collegiate Middle School	Brownsville Collegiate Middle School	Williamsburg Collegiate Middle School	Ocean Hill Collegiate			King's Collegiate			
					Elementary School	Middle School	Total	Elementary School	Middle School	Uncommon Leadership Charter High School	Total
Revenue, gains and other support:											
Public school district:											
Resident student enrollment	\$ 5,704,640	\$ 2,972,855	\$ 3,845,174	\$ 4,221,308	\$ 2,262,621	\$ 4,556,134	\$ 6,818,755	\$ 6,879,168	\$ 5,385,727	\$ 7,027,983	\$ 19,292,878
Students with disabilities	878,803	271,200	421,211	686,855	88,180	319,690	407,870	356,200	326,080	323,150	1,005,430
Grants and contracts:											
Federal - Title and IDEA	260,571	156,047	245,110	225,050	64,763	175,022	239,785	377,936	236,032	104,312	718,280
Federal - Other	163,049	91,861	170,962	137,775	251,819	135,716	387,535	82,857	199,541	189,777	472,175
TOTAL REVENUE, GAINS AND OTHER SUPPORT	7,007,063	3,491,963	4,682,457	5,270,988	2,667,383	5,186,562	7,853,945	7,696,161	6,147,380	7,645,222	21,488,763
Personnel services costs:											
Administrative staff personnel	997,714	782,038	967,167	1,069,751	638,183	995,496	1,633,679	875,494	1,098,075	1,561,760	3,535,329
Instructional personnel	2,337,629	1,403,730	1,602,718	2,083,853	966,118	1,930,441	2,896,559	2,140,199	2,091,813	2,380,319	6,612,331
Non-instructional personnel	-	-	-	-	-	-	-	-	-	-	-
TOTAL STAFF AND SALARIES	3,335,343	2,185,768	2,569,885	3,153,604	1,604,301	2,925,937	4,530,238	3,015,693	3,189,888	3,942,079	10,147,660
Fringe benefits and payroll taxes	562,344	390,505	408,354	533,161	255,971	470,195	726,166	469,914	564,486	637,540	1,671,940
Retirement	58,252	24,645	25,744	42,877	13,299	54,563	67,862	35,076	54,934	54,434	144,444
Management company fees	936,381	463,138	620,956	701,021	329,258	691,350	1,020,608	1,028,633	822,080	1,018,849	2,869,562
Legal services	6,010	6,010	6,010	6,010	6,009	6,010	12,019	6,010	6,010	6,010	18,030
Accounting and audit services	7,412	7,412	7,412	7,412	7,412	7,412	14,824	7,412	7,412	7,412	22,236
Other professional and consulting services	91,948	91,758	87,782	91,232	58,770	88,466	147,236	81,517	95,124	177,706	354,347
Building rent	505	944	505	505	505	505	1,010	505	505	505	1,515
Repairs and maintenance	24,126	15,464	20,586	33,716	10,525	25,976	36,501	22,493	18,294	7,019	47,806
Insurance	53,461	53,461	53,461	53,461	53,461	53,461	106,922	53,461	53,461	53,461	160,383
Utilities	31,263	27,232	34,732	11,999	22,708	31,401	54,109	37,505	39,965	33,018	110,488
Supplies and materials	55,085	31,021	26,946	37,877	44,764	46,088	90,852	99,939	55,728	90,195	245,862
Equipment/Furnishings	4,891	1,217	2,525	184	1,182	3,528	4,710	1,551	3,661	2,833	8,045
Staff development	108,917	98,719	95,523	95,308	66,978	96,416	163,394	119,045	106,950	131,622	357,617
Marketing and recruitment	6,028	6,153	6,028	6,657	6,026	6,501	12,527	6,028	6,028	6,028	18,084
Technology	74,169	49,103	69,072	85,542	97,722	75,380	173,102	149,999	75,442	103,938	329,379
Food service	-	-	-	-	-	-	-	-	-	-	-
Student services	13,403	8,214	13,094	10,390	6,501	60,961	67,462	29,104	13,380	140,828	183,312
Office expense	127,215	77,070	80,910	79,912	63,059	98,407	161,466	176,104	95,745	68,163	340,012
Depreciation and amortization	156,403	223,284	124,081	135,690	247,335	123,884	371,219	402,718	220,914	411,527	1,035,159
Other	7,533	4,180	3,912	7,410	11,436	3,977	15,413	4,133	4,486	4,196	12,815
TOTAL EXPENSES	5,660,689	3,765,298	4,257,518	5,093,968	2,907,222	4,870,418	7,777,640	5,746,840	5,434,493	6,897,363	18,078,696
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	1,346,374	(273,335)	424,939	177,020	(239,839)	316,144	76,305	1,949,321	712,887	747,859	3,410,067
Support and other revenue:											
Contributions:											
Foundations	3,771	3,816	3,771	3,771	84,077	28,846	112,923	3,771	3,771	244,085	251,627
Miscellaneous and interest income	25,106	13,818	17,587	17,843	10,020	19,088	29,108	28,418	23,791	35,231	87,440
TOTAL SUPPORT AND OTHER REVENUE	28,877	17,634	21,358	21,614	94,097	47,934	142,031	32,189	27,562	279,316	339,067
CHANGE IN NET ASSETS	\$ 1,375,251	\$ (255,701)	\$ 446,297	\$ 198,634	\$ (145,742)	\$ 364,078	\$ 218,336	\$ 1,981,510	\$ 740,449	\$ 1,027,175	\$ 3,749,134

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

COMBINING STATEMENT OF ACTIVITIES AND NET ASSETS BY CHARTER, Cont'd

YEAR ENDED JUNE 30, 2021

	Excellence Boys				Excellence Girls				Leadership Preparatory Bedford Stuyvesant			
	Elementary School	Middle School	Total	Elementary School	Middle School	Uncommon Charter High School	Total	Elementary School	Middle School	Uncommon Collegiate Charter High School	Total	
Revenue, gains and other support:												
Public school district:												
Resident student enrollment	\$ 5,313,512	\$ 5,261,048	\$ 10,574,560	\$ 6,163,097	\$ 4,662,868	\$ 10,937,263	\$ 21,763,228	\$ 6,418,582	\$ 5,884,911	\$ 6,513,305	\$ 18,816,798	
Students with disabilities	368,575	612,522	981,097	221,380	332,470	1,875,079	2,428,929	315,939	360,990	507,563	1,184,492	
Grants and contracts:												
Federal - Title and IDEA	326,133	114,868	441,001	274,149	33,168	431,000	738,317	366,543	28,000	208,433	602,976	
Federal - Other	136,341	223,234	359,575	134,137	282,242	162,963	579,342	65,736	266,990	118,653	451,379	
TOTAL REVENUE, GAINS AND OTHER SUPPORT	6,144,561	6,211,672	12,356,233	6,792,763	5,310,748	13,406,305	25,509,816	7,166,800	6,540,891	7,347,954	21,055,645	
Personnel services costs:												
Administrative staff personnel	952,989	1,054,824	2,007,813	964,660	882,787	1,948,951	3,796,398	868,899	910,611	1,285,299	3,064,809	
Instructional personnel	2,344,006	2,140,572	4,484,578	2,346,829	1,671,135	4,480,838	8,498,802	2,342,456	1,926,016	2,111,795	6,380,267	
Non-instructional personnel	97,789		97,789									
TOTAL STAFF AND SALARIES	3,394,784	3,195,396	6,590,180	3,311,489	2,553,922	6,429,789	12,295,200	3,211,355	2,836,627	3,397,094	9,445,076	
Fringe benefits and payroll taxes	534,728	529,217	1,063,945	546,527	395,729	1,052,616	1,994,872	536,198	416,563	578,437	1,531,198	
Retirement	43,255	38,675	81,930	69,043	20,789	119,970	209,802	44,175	40,307	48,793	133,275	
Management company fees	733,388	781,044	1,514,432	908,735	709,305	1,707,456	3,325,496	959,685	872,324	983,797	2,815,806	
Legal services	6,010	6,010	12,020	6,010	6,010	6,010	18,030	6,013	6,010	7,377	19,400	
Accounting and audit services	7,412	7,412	14,824	7,412	7,412	7,412	22,236	7,413	7,412	7,412	22,237	
Other professional and consulting services	200,521	175,786	376,307	92,607	94,685	227,792	415,084	95,560	104,650	98,086	298,296	
Building rent	25,042	25,042	50,084	505	505	505	1,515	505	505	3,092	4,102	
Repairs and maintenance	383,467	256,036	639,503	9,589	9,983	364,947	384,519	29,921	26,226	8,107	64,254	
Insurance	53,461	53,461	106,922	53,461	53,461	104,137	211,059	53,482	53,461	53,461	160,404	
Utilities	134,511	99,066	233,577	34,046	36,917	315,052	386,015	26,730	24,998	26,161	77,889	
Supplies and materials	88,157	70,581	158,738	56,582	41,690	88,967	187,239	61,613	112,392	51,995	226,000	
Equipment/Furnishings	3,382	1,150	4,532	14,165	565	2,827	17,557	820	28,352	7,501	36,673	
Staff development	117,918	102,228	220,146	134,645	102,014	117,243	353,902	124,891	113,420	100,423	338,734	
Marketing and recruitment	6,028	6,028	12,056	6,028	6,969	6,028	19,025	6,884	6,060	6,262	19,206	
Technology	136,394	63,297	199,691	147,720	92,196	97,778	337,694	131,950	85,063	60,527	277,540	
Food service	-	-	-	-	296	-	296	-	-	-	-	
Student services	19,273	873	20,146	13,267	1,584	191,236	206,087	17,621	35,409	122,579	175,609	
Office expense	104,709	75,513	180,222	114,487	125,356	119,143	358,986	90,398	112,714	117,391	320,503	
Depreciation and amortization	261,187	151,372	412,559	147,080	205,220	301,975	654,275	154,816	201,526	216,189	572,531	
Other	57,912	3,612	61,524	4,994	16,024	12,017	33,035	7,903	4,274	4,435	16,612	
TOTAL EXPENSES	6,311,539	5,641,799	11,953,338	5,678,392	4,480,632	11,272,900	21,431,924	5,567,933	5,088,293	5,899,119	16,555,345	
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(166,978)	569,873	402,895	1,114,371	830,116	2,133,405	4,077,892	1,598,867	1,452,598	1,448,835	4,500,300	
Support and other revenue:												
Contributions:												
Foundations	41,919	166,393	208,312	3,771	3,771	185,448	192,990	3,772	3,771	162,270	169,813	
Miscellaneous and interest income	21,913	21,707	43,620	25,604	19,633	84,856	130,093	26,420	25,084	29,993	81,497	
TOTAL SUPPORT AND OTHER REVENUE	63,832	188,100	251,932	29,375	23,404	270,304	323,083	30,192	28,855	192,263	251,310	
CHANGE IN NET ASSETS	\$ (103,146)	\$ 757,973	\$ 654,827	\$ 1,143,746	\$ 853,520	\$ 2,403,709	\$ 4,400,975	\$ 1,629,059	\$ 1,481,453	\$ 1,641,098	\$ 4,751,610	

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

COMBINING STATEMENT OF ACTIVITIES AND NET ASSETS BY CHARTER, Cont'd

YEAR ENDED JUNE 30, 2021

	Leadership Preparatory Brownsville			Leadership Preparatory Ocean Hill				Leadership Preparatory Canarsie			
	Elementary School	Middle School	Total	Elementary School	Middle School	Uncommon Preparatory Charter High School	Total	Elementary School	Middle School	Total	Total
Revenue, gains and other support:											
Public school district:											
Resident student enrollment	\$ 6,884,795	\$ 4,300,697	\$ 11,185,492	\$ 6,953,947	\$ 5,405,784	\$ 8,644,830	\$ 21,004,561	\$ 7,161,933	\$ 5,953,531	\$ 13,115,464	\$ 139,315,713
Students with disabilities	245,890	388,150	634,040	348,449	279,200	474,210	1,101,859	189,410	322,090	511,500	10,513,286
Grants and contracts:							-				
Federal - Title and IDEA	261,880	178,871	440,751	436,443	83,750	154,386	674,579	262,790	141,616	404,406	5,146,873
Federal - Other	219,796	159,687	379,483	24,557	264,509	198,230	487,296	92,827	254,392	347,219	4,027,651
TOTAL REVENUE, GAINS AND OTHER SUPPORT	7,612,361	5,027,405	12,639,766	7,763,396	6,033,243	9,471,656	23,268,295	7,706,960	6,671,629	14,378,589	159,003,523
Personnel services costs:											
Administrative staff personnel	925,295	978,918	1,904,213	913,093	1,003,308	1,706,425	3,622,826	917,882	966,584	1,884,466	25,266,203
Instructional personnel	2,387,060	1,785,574	4,172,634	2,498,787	1,928,388	2,810,240	7,237,415	2,560,843	1,834,487	4,395,330	52,105,846
Non-instructional personnel	-	-	-	-	-	-	-	-	-	-	97,789
TOTAL STAFF AND SALARIES	3,312,355	2,764,492	6,076,847	3,411,880	2,931,696	4,516,665	10,860,241	3,478,725	2,801,071	6,279,796	77,469,838
Fringe benefits and payroll taxes	523,831	438,782	962,613	511,893	457,305	782,110	1,751,308	537,655	463,988	1,001,643	12,598,049
Retirement	37,768	48,365	86,133	46,859	36,596	74,310	157,765	38,881	38,054	76,935	1,109,664
Management company fees	1,017,711	670,688	1,688,399	1,043,109	809,220	1,270,896	3,123,225	1,031,918	891,857	1,923,775	21,002,799
Legal services	6,010	6,010	12,020	6,010	6,010	6,010	18,030	6,010	6,010	12,020	145,609
Accounting and audit services	7,412	7,412	14,824	7,412	7,412	7,412	22,236	7,412	7,412	14,824	177,889
Other professional and consulting services	102,187	84,182	186,369	85,174	88,077	149,573	322,824	103,520	99,250	202,770	2,665,953
Building rent	505	505	1,010	505	505	505	1,515	505	505	1,010	64,220
Repairs and maintenance	28,679	15,977	44,656	6,960	14,251	9,518	30,729	20,897	16,736	37,633	1,379,493
Insurance	53,461	53,461	106,922	53,461	53,461	53,461	160,383	53,461	53,461	106,922	1,333,761
Utilities	30,310	30,927	61,237	25,372	19,015	28,397	72,784	27,801	20,387	48,188	1,149,513
Supplies and materials	70,492	49,036	119,528	73,541	43,551	176,888	293,980	83,127	50,704	133,831	1,606,959
Equipment/Furnishings	1,592	726	2,318	2,471	240	464	3,175	5,625	852	6,477	92,304
Staff development	138,695	102,769	241,464	114,495	81,698	104,350	300,543	108,430	81,733	190,163	2,564,430
Marketing and recruitment	6,028	3,790	9,818	6,028	6,028	6,028	18,084	6,028	6,128	12,156	145,822
Technology	153,271	77,778	231,049	122,674	58,148	88,403	269,225	144,043	79,422	223,465	2,319,031
Food service	-	-	-	-	-	-	-	-	-	-	296
Student services	15,905	17,232	33,137	9,888	29,619	78,397	117,904	9,239	8,127	17,366	866,124
Office expense	108,012	119,617	227,629	104,571	65,803	109,256	279,630	94,254	74,314	168,568	2,402,123
Depreciation and amortization	189,240	217,898	407,138	163,678	151,252	452,505	767,435	218,687	146,418	365,105	5,224,879
Other	4,376	3,956	8,332	6,381	4,911	4,432	15,724	4,112	4,083	8,195	194,685
TOTAL EXPENSES	5,807,840	4,713,603	10,521,443	5,802,362	4,864,798	7,919,580	18,586,740	5,980,330	4,850,512	10,830,842	134,513,441
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	1,804,521	313,802	2,118,323	1,961,034	1,168,445	1,552,076	4,681,555	1,726,630	1,821,117	3,547,747	24,490,082
Support and other revenue:											
Contributions:											
Foundations	3,771	3,771	7,542	3,771	3,771	168,116	175,658	3,771	3,771	7,542	1,141,536
Miscellaneous and interest income	29,005	18,083	47,088	28,745	22,288	37,227	88,260	29,638	25,844	55,482	636,942
TOTAL SUPPORT AND OTHER REVENUE	32,776	21,854	54,630	32,516	26,059	205,343	263,918	33,409	29,615	63,024	1,778,478
CHANGE IN NET ASSETS	\$ 1,837,297	\$ 335,656	\$ 2,172,953	\$ 1,993,550	\$ 1,194,504	\$ 1,757,419	\$ 4,945,473	\$ 1,760,039	\$ 1,850,732	\$ 3,610,771	\$ 26,268,560

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – BEDFORD STUYVESANT COLLEGIATE

YEAR ENDED JUNE 30, 2021

		Program Services			Support Services	
	No. of	Regular	Special	Total	Management	Total
	positions	education	education		and General	
Personnel services costs:						
Administrative staff personnel	8.08	\$ 706,252	\$ 105,532	\$ 811,784	\$ 185,930	\$ 997,714
Instructional personnel	38.21	2,033,737	303,892	2,337,629	-	2,337,629
Non-instructional personnel	-	-	-	-	-	-
Total salaries and staff	46.29	2,739,989	409,424	3,149,413	185,930	3,335,343
Fringe benefits and payroll taxes		459,259	68,625	527,884	34,460	562,344
Retirement		50,679	7,573	58,252	-	58,252
Management company fees		692,454	103,470	795,924	140,457	936,381
Legal services		-	-	-	6,010	6,010
Accounting and audit services	-	-	-	-	7,412	7,412
Other professional and consulting services		67,039	10,017	77,056	14,892	91,948
Building rent		439	66	505	-	505
Repairs and maintenance		20,990	3,136	24,126	-	24,126
Insurance		-	-	-	53,461	53,461
Utilities		6	1	7	31,256	31,263
Supplies and materials		47,924	7,161	55,085	-	55,085
Equipment/Furnishings		-	-	-	4,891	4,891
Staff development		94,758	14,159	108,917	-	108,917
Marketing and recruitment		5,244	784	6,028	-	6,028
Technology		32,879	4,913	37,792	36,377	74,169
Food service		-	-	-	-	-
Student services		11,661	1,742	13,403	-	13,403
Office expense		45,972	6,869	52,841	74,374	127,215
Depreciation and amortization		135,479	20,244	155,723	680	156,403
Other		-	-	-	7,533	7,533
		<u>\$ 4,404,772</u>	<u>\$ 658,184</u>	<u>\$ 5,062,956</u>	<u>\$ 597,733</u>	<u>\$ 5,660,689</u>

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – BROOKLYN EAST COLLEGIATE

YEAR ENDED JUNE 30, 2021

	No. of positions	Program Services			Support Services	Total
		Regular education	Special education	Total	Management and General	
Personnel services costs:						
Administrative staff personnel	6.08	\$ 532,295	\$ 46,286	\$ 578,581	\$ 203,457	\$ 782,038
Instructional personnel	24.21	1,291,432	112,298	1,403,730	-	1,403,730
Non-instructional personnel	-	-	-	-	-	-
Total salaries and staff	30.29	1,823,727	158,584	1,982,311	203,457	2,185,768
Fringe benefits and payroll taxes		323,837	28,160	351,997	38,508	390,505
Retirement		22,673	1,972	24,645	-	24,645
Management company fees		362,174	31,493	393,667	69,471	463,138
Legal services		-	-	-	6,010	6,010
Accounting and audit services	-	-	-	-	7,412	7,412
Other professional and consulting services		74,503	6,478	80,981	10,777	91,758
Building rent		868	76	944	-	944
Repairs and maintenance		14,227	1,237	15,464	-	15,464
Insurance		-	-	-	53,461	53,461
Utilities		6	1	7	27,225	27,232
Supplies and materials		28,539	2,482	31,021	-	31,021
Equipment/Furnishings		276	24	300	917	1,217
Staff development		90,821	7,898	98,719	-	98,719
Marketing and recruitment		5,661	492	6,153	-	6,153
Technology		26,920	2,341	29,261	19,842	49,103
Food service		-	-	-	-	-
Student services		7,557	657	8,214	-	8,214
Office expense		22,294	1,939	24,233	52,837	77,070
Depreciation and amortization		203,620	17,706	221,326	1,958	223,284
Other		-	-	-	4,180	4,180
		<u>\$ 3,007,703</u>	<u>\$ 261,540</u>	<u>\$ 3,269,243</u>	<u>\$ 496,055</u>	<u>\$ 3,765,298</u>

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – BROWNSVILLE COLLEGIATE

YEAR ENDED JUNE 30, 2021

	No. of positions	Program Services			Support Services	Total
		Regular education	Special education	Total	Management and General	
Personnel services costs:						
Administrative staff personnel	8.08	\$ 647,564	\$ 71,952	\$ 719,516	\$ 247,651	\$ 967,167
Instructional personnel	26.21	1,442,446	160,272	1,602,718	-	1,602,718
Non-instructional personnel	-	-	-	-	-	-
Total salaries and staff	34.29	2,090,010	232,224	2,322,234	247,651	2,569,885
Fringe benefits and payroll taxes		351,462	39,051	390,513	17,841	408,354
Retirement		23,170	2,574	25,744	-	25,744
Management company fees		475,032	52,781	527,813	93,143	620,956
Legal services		-	-	-	6,010	6,010
Accounting and audit services	-	-	-	-	7,412	7,412
Other professional and consulting services		68,035	7,560	75,595	12,187	87,782
Building rent		454	51	505	-	505
Repairs and maintenance		18,527	2,059	20,586	-	20,586
Insurance		-	-	-	53,461	53,461
Utilities		6	1	7	34,725	34,732
Supplies and materials		24,251	2,695	26,946	-	26,946
Equipment/Furnishings		1,883	209	2,092	433	2,525
Staff development		85,971	9,552	95,523	-	95,523
Marketing and recruitment		5,425	603	6,028	-	6,028
Technology		26,449	2,939	29,388	39,684	69,072
Food service		-	-	-	-	-
Student services		11,785	1,309	13,094	-	13,094
Office expense		32,726	3,636	36,362	44,548	80,910
Depreciation and amortization		110,999	12,333	123,332	749	124,081
Other		-	-	-	3,912	3,912
		<u>\$ 3,326,185</u>	<u>\$ 369,577</u>	<u>\$ 3,695,762</u>	<u>\$ 561,756</u>	<u>\$ 4,257,518</u>

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – WILLIAMSBURG COLLEGIATE

YEAR ENDED JUNE 30, 2021

		Program Services			Support Services	
	No. of	Regular	Special	Total	Management	Total
	positions	education	education		and General	
Personnel services costs:						
Administrative staff personnel	8.08	\$ 694,628	\$ 85,853	\$ 780,481	\$ 289,270	\$ 1,069,751
Instructional personnel	34.21	1,854,629	229,224	2,083,853	-	2,083,853
Non-instructional personnel	-	-	-	-	-	-
Total salaries and staff	42.29	2,549,257	315,077	2,864,334	289,270	3,153,604
Fringe benefits and payroll taxes		427,665	52,857	480,522	52,639	533,161
Retirement		38,161	4,716	42,877	-	42,877
Management company fees		530,323	65,545	595,868	105,153	701,021
Legal services		-	-	-	6,010	6,010
Accounting and audit services	-	-	-	-	7,412	7,412
Other professional and consulting services		68,566	8,474	77,040	14,192	91,232
Building rent		449	56	505	-	505
Repairs and maintenance		30,007	3,709	33,716	-	33,716
Insurance		-	-	-	53,461	53,461
Utilities		6	1	7	11,992	11,999
Supplies and materials		33,711	4,166	37,877	-	37,877
Equipment/Furnishings		-	-	-	184	184
Staff development		84,824	10,484	95,308	-	95,308
Marketing and recruitment		5,925	732	6,657	-	6,657
Technology		43,298	5,351	48,649	36,893	85,542
Food service		-	-	-	-	-
Student services		9,247	1,143	10,390	-	10,390
Office expense		26,430	3,267	29,697	50,215	79,912
Depreciation and amortization		119,173	14,729	133,902	1,788	135,690
Other		-	-	-	7,410	7,410
		<u>\$ 3,967,042</u>	<u>\$ 490,307</u>	<u>\$ 4,457,349</u>	<u>\$ 636,619</u>	<u>\$ 5,093,968</u>

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – OCEAN HILL COLLEGIATE

YEAR ENDED JUNE 30, 2021

		Program Services			Support Services	
	No. of	Regular	Special	Total	Management	Total
	positions	education	education		and General	
Personnel services costs:						
Administrative staff personnel	15.17	\$ 1,147,527	\$ 73,246	\$ 1,220,773	\$ 412,906	\$ 1,633,679
Instructional personnel	45.42	2,722,765	173,794	2,896,559	-	2,896,559
Non-instructional personnel	-	-	-	-	-	-
Total salaries and staff	60.59	3,870,292	247,040	4,117,332	412,906	4,530,238
Fringe benefits and payroll taxes		649,802	41,477	691,279	34,887	726,166
Retirement		63,790	4,072	67,862	-	67,862
Management company fees		815,465	52,051	867,516	153,092	1,020,608
Legal services		-	-	-	12,019	12,019
Accounting and audit services	-	-	-	-	14,824	14,824
Other professional and consulting services		118,698	7,576	126,274	20,962	147,236
Building rent		949	61	1,010	-	1,010
Repairs and maintenance		34,311	2,190	36,501	-	36,501
Insurance		-	-	-	106,922	106,922
Utilities		7	-	7	54,102	54,109
Supplies and materials		85,401	5,451	90,852	-	90,852
Equipment/Furnishings		2,445	156	2,601	2,109	4,710
Staff development		153,590	9,804	163,394	-	163,394
Marketing and recruitment		11,775	752	12,527	-	12,527
Technology		88,089	5,623	93,712	79,390	173,102
Food service		-	-	-	-	-
Student services		63,414	4,048	67,462	-	67,462
Office expense		70,754	4,516	75,270	86,196	161,466
Depreciation and amortization		343,315	21,914	365,229	5,990	371,219
Other		5,678	362	6,040	9,373	15,413
		<u>\$ 6,377,775</u>	<u>\$ 407,093</u>	<u>\$ 6,784,868</u>	<u>\$ 992,772</u>	<u>\$ 7,777,640</u>

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – KING’S COLLEGIATE

YEAR ENDED JUNE 30, 2021

	No. of positions	Program Services			Support Services	Total
		Regular education	Special education	Total	Management and General	
Personnel services costs:						
Administrative staff personnel	31.25	\$ 2,609,749	\$ 137,355	\$ 2,747,104	\$ 788,225	\$ 3,535,329
Instructional personnel	113.62	6,281,714	330,617	6,612,331	-	6,612,331
Non-instructional personnel	1.00		-			
Total salaries and staff	145.87	8,891,463	467,972	9,359,435	788,225	10,147,660
Fringe benefits and payroll taxes		1,454,697	76,563	1,531,260	140,680	1,671,940
Retirement		137,222	7,222	144,444	-	144,444
Management company fees		2,317,172	121,956	2,439,128	430,434	2,869,562
Legal services		-	-	-	18,030	18,030
Accounting and audit services		-	-	-	22,236	22,236
Other professional and consulting services	-	291,206	15,327	306,533	47,814	354,347
Building rent		1,439	76	1,515	-	1,515
Repairs and maintenance		45,416	2,390	47,806	-	47,806
Insurance		-	-	-	160,383	160,383
Utilities		20	1	21	110,467	110,488
Supplies and materials		233,569	12,293	245,862	-	245,862
Equipment/Furnishings		3,020	159	3,179	4,866	8,045
Staff development		339,736	17,881	357,617	-	357,617
Marketing and recruitment		17,180	904	18,084	-	18,084
Technology		202,374	10,651	213,025	116,354	329,379
Food service		-	-	-	-	-
Student services		174,146	9,166	183,312	-	183,312
Office expense		113,721	5,985	119,706	220,306	340,012
Depreciation and amortization		970,442	51,076	1,021,518	13,641	1,035,159
Other		1,006	53	1,059	11,756	12,815
		<u>\$ 15,193,829</u>	<u>\$ 799,675</u>	<u>\$ 15,993,504</u>	<u>\$ 2,085,192</u>	<u>\$ 18,078,696</u>

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – EXCELLENCE BOYS

YEAR ENDED JUNE 30, 2021

	No. of positions	Program Services			Support Services	Total
		Regular education	Special education	Total	Management and General	
Personnel services costs:						
Administrative staff personnel	18.17	\$ 1,378,946	\$ 119,908	\$ 1,498,854	\$ 508,959	\$ 2,007,813
Instructional personnel	69.42	4,125,812	358,766	4,484,578	-	4,484,578
Non-instructional personnel	1.00		-		97,789	97,789
Total salaries and staff	88.59	5,504,758	478,674	5,983,432	606,748	6,590,180
Fringe benefits and payroll taxes		896,534	77,960	974,494	89,451	1,063,945
Retirement		75,376	6,554	81,930	-	81,930
Management company fees		1,184,286	102,981	1,287,267	227,165	1,514,432
Legal services		-	-	-	12,020	12,020
Accounting and audit services		-	-	-	14,824	14,824
Other professional and consulting services	-	319,211	27,757	346,968	29,339	376,307
Building rent		46,077	4,007	50,084	-	50,084
Repairs and maintenance		588,343	51,160	639,503	-	639,503
Insurance		-	-	-	106,922	106,922
Utilities		144,738	12,586	157,324	76,253	233,577
Supplies and materials		146,039	12,699	158,738	-	158,738
Equipment/Furnishings		3,831	333	4,164	368	4,532
Staff development		202,534	17,612	220,146	-	220,146
Marketing and recruitment		11,092	964	12,056	-	12,056
Technology		141,741	12,325	154,066	45,625	199,691
Food service		-	-	-	-	-
Student services		18,534	1,612	20,146	-	20,146
Office expense		86,176	7,494	93,670	86,552	180,222
Depreciation and amortization		375,616	32,662	408,278	4,281	412,559
Other		37,517	3,262	40,779	20,745	61,524
		<u>\$ 9,782,403</u>	<u>\$ 850,642</u>	<u>\$ 10,633,045</u>	<u>\$ 1,320,293</u>	<u>\$ 11,953,338</u>

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – EXCELLENCE GIRLS

YEAR ENDED JUNE 30, 2021

	No. of positions	Program Services			Support Services	Total
		Regular education	Special education	Total	Management and General	
Personnel services costs:						
Administrative staff personnel	35.25	\$ 2,681,566	\$ 297,952	\$ 2,979,518	\$ 816,880	\$ 3,796,398
Instructional personnel	142.62	7,648,922	849,880	8,498,802	-	8,498,802
Non-instructional personnel	-	-	-	-	-	-
Total salaries and staff	177.87	10,330,488	1,147,832	11,478,320	816,880	12,295,200
Fringe benefits and payroll taxes		1,664,939	184,993	1,849,932	144,940	1,994,872
Retirement		188,822	20,980	209,802	-	209,802
Management company fees		2,544,005	282,667	2,826,672	498,824	3,325,496
Legal services		-	-	-	18,030	18,030
Accounting and audit services	-	-	-	-	22,236	22,236
Other professional and consulting services		323,094	35,899	358,993	56,091	415,084
Building rent		1,363	152	1,515	-	1,515
Repairs and maintenance		346,067	38,452	384,519	-	384,519
Insurance		-	-	-	211,059	211,059
Utilities		250,697	27,855	278,552	107,463	386,015
Supplies and materials		168,515	18,724	187,239	-	187,239
Equipment/Furnishings		12,926	1,436	14,362	3,195	17,557
Staff development		318,512	35,390	353,902	-	353,902
Marketing and recruitment		17,122	1,903	19,025	-	19,025
Technology		196,778	21,864	218,642	119,052	337,694
Food service		266	30	296	-	296
Student services		185,478	20,609	206,087	-	206,087
Office expense		135,521	15,058	150,579	208,407	358,986
Depreciation and amortization		563,062	62,563	625,625	28,650	654,275
Other		-	-	-	33,035	33,035
		<u>\$ 17,247,655</u>	<u>\$ 1,916,407</u>	<u>\$ 19,164,062</u>	<u>\$ 2,267,862</u>	<u>\$ 21,431,924</u>

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UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – LEADERSHIP PREPARATORY BEDFORD STUYVESANT

YEAR ENDED JUNE 30, 2021

	No. of positions	Program Services			Support Services	
		Regular education	Special education	Total	Management and General	Total
Personnel services costs:						
Administrative staff personnel	26.25	\$ 2,268,743	\$ 144,813	\$ 2,413,556	\$ 651,253	\$ 3,064,809
Instructional personnel	115.62	5,997,451	382,816	6,380,267	-	6,380,267
Non-instructional personnel	-	-	-	-	-	-
Total salaries and staff	141.87	8,266,194	527,629	8,793,823	651,253	9,445,076
Fringe benefits and payroll taxes		1,332,410	85,047	1,417,457	113,741	1,531,198
Retirement		125,278	7,997	133,275	-	133,275
Management company fees		2,249,828	143,606	2,393,434	422,372	2,815,806
Legal services		-	-	-	19,400	19,400
Accounting and audit services	-	-	-	-	22,237	22,237
Other professional and consulting services		235,033	15,002	250,035	48,261	298,296
Building rent		3,856	246	4,102	-	4,102
Repairs and maintenance		60,399	3,855	64,254	-	64,254
Insurance		-	-	-	160,404	160,404
Utilities		13	1	14	77,875	77,889
Supplies and materials		212,440	13,560	226,000	-	226,000
Equipment/Furnishings		15,099	964	16,063	20,610	36,673
Staff development		318,410	20,324	338,734	-	338,734
Marketing and recruitment		18,054	1,152	19,206	-	19,206
Technology		206,488	13,180	219,668	57,872	277,540
Food service		-	-	-	-	-
Student services		165,072	10,537	175,609	-	175,609
Office expense		129,310	8,254	137,564	182,939	320,503
Depreciation and amortization		534,501	34,117	568,618	3,913	572,531
Other		1,898	121	2,019	14,593	16,612
		<u>\$ 13,874,283</u>	<u>\$ 885,592</u>	<u>\$ 14,759,875</u>	<u>\$ 1,795,470</u>	<u>\$ 16,555,345</u>

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – LEADERSHIP PREPARATORY BROWNSVILLE

YEAR ENDED JUNE 30, 2021

	No. of positions	Program Services			Support Services	
		Regular education	Special education	Total	Management and General	Total
Personnel services costs:						
Administrative staff personnel	21.17	\$ 1,344,606	\$ 70,769	\$ 1,415,375	\$ 488,838	\$ 1,904,213
Instructional personnel	69.42	3,964,002	208,632	4,172,634	-	4,172,634
Non-instructional personnel	-	-	-	-	-	-
Total salaries and staff	90.59	5,308,608	279,401	5,588,009	488,838	6,076,847
Fringe benefits and payroll taxes		834,673	43,930	878,603	84,010	962,613
Retirement		81,826	4,307	86,133	-	86,133
Management company fees		1,363,382	71,757	1,435,139	253,260	1,688,399
Legal services		-	-	-	12,020	12,020
Accounting and audit services	-	-	-	-	14,824	14,824
Other professional and consulting services		149,035	7,844	156,879	29,490	186,369
Building rent		959	51	1,010	-	1,010
Repairs and maintenance		42,423	2,233	44,656	-	44,656
Insurance		-	-	-	106,922	106,922
Utilities		13	1	14	61,223	61,237
Supplies and materials		113,552	5,976	119,528	-	119,528
Equipment/Furnishings		725	38	763	1,555	2,318
Staff development		229,391	12,073	241,464	-	241,464
Marketing and recruitment		9,327	491	9,818	-	9,818
Technology		147,239	7,749	154,988	76,061	231,049
Food service		-	-	-	-	-
Student services		31,480	1,657	33,137	-	33,137
Office expense		82,291	4,331	86,622	141,007	227,629
Depreciation and amortization		383,929	20,207	404,136	3,002	407,138
Other		-	-	-	8,332	8,332
		<u>\$ 8,778,853</u>	<u>\$ 462,046</u>	<u>\$ 9,240,899</u>	<u>\$ 1,280,544</u>	<u>\$ 10,521,443</u>

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UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – LEADERSHIP PREPARATORY OCEAN HILL

YEAR ENDED JUNE 30, 2021

	No. of positions	Program Services			Support Services	
		Regular education	Special education	Total	Management and General	Total
Personnel services costs:						
Administrative staff personnel	30.25	\$ 2,783,752	\$ 146,513	\$ 2,930,265	\$ 692,561	\$ 3,622,826
Instructional personnel	84.62	6,875,544	361,871	7,237,415	-	7,237,415
Non-instructional personnel	-	-	-	-	-	-
Total salaries and staff	114.87	9,659,296	508,384	10,167,680	692,561	10,860,241
Fringe benefits and payroll taxes		1,548,234	81,486	1,629,720	121,588	1,751,308
Retirement		149,877	7,888	157,765	-	157,765
Management company fees		2,522,005	132,737	2,654,742	468,483	3,123,225
Legal services		-	-	-	18,030	18,030
Accounting and audit services	-	-	-	-	22,236	22,236
Other professional and consulting services		257,868	13,572	271,440	51,384	322,824
Building rent		1,439	76	1,515	-	1,515
Repairs and maintenance		29,193	1,536	30,729	-	30,729
Insurance		-	-	-	160,383	160,383
Utilities		20	1	21	72,763	72,784
Supplies and materials		279,281	14,699	293,980	-	293,980
Equipment/Furnishings		2,226	117	2,343	832	3,175
Staff development		285,516	15,027	300,543	-	300,543
Marketing and recruitment		17,180	904	18,084	-	18,084
Technology		181,934	9,576	191,510	77,715	269,225
Food service		-	-	-	-	-
Student services		112,009	5,895	117,904	-	117,904
Office expense		127,980	6,736	134,716	144,914	279,630
Depreciation and amortization		723,753	38,092	761,845	5,590	767,435
Other		2,302	121	2,423	13,301	15,724
		<u>\$ 15,900,113</u>	<u>\$ 836,847</u>	<u>\$ 16,736,960</u>	<u>\$ 1,849,780</u>	<u>\$ 18,586,740</u>

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – LEADERSHIP PREPARATORY CANARSIE

YEAR ENDED JUNE 30, 2021

	No. of positions	Program Services			Support Services Management and General	Total
		Regular education	Special education	Total		
Personnel services costs:						
Administrative staff personnel	18.17	\$ 1,386,274	\$ 57,761	\$ 1,444,035	\$ 440,431	\$ 1,884,466
Instructional personnel	63.42	4,219,517	175,813	4,395,330	-	4,395,330
Non-instructional personnel	-	-	-	-	-	-
Total salaries and staff	81.59	5,605,791	233,574	5,839,365	440,431	6,279,796
Fringe benefits and payroll taxes		889,018	37,042	926,060	75,583	1,001,643
Retirement		73,858	3,077	76,935	-	76,935
Management company fees		1,569,800	65,408	1,635,208	288,567	1,923,775
Legal services		-	-	-	12,020	12,020
Accounting and audit services	-	-	-	-	14,824	14,824
Other professional and consulting services		166,665	6,944	173,609	29,161	202,770
Building rent		970	40	1,010	-	1,010
Repairs and maintenance		36,128	1,505	37,633	-	37,633
Insurance		-	-	-	106,922	106,922
Utilities		13	1	14	48,174	48,188
Supplies and materials		128,478	5,353	133,831	-	133,831
Equipment/Furnishings		5,149	215	5,364	1,113	6,477
Staff development		182,556	7,607	190,163	-	190,163
Marketing and recruitment		11,670	486	12,156	-	12,156
Technology		138,333	5,764	144,097	79,368	223,465
Food service		-	-	-	-	-
Student services		16,671	695	17,366	-	17,366
Office expense		58,041	2,418	60,459	108,109	168,568
Depreciation and amortization		348,407	14,517	362,924	2,181	365,105
Other		-	-	-	8,195	8,195
		<u>\$ 9,231,548</u>	<u>\$ 384,646</u>	<u>\$ 9,616,194</u>	<u>\$ 1,214,648</u>	<u>\$ 10,830,842</u>



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation: Uncommon Schools - New York

Name of trustee (print): Ann Mathews

Position(s) on board, if any (e.g., chair, Member treasurer, committee chair, etc.):

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation?

[If you check **yes**, answer 1a), 1b), and 1c)]. ☐ Yes (X) No 1a) Description of the position:

1b) Salary:

1c) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

(X) None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction (s) or "Ongoing"

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction (s) or "Ongoing"
N/A						

Trustee Signature

Signature: *Ann Mathews*

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Uncommon Schools NYC
Name of trustee (print):	Brett Peiser
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	none
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
Brett Peiser	Uncommon Schools, educational partner of Uncommon NYC	Chief Executive Officer				Ongoing

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation: **Uncommon Schools New York**
Name of trustee (print): **Chrystal Stokes Williams**
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): **Chair, Audit Committee**
Email Address: [REDACTED]

Home Address

Please complete with **changes** only:

Street:

City, State Zip:

Phone:

Business Address

Please complete with **changes** only:

Business Name

Street:

City, State Zip:

Phone:

Questions

- 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)]. ☐ Yes ☒ No
- 1a) Description of the position:
- 1b) Salary:
- 1c) Start date:
- 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☐ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
None				

- 3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
None						

Trustee Signature

Signature:

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Uncommon New York City Charter Schools
Name of trustee (print):	Ekwutozia Nwabuzor
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	

Home Address	
Please complete with changes only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with changes only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation:

UNCOMMON SCHOOLS

Name of trustee (print):

JABALI SAWICKI

Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):

BOARD MEMBER

Email Address:

Home Address

Please complete with **changes** only:

Street:

City, State Zip:

Phone:

Business Address

Please complete with **changes** only:

Business Name:

Street:

City, State Zip:

Phone:

Questions

- 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)].

☐ Yes ☒ No

1a) Description of the position:

1b) Salary:

1c) Start date:

- 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

- 3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation: **Uncommon NYC**
Name of trustee (print): **John Greenstein**
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): **Trustee**
Email Address: [REDACTED]

Home Address

Please complete with **changes** only:

Street:
City, State Zip
Phone:

[REDACTED]

Business Address

Please complete with **changes** only:

Business Name:
Street:
City, State Zip:
Phone:

[REDACTED]

Questions

- 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)]. ☐ Yes ☒ No

1a) Description of the position:

1b) Salary:

1c) Start date:

- 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☐ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
	None			

- 3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
	None					

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	UNCOMMON SCHOOLS
Name of trustee (print):	JOHN KIM
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	BOARD MEMBER
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with changes only:	Please complete with changes only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
— NONE —				

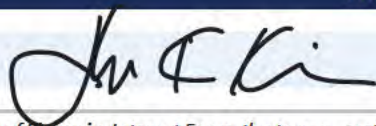
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ one

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
— NONE —						

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation: **Uncommon Schools NYC**

Name of trustee (print): **Joseph Wayland**

Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): **Treasurer**

Email Address: [REDACTED]

Home Address

Please complete with *changes* only:

Street: [REDACTED]

City, State Zip: [REDACTED]

Phone: [REDACTED]

Business Address

Please complete with *changes* only:

Business Name: [REDACTED]

Street: [REDACTED]

City, State Zip: [REDACTED]

Phone: [REDACTED]

Questions

- 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)]. ☐ Yes ☒ No
- 1a) Description of the position: _____
- 1b) Salary: _____
- 1c) Start date: _____
- 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

- 3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Uncommon Charter Schools New York City
Name of trustee (print):	Linton Mann III
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair of the Board
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	N/A
1b) Salary:	N/A
1c) Start date:	N/A

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A				
N/A				
N/A				

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A						
N/A						
N/A						
N/A						

Trustee Signature

Signature:

Linton Mann III

Digitally signed by Linton Mann III
DN: CN = Linton Mann III email = LMann@stblaw.com C = US
Date: 2021.06.26 16:50:14 -04'00'

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation:

Name of trustee (print):

MICHAEL HALL

Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):

Advocacy committee chair

Email Address:

Home Address

Please complete with *changes* only:

Street:

City, State Zip:

Phone:

Business Address

Please complete with *changes* only:

Business Name:

Street:

City, State Zip:

Phone:

Questions

- 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)].

☐ Yes ☒ No

1a) Description of the position:

1b) Salary:

1c) Start date:

- 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Uncommon Charter Schools NYC
Name of trustee (print):	Shakima Jones
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Academic Committee, Finance Committee
Email Address:	

Home Address	Business Address
Please complete with changes only:	Please complete with changes only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☐ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
NONE				

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
NONE						

Trustee Signature

Signature:

Shakima Jones

Digitally signed by Shakima Jones
Date: 2021.06.24 17:09:15 -04'00'

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Uncommon Schools NYC
Name of trustee (print):	Anthony W. Pasquariello
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chair
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☐ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Tony Pasquariello

Digitally signed by Tony Pasquariello
Date: 2021.06.22 09:52:19 -04'00'

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.