

# Application: East Brooklyn Ascend Charter School

Genevieve de Gaillande - genevieve.degaille@ascendlearning.org  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

**Completed** Aug 2 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)

EAST BROOKLYN ASCEND CHARTER SCHOOL (EBACS) 331900861132

**a1. Popular School Name**

East Brooklyn Ascend Charter

**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**

(No response)

**d. DATE OF INITIAL CHARTER**

6/2017

**e. DATE FIRST OPENED FOR INSTRUCTION**

9/2018

**h. SCHOOL WEB ADDRESS (URL)**

<http://ascendlearning.org>

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

54

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

45

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

Check all that apply

Grades Served	K, 1, 2
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**l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes

## 12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Ascend Learning Inc.
PHYSICAL STREET ADDRESS	205 Rockaway Parkway
CITY	Brooklyn
STATE	Brooklyn
ZIP CODE	11212
EMAIL ADDRESS	<a href="mailto:info@ascendlearning.org">info@ascendlearning.org</a>
CONTACT PERSON NAME	Maryann Li

## FACILITIES INFORMATION

### m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	No, just one site.
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### 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	260 Shepherd Avenue, Brooklyn NY 11208	718-744-6025	NYC CSD 19	K-2	K-2

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Shanice Sanchez			
Operational Leader	Tenille Feria			
Compliance Contact	Sophie Kramer			
Complaint Contact	Danique Day			
DASA Coordinator	Jennifer Young			
Phone Contact for After Hours Emergencies	Maryann Li			

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

Private Space

**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)**

[260 Shepherd Ave CofO.pdf](#)

**Filename:** 260 Shepherd Ave CofO.pdf **Size:** 338.2 kB

**Site 1 Fire Inspection Report**

**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).**

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	Genevieve De Gaillande
Position	Director of School Operations
Phone/Extension	917-673-2039
Email	<a href="mailto:genevieve.degaillande@ascendlearning.org">genevieve.degaillande@ascendlearning.org</a>

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 cursive and appears to read "Christine Himmels".

**Signature, President of the Board of Trustees**

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "Stephanie M. Himmels".

**Date**

Jul 27 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<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

<sup>[1]</sup> 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 2 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.

### **[ACS Trustees Financial Disclosure 2021](#)**

Filename: ACS Trustees Financial Disclosure 2 aR9xHRR.pdf Size: 7.5 MB

## Entry 7 BOT Membership Table

Completed Aug 2 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	Stephanie Mauterstock		Chair	Nominating, Academic, Executive	Yes	6	7/1/2020	6/30/2021	12
2	Shelly Cleary		Treasurer	Finance, Executive	Yes	5	7/1/2020	6/30/2021	12
3	Glenn Hopps		Treasurer	Finance, Executive	Yes	2	7/1/2020	6/30/2021	8
4	Christine Schlend		Trustee/Member	Finance, Executive	Yes	6	7/1/2020	05/06/2021	5 or less

	orf								
5	Oral Walcott		Parent Rep	Nominating, Hiring, Hiring	Yes	6	7/1/2020	6/30/2021	12
6	Kwaku Andoh		Trustee/Member	Finance, Academic	Yes	6	7/1/2020	6/30/2021	8
7	Amanda Craft		Trustee/Member	Academic, Hiring	Yes	6	7/1/2020	6/30/2021	8
8	Nadine Sylvester		Parent Rep	Nominating, Academic	Yes	4	7/1/2020	6/30/2021	10
9	Tracy Dunbar		Trustee/Member	Academic, Hiring	No	1	11/20/2020	06/30/2021	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	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
10	Emmanuel Fordjour		Trustee/Member	Academic, Hiring	Yes	1	1/14/2021	06/30/2021	5 or less
11	Stanley Taylor		Trustee/Member	Nominating, Hiring	Yes	1	11/20/2020	06/30/2021	7
12									
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	10
b.Total Number of Members Added During 2020-2021	3
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

## 3. Number of Board meetings held during 2020-2021

13

## 4. Number of Board meetings scheduled for 2021-2022

12

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 2 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
	"The 2020-21 school year was an unprecedented one that required us to leverage new and innovative strategies to serve our students and families. We took an adaptive and responsive approach to implement recruitment strategies to ensure that these populations make up a significant portion of our	



applications. Ascend Public Charter Schools remains committed to serving all students, regardless of ability, English language learner (ELL) status, or economic disadvantage. In school year 2020-21, our strategy focused on improving recruitment and increasing yield.

Communication with potential applicants and with current families is the foundation of Ascend's approach to student recruitment. School and network staff work together closely to recruit and retain students. Ascend school staff bring a deep understanding of the school's community, creating a local, grassroots recruitment structure through which school leaders leverage their familiarity with families. The network's Student Recruitment and Enrollment team provides infrastructure support for recruitment activities; they create marketing materials, guide systematic outreach efforts, and coordinate with school leaders to arrange events. Ascend Charter Schools maintains an engaging website where families can learn about Ascend's mission and core values and gain more information about curriculum and school culture. Ascend uses several digital marketing tools to keep families informed and engaged. Advertisements via search engines and social media strategically target our communities and drive traffic to

"In school year 2021-22 we will continue to implement our current recruitment strategies and remain flexible and innovative in the way in which we ensure that these populations make up a significant portion of our applications. Ascend Public Charter Schools remains committed to serving all students, regardless of ability, English language learner (ELL) status, or economic disadvantage. We will continue to focus on improving recruitment and increasing yield.

Communication with potential applicants and with current families is the foundation of Ascend's approach to student recruitment and will remain so. Continuous dialogue with our families will be pivotal in providing them with the confidence and care necessary as we navigate the impact of the pandemic on our communities. School and network staff will work together closely to recruit and retain students. School staff will continue to inform our understanding of school communities, while network staff will continue providing and bolstering infrastructure support for recruitment activities.

We will continue to use digital marketing tools to keep families informed and engaged.

Economically Disadvantaged

our enrollment pages. We use a variety of digital, audio, print, and mailing ads to promote Ascend schools, advertising on buses, in newspapers, through direct mailing, and at local community events.

To increase yield, the team has expanded its support to families to guide them through the application process, including individual calls, emails, and text messages to families to answer their questions, verify required documents, and help them enroll with Ascend.

To improve outreach to and communication with families of ELL students, Ascend creates and circulates marketing materials in three languages that are dominant among non-English speakers in the communities we serve: Spanish, Haitian Creole, and Bengali. Materials produced in multiple languages include school signage, social media marketing, printed collateral, outdoor advertising, and our student application. Community outreach associates who speak Spanish and Haitian Creole are available to assist parents with the application process. Ascend also advertises in several Spanish-language publications, and Spanish-speaking staff are present at information sessions to interpret for and guide Spanish-speaking parents of prospective students. Ascend created marketing materials that share the services

Advertisements via search engines and social media strategically target our communities and drive traffic to our enrollment pages. We use a variety of digital, audio, print, and mailing ads to promote Ascend schools, advertising on buses, in newspapers, through direct mailing, and at local community events.

We will continue to provide expanded support to families to guide them through the application process, including individual calls, emails, and text messages to families to answer their questions, verify required documents, and help them enroll with Ascend.

To maintain inclusive communication with families of ELL students, Ascend will continue translating materials into Spanish, Haitian Creole, and Bengali. Materials produced in multiple languages include school signage, social media marketing, printed collateral, outdoor advertising, and our student application. Community outreach associates who speak Spanish and Haitian Creole are available to assist parents with the application process. Ascend will continue advertising in Spanish-language publications, and Spanish-speaking staff will be present at information sessions to interpret for and guide Spanish-speaking parents of prospective students. Ascend will continue using

we provide for students with IEPs. A succinct one-page flyer explains what supports families can expect if they enroll their child in an Ascend school. To connect with families of economically disadvantaged students, the Student Recruitment and Enrollment team maintains contact with local early childhood education centers, after-school programs, family medical centers, and community centers. Ascend adapted its recruiting efforts to the COVID-19 pandemic. The team held virtual information sessions for interested families and replaced door-to-door canvassing with phone calls. In the absence of in-person events, Ascend reallocated resources to follow up with applicants from the past two years who are not attending Ascend schools. These adaptations have enabled us to maintain a robust enrollment pipeline even through the difficulties of the pandemic.

As public health guidelines allow, our staff members will resume or continue our partnerships with local community organizations to learn families' unique needs and ensure that Ascend's model is responsive. Student recruitment teams and school staff who support neighborhood recruitment efforts are multilingual and able to connect directly with families to answer questions and contextualize Ascend's commitment to serving

marketing materials that share the services we provide for students with IEPs. A succinct one-page flyer explains what supports families can expect if they enroll their child in an Ascend school.

To connect with families of economically disadvantaged students, the Student Recruitment and Enrollment team will maintain contact with local early childhood education centers, after-school programs, family medical centers, and community centers.

As public health guidelines allow, our staff members will resume or continue our partnerships with local community organizations to learn families' unique needs and ensure that Ascend's model is responsive. Student recruitment teams and school staff who support neighborhood recruitment efforts are multilingual and able to connect directly with families to answer questions and contextualize Ascend's commitment to serving all students no matter their disabilities, language acquisition needs or economic status. Community outreach may include collaborating with doctors' offices, churches, grocery stores, restaurants, early intervention service providers and agencies, public housing units, and diverse community organizations.

Economically disadvantaged residents constitute the highest population concentration in the

all students no matter their disabilities, language acquisition needs or economic status. Community outreach may include collaborating with doctors' offices, churches, grocery stores, restaurants, early intervention service providers and agencies, public housing units, and diverse community organizations.

Economically disadvantaged residents constitute the highest population concentration in the neighborhoods surrounding Ascend schools. We expect that through the efforts outlined above, we will continue reaching and recruiting from this population. This is particularly important following the COVID-19 pandemic, which has had large negative effects on economically disadvantaged families.

neighborhoods surrounding Ascend schools. We expect that through the efforts outlined above, we will continue reaching and recruiting from this population. This is particularly important following the COVID-19 pandemic, which has had large negative effects on economically disadvantaged families.

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"In school year 2021-22 we will continue to implement our current recruitment strategies

improving recruitment and increasing yield.

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and remain flexible and innovative in the way in which we ensure that these populations make up a significant portion of our applications. Ascend Public Charter Schools remains committed to serving all students, regardless of ability, English language learner (ELL) status, or economic disadvantage. We will continue to focus on improving recruitment and increasing yield.

Communication with potential applicants and with current families is the foundation of Ascend's approach to student recruitment and will remain so. Continuous dialogue with our families will be pivotal in providing them with the confidence and care necessary as we navigate the impact of the pandemic on our communities. School and network staff will work together closely to recruit and retain students. School staff will continue to inform our understanding of school communities, while network staff will continue providing and bolstering infrastructure support for recruitment activities.

We will continue to use digital marketing tools to keep families informed and engaged. Advertisements via search engines and social media strategically target our communities and drive traffic to our enrollment pages. We use a variety of digital, audio, print, and mailing ads to promote

## English Language Learners

To increase yield, the team has expanded its support to families to guide them through the application process, including individual calls, emails, and text messages to families to answer their questions, verify required documents, and help them enroll with Ascend.

To improve outreach to and communication with families of ELL students, Ascend creates and circulates marketing materials in three languages that are dominant among non-English speakers in the communities we serve: Spanish, Haitian Creole, and Bengali. Materials produced in multiple languages include school signage, social media marketing, printed collateral, outdoor advertising, and our student application. Community outreach associates who speak Spanish and Haitian Creole are available to assist parents with the application process. Ascend also advertises in several Spanish-language publications, and Spanish-speaking staff are present at information sessions to interpret for and guide Spanish-speaking parents of prospective students.

To connect with families of economically disadvantaged students, the Student Recruitment and Enrollment team maintains contact with local early childhood education centers, after-school programs, family medical centers, and community centers. Ascend adapted its recruiting

Ascend schools, advertising on buses, in newspapers, through direct mailing, and at local community events.

We will continue to provide expanded support to families to guide them through the application process, including individual calls, emails, and text messages to families to answer their questions, verify required documents, and help them enroll with Ascend.

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"

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unprecedented one that required us to leverage new and innovative strategies to serve our students and families. We took an adaptive and responsive approach to implement recruitment strategies to ensure that these populations make up a significant portion of our applications. Ascend Public Charter Schools remains committed to serving all students, regardless of ability, English language learner (ELL) status, or economic disadvantage. In school year 2020-21, our strategy focused on improving recruitment and increasing yield.

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Students with Disabilities

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To improve outreach to and communication with families of students with disabilities, Ascend created marketing materials that share the services we provide for students with IEPs. A succinct one-page flyer explains what supports families can expect if they enroll their child in an Ascend school.

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will continue to inform our understanding of school communities, while network staff will continue providing and bolstering infrastructure support for recruitment activities.

We will continue to use digital marketing tools to keep families informed and engaged. Advertisements via search engines and social media strategically target our communities and drive traffic to our enrollment pages. We use a variety of digital, audio, print, and mailing ads to promote Ascend schools, advertising on buses, in newspapers, through direct mailing, and at local community events.

We will continue to provide expanded support to families to guide them through the application process, including individual calls, emails, and text messages to families to answer their questions, verify required documents, and help them enroll with Ascend.

Ascend will continue using marketing materials that share the services we provide for students with IEPs. A succinct one-page flyer explains what supports families can expect if they enroll their child in an Ascend school.

To connect with families of economically disadvantaged students, the Student Recruitment and Enrollment team will maintain contact with local early childhood education

community centers. Ascend adapted its recruiting efforts to the COVID-19 pandemic. The team held virtual information sessions for interested families and replaced door-to-door canvassing with phone calls. In the absence of in-person events, Ascend reallocated resources to follow up with applicants from the past two years who are not attending Ascend schools. These adaptations have enabled us to maintain a robust enrollment pipeline even through the difficulties of the pandemic.

As public health guidelines allow, our staff members will resume or continue our partnerships with local community organizations to learn families' unique needs and ensure that Ascend's model is responsive. Student recruitment teams and school staff who support neighborhood recruitment efforts are multilingual and able to connect directly with families to answer questions and contextualize Ascend's commitment to serving all students no matter their disabilities, language acquisition needs or economic status. Community outreach may include collaborating with doctors' offices, churches, grocery stores, restaurants, early intervention service providers and agencies, public housing units, and diverse community organizations.

"

centers, after-school programs, family medical centers, and community centers. As public health guidelines allow, our staff members will resume or continue our partnerships with local community organizations to learn families' unique needs and ensure that Ascend's model is responsive. Student recruitment teams and school staff who support neighborhood recruitment efforts are multilingual and able to connect directly with families to answer questions and contextualize Ascend's commitment to serving all students no matter their disabilities, language acquisition needs or economic status. Community outreach may include collaborating with doctors' offices, churches, grocery stores, restaurants, early intervention service providers and agencies, public housing units, and diverse community organizations.

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## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>Ascend's most important assets for retaining students from special populations are the continued use of robust programs for at-risk populations, the capable staff that support these programs, and the school's strong reputation among families and stakeholders. Once families join Ascend and for those who will remain with us, we maintain our commitment to serving their diverse needs. Even in a remote learning setting, we have become innovative in providing services to students with special education needs. Ascend is committed to creating an inclusive and integrated space for all students, and we have developed systems and procedures that target and support students with academic, emotional, and behavioral</p>	<p>"In school year 2021-22, we will continue to implement our current retention strategies and enhance them, to ensure that these populations make up a significant portion of our applications.</p> <p>Ascend's most important assets for retaining students from special populations are the continued use of robust programs for at-risk populations, the capable staff that support these programs, and the school's strong reputation among families and stakeholders. Once families join Ascend and for those who will remain with us, we maintain our commitment to serving their diverse needs. Even in a remote learning setting, we have become innovative in providing services to students with special education needs. Ascend is committed to creating an inclusive and integrated space for all students, and we have developed systems and procedures that target and support students with academic, emotional, and behavioral challenges. Our goal is to ensure that students with challenges are educated alongside their typically developing peers. Through our intervention programming, students who</p>

Economically Disadvantaged

challenges. Our goal is to ensure that students with challenges are educated alongside their typically developing peers. Through our intervention programming, we are able to provide comprehensive support to students even before they receive an IEP. Our MTSS team develops plans to support students who are struggling academically through Tier I and Tier II interventions. If these plans are not effective and parents consent to evaluation, the CSE evaluates the student to determine if they have a disability. Ascend employs innovative strategies to support our diverse learners in a remote environment while providing parents with knowledge and skills to buttress the learnings and methods at home.

might otherwise be identified as requiring an Individualized Education Plan (IEP) are able to have their needs met without one. Our MTSS team develops plans to support students who are struggling academically through Tier I and Tier II interventions. If these plans are not effective and parents consent to evaluation, the CSE evaluates the student to determine if they have a disability. Ascend employs innovative strategies to support our diverse learners in a remote environment while providing parents with knowledge and skills to buttress the learnings and methods at home.

In school year 2021-22, we will take several steps to improve student services. We will supplement existing small-group instructional programs with a tutoring program providing additional support to the lowest-performing 10 to 15 percent in each grade. We will embed more opportunities for differentiation into our curriculum. We also plan to hire a network Director of Intervention, who will support network and school staff with intervention planning and curriculum adaptation in light of the greater needs we have observed during the pandemic.

"

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"Ascend's most important assets for retaining students from special populations are the continued use of robust programs for at-risk populations, the capable staff that support these programs, and the school's strong reputation among families and stakeholders. Once families join Ascend and for those who will remain with us, we maintain our commitment to serving their diverse needs. Even in a remote learning setting, we have become innovative in providing services to students who need additional support. Ascend is committed to creating an inclusive and integrated space for all students, and we have developed systems and procedures that support English Language Learners. Students with little or no English proficiency, as determined by NYSITELL score, rapidly acquire English language skills when taught intensively by teachers with appropriate English as a New Language (ENL) training. The school uses ENL methodology and aspects of the general education curriculum, designed to focus on phonics, reading, fluency, comprehension,

these populations make up a significant portion of our applications.

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vocabulary acquisition, and other English language fundamentals. Students are placed in intensive English language instruction using the Freestanding ENL Program, where they are educated alongside other ELLs. The school determines each student's exit based on individual students' needs and in accordance with SED requirements. Ascend employs innovative strategies to support our diverse learners in a remote environment while providing parents with knowledge and skills to buttress the learnings and methods at home.

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"

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## **Entry 10 - Teacher and Administrator Attrition**

**Completed** Aug 2 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<sup>[1]</sup> 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.

<sup>[1]</sup> 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.

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## **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>.

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### **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)	
<b>Total Category B: not to exceed 5</b>	<b>0</b>

**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

**Completed** Aug 2 2021

### [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 2<sup>nd</sup> 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.**

### **[AL GR00-08 SchoolYearCalendar 2021-2022 final](#)**

**Filename:** AL GR00 08 SchoolYearCalendar 2021 DX8Lkr0.pdf **Size:** 274.5 kB

# Entry 14 Links to Critical Documents on School Website

Incomplete

## 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: East Brooklyn Ascend Charter School

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**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)	
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	
2a. Webcast of Board Meetings (per Governor's Executive Order)	
3. Link to NYS School Report Card	
4. Lottery Notice announcing date of lottery	
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	
7. Authorizer-Approved FOIL Policy	
8. Subject matter list of FOIL records	

**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.



EAST BROOKLYN ASCEND  
LOWER SCHOOL

# **East Brooklyn Ascend Charter School**

## **2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 20, 2021

By Jonathan Masci

260 Shepherd Avenue, Brooklyn, NY 11208

718-744-6025

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Jonathan Masci, Manager of Strategic Initiatives for Ascend Learning, prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office	Committees
Stephanie Mauterstock	Chair	Nominating, Academic, Executive
Shelly Cleary	Treasurer	Finance, Executive
Glenn Hopps	Treasurer	Finance, Executive
Oral Walcott	Trustee	Nominating, Hiring
Kwaku Andoh	Trustee	Finance, Academic
Amanda Craft	Trustee	Academic, Hiring
Nadine Sylvester	Parent Representative	Nominating, Academic
Tracy Dunbar	Trustee	Academic, Hiring
Emmanuel Fordjour	Trustee	Academic, Hiring
Stanley Taylor	Trustee	Nominating, Hiring

**Shanice Sanchez has served as principal since July 2021.**

## SCHOOL OVERVIEW

East Brooklyn Ascend Charter School (East Brooklyn Ascend) opened in 2019 with the goal of equipping students with the knowledge, confidence, and character to succeed in college and beyond. East Brooklyn Ascend offers a rich, rigorous inquiry-based education in a warm and supportive environment. In school year 2020-21 (SY21), East Brooklyn Ascend served students in grades K-1. As of BEDS Day in SY21, East Brooklyn Ascend enrolled 48 students.

East Brooklyn Ascend is located in New York City Community School District 19 (CSD 19). In SY21, 78.3% percent of East Brooklyn Ascend students were eligible for free and reduced-priced lunch, 89.1% percent were black or Latino, and 23.9% percent were special education students.

East Brooklyn Ascend operated primarily in a remote learning modality in SY21. To serve student needs in this environment, Ascend built out opportunities for differentiated instruction and reduced whole-class time to reduce students’ screen exposure. The Ascend network opened learning pods in all school buildings in January 2021. In April 2021, East Brooklyn Ascend resumed in-person learning with a subset of students. In SY22, East Brooklyn Ascend plans to offer full in-person instruction.

Ascend has provided comprehensive support to students and families during the COVID-19 pandemic. Since summer 2020, Ascend has provided each student with an individual device to access remote learning content. In response to heightened student need, the network increased socio-emotional supports by expanding staff capacity through training and development. The network maintained a food pantry, supplied clothing to students, and made microgrants to families experiencing homelessness or living in temporary housing.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2019-20	27													27
2020-21	28	20												48

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

East Brooklyn Ascend Charter School students will meet grade-level expectations in English.

### BACKGROUND

East Brooklyn Ascend implements the Ascend Common Core curriculum, which includes the following English Language Arts components.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Foundations, a program for phonemic awareness, fluency, vocabulary, and comprehension, is used in grades K-2. The program is based on the Wilson Reading System principles, which is supported by multiple studies, including one by Massachusetts's Lynn Public Schools, of which the student population is composed of 66 percent black or Latino students. The study found that the system expedites grade-level reading improvement among elementary school students who previously struggled to achieve appropriate reading level growth.

Ascend has developed a unique writing program based loosely on the work of Lucy Calkins and The Reading and Writing Project at Columbia University's Teacher's College. Ascend's writing curriculum is genre-based and rooted in the belief that students need to write frequently. Grammar is strategically embedded in the units of study so that students learn grammar skills explicitly and then apply them immediately to the writing they do in class. The program requires teachers to provide frequent feedback to small groups of students in writing conferences while other students work independently. Ascend's writing program teaches students that writing is powerful, fun, beautiful, and purposeful.

Interactive Read Aloud sessions with students in grades K-2 occur five times per week. The class gathers on a rug while the teacher reads a carefully selected high-quality text and provides a model of fluent, expressive reading, which helps children recognize the value of reading for pleasure. Read Aloud promotes vocabulary acquisition, models the habits of a skilled reader, and supports deep discussion of texts through "turn and talks." Beginning in SY21, new Read Aloud texts were selected to provide more culturally diverse content, as well as content that pertains to social justice.

Guided Reading is taught in small groups of students who are on the same reading level, as determined by the Fountas and Pinnell (F&P) Benchmark Assessment System. Teachers serve as skilled facilitators, providing explicit teaching and support for reading increasingly challenging texts. These texts are at students' instructional reading level and students read the whole text. In Guided Reading, teaching is responsive to individual student strengths and needs. Each Guided Reading session addresses skill gaps identified through the previous session, whether in the area of decoding, fluency, or comprehension. Data collected from the F&P Benchmark Assessment is used to inform instruction for each Guided Reading lesson.

Ascend's middle school reading program, which begins in grade five, is the natural successor to the lower school's Literature Circle program. Using a diverse selection of engaging texts, students practice applying their close reading skills with the goal of arriving at the deepest level of meaning of any text. In a departure from previous years' focus on solely mastering 'what happened' in each text, the re-envisioned program provides students with multiple opportunities to practice their reading skills in different contexts, moving them closer to reading proficiency. The course emphasizes the importance of critical thinking skills and students' abilities to apply them, rather than mere memorization of the plot of each core novel. In SY21, changes were made to the ELA reading lists to diversify characters and authors. In each grade, a social justice unit was added, focused on either a narrative, informational, or opinion text.

Ascend has created a powerful culture of response to instructional data (RTI) to support and enhance learning, and will continue to develop and employ a variety of assessments to measure progress towards mastering standards. In addition to New York State exams administered each spring, teachers use benchmark and mock assessments, unit tests, F&P assessments, and other measures of student performance during the course of the year. The Illuminate Data and Assessment (DnA) system allows staff to monitor progress and assess student comprehension, and

supports data-driven teacher training and evaluation through access to instant feedback. Teachers and leaders consistently review student work and achievement data and trends, resulting in effective planning for upcoming lessons and timely and purposeful feedback to students.

All Ascend schools participate in Teacher Planning and Development (TPD), a network-wide program aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, after-school sessions, and ongoing coaching and modeling.

Ascend schools operated primarily in a remote learning modality in SY21. To accommodate students in this environment, Ascend built out opportunities for differentiated instruction and reduced whole-class time to reduce students’ screen exposure. The Ascend network opened learning pods in all school buildings in January 2021. In April 2021, Ascend schools resumed in-person learning with a subset of students. In SY22, Ascend plans to offer full in-person instruction at all schools.

## METHOD

To assess student achievement and growth in ELA, Ascend uses internal curriculum-based assessments and F&P Benchmark Assessments. The assessment metric reported is the percentage of students receiving an average assessment score of 65 or greater. Achieving a score of 65 on the assessment does not necessarily equate to passing, since participation is also factored into the grading; however, this score cutoff is a primary indicator of academic achievement in ELA.

The F&P metric reported is the percentage of students reaching their target F&P level. Our internal F&P goal is that at least 85% of kindergarten students will be at or above their target reading level by the end of the year; for grades 1-4, our goal is to increase the percentage of students at or above the target level by at least 10 percentage points from baseline to round 4.

## RESULTS AND EVALUATION

### *Curriculum Assessments*

*Percentage of students receiving average assessment scores of 65 or greater*

<b>Overall</b>	<b>K</b>	<b>1</b>
65%	68%	61%

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

*Percentage of students receiving average assessment scores of 65 or greater, by IEP status*

IEP Status	Overall	K	1
Students with IEPs	55%	60%	50%
Students without IEPs	69%	70%	67%

### F&P

*Percentage of students at or above target F&P instructional level*

Benchmark	K	1
<b>Baseline</b>	100% <sup>1</sup>	53%
<b>2</b>	52%	42%
<b>3</b>	62%	41%
<b>4</b>	39%	21%

East Brooklyn Ascend saw a decrease in ELA performance during the period of remote instruction, and Ascend is committed to reversing the effects of this unfinished learning. We have developed a comprehensive strategy for SY22 that will ensure our educational program serves students and families as they recover from the COVID-19 pandemic. Resuming in-person instruction for all students, as well as providing additional small-group instruction, implementing tutoring, and focusing on differentiation will aid students in recovering academically and socio-emotionally. This strategy is described in detail in the “Action Plan” section below.

### ADDITIONAL CONTEXT AND EVIDENCE

As East Brooklyn Ascend opened in fall 2019, comparison data from SY19 is not available. Ascend is confident in the consistent administration of assessments through its remote learning platforms in SY21. In SY22, Ascend’s strategy to address unfinished learning and support our students in recovering from the pandemic (described in the “Action Plan” section below) will empower our students to achieve a high level of academic performance.

### ACTION PLAN

The Ascend network’s plans to address unfinished learning will provide our students with the support they need to excel in ELA. In SY22, one of the Ascend network’s four strategic imperatives is

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<sup>1</sup> All kindergarten students start at an F&P baseline of at or above target.

to hone our student learning model to close the academic and social learning gap created by COVID-19 and integrate technology into our instructional model. To close the academic gaps we have seen in ELA, Ascend will implement three evidence-based strategies, which it will continue to adapt throughout the coming year.

1. *Increasing small-group instructional time.* Ascend has added more opportunities for small-group instruction across lower school grades. We will also hire additional special education teachers across the network; school leaders can utilize these staff members to create more small-group instruction opportunities for students in special education.
2. *Establishing a tutoring program.* A new tutoring program will serve 10-15% of each school's enrollment. This program will supplement existing Ascend small-group instruction, and the network will determine whether to continue the tutoring program in SY23 and beyond based on the program's effectiveness in SY22. Ascend is designing this program around evidence-based principles, with frequent instruction (three sessions per week), limited group sizes, and regular assessment and data analysis. School leadership will have discretion over scheduling and location to most effectively operationalize the program at their schools.
3. *Repacing the curriculum.* The curriculum pacing and sequencing has been adjusted to ensure students receive targeted instruction on prerequisite content immediately before it's needed for grade-level content, and to embed more opportunities for differentiation.

The network is also prioritizing students' mental health and wellbeing. Ascend has hired two to three additional clinicians to serve as "floaters," supporting schools that exhibit an increase in mental health needs. Each school will have an additional culture associate, who will support student culture, community, behavior, and socio-emotional needs in both proactive and reactive ways. Ascend is also investing in the DESSA tool, a screener for schools to identify social emotional learning supports for all students.

In SY22, Ascend plans for full in-person instruction. Schools will ensure consistency in data reporting by administering benchmark and curricular assessments comparable to those administered in SY21 and previous years. In the event that schools must return to remote instruction, Ascend staff will leverage their experience with remote instruction in SY21 and the above strategies to address unfinished learning to ensure students are engaging consistently in remote assessments.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

East Brooklyn Ascend Charter School students will meet grade level expectations in math.

#### BACKGROUND

East Brooklyn Ascend implements the Ascend Common Core curriculum. The curriculum includes the following mathematics components, which feature Cognitively Guided Instruction (CGI).



In grades K-4, our math program is built on the Launch, Explore, Discuss (LED) model, an inquiry-driven lesson structure that leads students to learn by questioning and discovering. In this approach, students build enduring conceptual understanding and problem-solving skills by progressing through three stages of learning: concrete (using manipulatives), pictorial (using visual representations and models), and abstract (using equations).

In Number Stories, also deployed in grades K-4 and founded on the tenets of CGI, students spend an entire period studying a single, Common Core-style story-problem that they might encounter in the real world. Students construct their own solutions, defend their thinking, and compare their approaches. The routines that open each Number Stories lesson (approximately 10 minutes per day) also reinforce fluency; students practice math routines to build automaticity in computation.

In math in grades K-8, semi-weekly quizzes assess current content as well as a pre-selected, previously explored (spiraled) standard to constantly appraise knowledge gaps on major cluster standards. Teacher teams study these data points weekly and use them to plan for Response to Data (RTD) instructional periods.

Ascend has created a powerful culture of response to instructional data (RTI) to support and enhance learning, and will continue to develop and employ a variety of assessments to measure progress towards mastering standards. In addition to New York State exams administered each spring, teachers use benchmark and mock assessments, unit tests, F&P assessments, and other measures of student performance during the course of the year. The Illuminate Data and Assessment (DnA) system allows staff to monitor progress and assess student comprehension, and supports data-driven teacher training and evaluation through access to instant feedback. Teachers and leaders consistently review student work and achievement data and trends, resulting in effective planning for upcoming lessons and timely and purposeful feedback to students.

All Ascend schools participate in Teacher Planning and Development (TPD), a network-wide program aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, after-school sessions, and ongoing coaching and modeling.

Ascend schools operated primarily in a remote learning modality in SY21. To accommodate students in this environment, Ascend built out opportunities for differentiated instruction and reduced whole-class time to reduce students' screen exposure. The Ascend network opened learning pods in all school buildings in January 2021. In April 2021, Ascend schools resumed in-person learning with a subset of students. In SY22, Ascend plans to offer full in-person instruction at all schools.

### METHOD

To assess student achievement and growth in math, Ascend uses internal curriculum-based assessments. The metric reported is the percentage of students receiving an average assessment score of 65 or greater. Achieving a score of 65 on the assessment does not necessarily equate to passing, since participation is also factored into the grading; however, this score cutoff is a primary indicator of academic achievement in math.

**RESULTS AND EVALUATION**

*Percentage of students receiving average assessment scores of 65 or greater*

<b>Overall</b>	<b>K</b>	<b>1</b>
80%	79%	83%

*Percentage of students receiving average assessment scores of 65 or greater, by IEP status*

<b>IEP Status</b>	<b>Overall</b>	<b>K</b>	<b>1</b>
Students with IEPs	82%	100%	67%
Students without IEPs	80%	74%	92%

While comparisons with previous years are not available, students at East Brooklyn Ascend showed signs of closing gaps in math during the year. Students with IEPs demonstrated slightly higher proficiency than students without IEPs, and the school saw absolute performance consistent across grades. These successes indicate that our strategic adaptations to minimize unfinished learning have supported student learning in SY21. Before and during the year, Ascend was proactive in meeting the needs of our students and families, distributing devices on a 1:1 basis and adapting our curriculum and instruction to the remote environment. Ascend is committed to reversing the effects of unfinished learning, and we have developed a comprehensive strategy for SY22 that we are confident will build on our curricular innovations in SY21 to ensure our educational program serves students and families as they recover from the COVID-19 pandemic. Resuming in-person instruction for all students, as well as providing additional small-group instruction, implementing tutoring, and focusing on differentiation will aid students in recovering academically and socio-emotionally. This strategy is described in detail in the “Action Plan” section below.

**ADDITIONAL CONTEXT AND EVIDENCE**

As East Brooklyn Ascend opened in fall 2019, comparison data from SY19 is not available. Ascend is confident in the consistent administration of assessments through its remote learning platforms in SY21. In SY22, Ascend’s strategy to address unfinished learning and support our students in recovering from the pandemic (described in the “Action Plan” section below) will empower our students to achieve a high level of academic performance.

## ACTION PLAN

The Ascend network's plans to address unfinished learning in the coming school year will provide our students with the support they need to excel in math. In SY22, one of the Ascend network's four strategic imperatives is to hone our student learning model to close the academic and social learning gap created by COVID-19 and integrate technology into our instructional model. To close the academic gaps we have seen in math, Ascend will implement three evidence-based strategies, which it will continue to adapt throughout the coming year.

1. *Increasing small-group instructional time.* Ascend has added more opportunities for small-group instruction across lower school grades. We will also hire additional special education teachers across the network; school leaders can utilize these staff members to create more small-group instruction opportunities for students in special education.
2. *Establishing a tutoring program.* A new tutoring program will serve 10-15% of each school's enrollment. This program will supplement existing Ascend small-group instruction, and the network will determine whether to continue the tutoring program in SY23 and beyond based on the program's effectiveness in SY22. Ascend is designing this program around evidence-based principles, with frequent instruction (three sessions per week), limited group sizes, and regular assessment and data analysis. School leadership will have discretion over scheduling and location to most effectively operationalize the program at their schools.
3. *Repacing the curriculum.* The curriculum pacing and sequencing has been adjusted to ensure students receive targeted instruction on prerequisite content immediately before it's needed for grade-level content, and to embed more opportunities for differentiation.

The network is also prioritizing students' mental health and wellbeing. Ascend has hired two to three additional clinicians to serve as "floaters," supporting schools that exhibit an increase in mental health needs. Each school will have an additional culture associate, who will support student culture, community, behavior, and socio-emotional needs in both proactive and reactive ways. Ascend is also investing in the DESSA tool, a screener for schools to identify social emotional learning supports for all students.

In SY22, Ascend plans for full in-person instruction. Schools will ensure consistency in data reporting by administering benchmark and curricular assessments comparable to those administered in SY21 and previous years. In the event that schools must return to remote instruction, Ascend staff will leverage their experience with remote instruction in SY21 and the above strategies to address unfinished learning to ensure students are engaging consistently in remote assessments.

## GOAL 3: SCIENCE

### Goal 3: Science

East Brooklyn Ascend Charter School students will meet grade level expectations in Science.

#### BACKGROUND

East Brooklyn Ascend implements the Ascend Common Core curriculum, which includes the following science components.

K-8 science units are designed based on the criteria set forth in the New York State P-12 Science Standards and according to the implementation timeline. The curriculum follows a multiyear sequence that helps students develop increasingly sophisticated practices and ideas across grades K-8 and beyond, with a focus on the Next Generation Science Standards (NGSS) Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCs).

Designed to engage scholars in inquiry-based tasks that promote a deep conceptual understanding of grade-level standards, science instruction also follows the Launch, Explore, Discuss (LED) model. Data-driven planning enables teachers to tailor instruction to meet the individual needs of students. As students engage with scientific phenomena from kindergarten on, they develop agency as lifelong scientific thinkers.

To harness the power of students' curiosity about the world around them, Ascend's program provides students a range of relevant learning experiences as they engage with scientific phenomena. Examples include inquiry and investigation, evidence-based argument, and application of skills and knowledge in unit projects. Units may also include reading informational texts critically and leveraging scientific knowledge and skills to take action on issues of social justice.

Ascend has created a powerful culture of response to instructional data (RTI) to support and enhance learning, and will continue to develop and employ a variety of assessments to measure progress towards mastering standards. In addition to New York State exams administered each spring, teachers use benchmark and mock assessments, unit tests, and other measures of student performance during the course of the year. The Illuminate Data and Assessment (DnA) system allows staff to monitor progress and assess student comprehension, and supports data-driven teacher training and evaluation through access to instant feedback. Teachers and leaders consistently review student work and achievement data and trends, resulting in effective planning for upcoming lessons and timely and purposeful feedback to students.

All Ascend schools participate in Teacher Planning and Development (TPD), a network-wide program aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, after-school sessions, and ongoing coaching and modeling.

Ascend schools operated primarily in a remote learning modality in SY21. The Ascend network opened learning pods in all school buildings in January 2021. In April 2021, Ascend schools resumed in-person learning with a subset of students. In SY22, Ascend plans to offer full in-person instruction at all schools.

During periods of remote instruction, the SEPs were highlighted as a way to continue to engage students in authentic science thinking and practices. In SY22, we will follow the current research, which recommends keeping the focus on grade-level content and rigor. We will leverage the NGSS progression of Disciplinary Core Ideas to help address learning gaps as needed within the context of grade-level work. An increased focus on the Next Generation Science Standards will support the goal of developing students as scientific thinkers.

**METHOD**

To assess student achievement and growth in science, Ascend used the metric of course performance. Ascend science courses are aligned to New York State science standards, as well as the Next Generation Science Standards (NGSS), and employ rigorous instructional methods.

**RESULTS AND EVALUATION**

Because of a small number of science assessments in kindergarten, kindergarten results are excluded from overall school results, and grade-level results in science are not reported for kindergarten.

*Percentage of students receiving average assessment scores of 65 or greater*

<b>Grade 1</b>
72%

*Percentage of students receiving average assessment scores of 65 or greater, by IEP status*

IEP Status	Grade 1
<b>Students with IEPs</b>	67%
<b>Students without IEPs</b>	83%

As East Brooklyn Ascend opened in fall 2019, comparison data from SY19 is not available. Ascend is committed to addressing the effects of unfinished learning, and we have developed a comprehensive strategy for SY22 that we are confident will build on our curricular innovations in SY21 to ensure our educational program serves students and families as they recover from the COVID-19 pandemic. Resuming in-person instruction for all students, as well as providing additional small-group instruction, implementing tutoring, and focusing on differentiation will aid students in recovering academically and socio-emotionally. This strategy is described in detail in the “Action Plan” section below.

### ADDITIONAL CONTEXT AND EVIDENCE

As East Brooklyn Ascend opened in fall 2019, comparison data from SY19 is not available. Ascend is confident in the consistent administration of coursework and assessments through its remote learning platforms in SY21. In SY22, Ascend's strategy to address unfinished learning and support our students in recovering from the pandemic (described in the "Action Plan" section below) will empower our students to achieve a high level of academic performance.

### ACTION PLAN

The Ascend network's plans to address unfinished learning in the coming school year will provide our students with the support they need to excel academically. In SY22, one of the Ascend network's four strategic imperatives is to hone our student learning model to close the academic and social learning gap created by COVID-19 and integrate technology into our instructional model. To close academic gaps, Ascend will implement several evidence-based strategies to support student achievement in science, which it will continue to adapt throughout the coming year. First, Ascend will hire additional special education teachers across the network. The curriculum pacing and sequencing have also been adjusted to ensure students receive targeted instruction on prerequisite content immediately before it's needed for grade-level content, and to embed more opportunities for differentiation. The network is also prioritizing students' mental health and wellbeing, which are inexorably linked to academic performance. Ascend has hired two to three additional clinicians to serve as "floaters," supporting schools that have exhibited an increase in mental health needs. Each school will have an additional culture associate, who will support student culture, community, behavior, and socio-emotional needs in both proactive and reactive ways. Ascend is also investing in the DESSA tool, a screener for schools to identify social emotional learning supports for all students.

In SY22, Ascend plans for full in-person instruction. Schools will ensure consistency in data reporting by administering benchmark and curricular assessments comparable to those administered in SY21 and previous years. In the event that schools must return to remote instruction, Ascend staff will leverage their experience with remote instruction in SY21 and the network's strategies to address unfinished learning to ensure students are engaging consistently in remote assessments.

### 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](#).

#### Goal 4: ESSA

East Brooklyn Ascend will remain in good standing according to the state's ESSA accountability system.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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

**This measure is not applicable as East Brooklyn Ascend has never been assigned an ESSA accountability status.** East Brooklyn Ascend opened in fall 2019 and thus was not assigned an accountability status for the 2018-19 or 2019-20 school years. Since 2020-21 accountability statuses for all schools are the same as those assigned in 2019-20, East Brooklyn Ascend likewise was not assigned an accountability status for the 2020-21 school year.

### ADDITIONAL EVIDENCE

N/A

Accountability Status by Year

Year	Status
2018-19	N/A
2019-20	N/A
2020-21	N/A





## 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: **Ascend Charter Schools**

Name of trustee (print): **Amanda Craft**

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

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



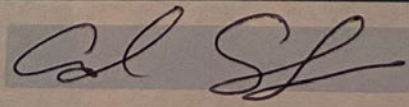
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

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:	Ascend Charter Schools
Name of trustee (print):	Emmanuel Fordjour
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[REDACTED]

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

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 <b>yes</b> , 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"

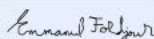
**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *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:



Digitally signed by Emmanuel Fordjour  
Date: 2021.07.19 17:13:44 -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: **Ascend Charter Schools**

Name of trustee (print): **GLENN HOPPS**

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

Email Address: [Redacted]

#### Home Address

Please complete with *changes* only:

Street: [Redacted]  
City, State: [Redacted]  
Phone: [Redacted]

#### Business Address

Please complete with *changes* only:

Business: [Redacted]  
Street: [Redacted]  
City, State: [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"
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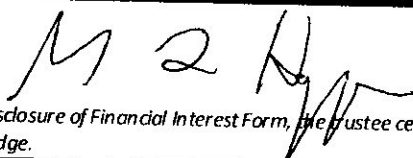
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *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"
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**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:	Ascend Charter Schools
Name of trustee (print):	Kwaku Andoh
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> 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 <b>yes</b> , 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:

**Kwaku Andoh**

Digitally signed by Kwaku Andoh  
Date: 2021.07.28 16:31:17 -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:	Ascend Charter Schools
Name of trustee (print):	Nadine Sylvester
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
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 <b>yes</b> , 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:	Ascend Charter Schools
Name of trustee (print):	ORAL WALCOTT
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

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

Jonathan Masci on behalf of Oral Walcott  
 Digitally signed by Jonathan Masci on behalf of Oral Walcott  
 Date: 2021.08.02 08:55:17 -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:	Ascend Charter Schools
Name of trustee (print):	Shelly Cleary
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip	Street:
Phone:	City, State Zip:
[REDACTED]	Phone:
[REDACTED]	[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 <b>yes</b> , 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:

**Shelly Cleary**

Digitally signed by Shelly Cleary  
Date: 2021.07.21 16:24:12 -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:	Ascend Charter Schools
Name of trustee (print):	Stanley J. Taylor, Jr.
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
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 <b>yes</b> , 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:

**Stanley Taylor**

Digitally signed by Stanley Taylor  
DN: cn=Stanley Taylor, o, ou, email=staylor@yearup.org, c=US  
Date: 2021.07.16 10:59:20 -0400

*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:	Ascend Charter Schools
Name of trustee (print):	Stephanie Mauterstock
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Chair
Email Address:	[REDACTED]

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

Business Address	
Please complete with <i>changes</i> 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 <b>yes</b> , 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"

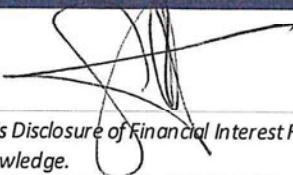
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *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:	Ascend Charter Schools
Name of trustee (print):	Tracy S. Dunbar
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member, Hiring Committee, Academic Committee
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)].  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

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"

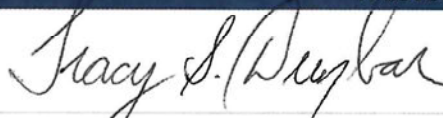
**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *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.





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

Charter School Name:	East Brooklyn Ascend Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Louis Trani
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor Davies LLP
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

**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	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	N/A - This is needed only for the Ed Corp which is under Canarsie Ascend Charter Schools
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
8) Corrective Action Plan	N/A

**EAST BROOKLYN ASCEND CHARTER SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2021**

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ -	\$ -
Grants and contracts receivable	-	-
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	-	-
<b><u>OTHER ASSETS</u></b>	-	-
<b>TOTAL ASSETS</b>	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ -	\$ -
Accrued payroll and benefits	-	-
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-
<b><u>LONG-TERM LIABILITIES</u></b>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
<b>TOTAL LONG-TERM LIABILITIES</b>	-	-
<b>TOTAL LIABILITIES</b>	-	-
<b><u>NET ASSETS</u></b>		
Without Donor Restrictions	-	-
With Donor Restrictions	-	-
<b>TOTAL NET ASSETS</b>	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-

CK - Should be zero

-

-

**EAST BROOKLYN ASCEND CHARTER SCHOOL**

**Statement of Activities  
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 722,133	\$ -	\$ 722,133	\$ 395,083
Students with disabilities	132,200	-	132,200	64,631
Grants and Contracts				
State and local	340	-	340	4,438
Federal - Title and IDEA	56,875	-	56,875	5,712
Federal - Other	68,433	-	68,433	119,227
Other	-	-	-	-
NYC DoE Rental Assistance	213,206	-	213,206	117,176
Food Service/Child Nutrition Program	7,222	-	7,222	18,685
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>1,200,409</b>	<b>-</b>	<b>1,200,409</b>	<b>724,952</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 1,304,164	\$ -	\$ 1,304,164	\$ 1,093,114
Special Education	473,400	-	473,400	1,262,376
Other Programs	-	-	-	-
Total Program Services	1,777,564	-	1,777,564	2,355,490
Management and general	458,023	-	458,023	433,166
Fundraising	-	-	-	-
<b>TOTAL OPERATING EXPENSES</b>	<b>2,235,587</b>	<b>-</b>	<b>2,235,587</b>	<b>2,788,656</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>(1,035,178)</b>	<b>-</b>	<b>(1,035,178)</b>	<b>(2,063,704)</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 20,965	\$ -	\$ 20,965	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	65	-	65	86
Miscellaneous income	124	-	124	-
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>21,154</b>	<b>-</b>	<b>21,154</b>	<b>86</b>
<b>CHANGE IN NET ASSETS</b>	<b>(1,014,024)</b>	<b>-</b>	<b>(1,014,024)</b>	<b>(2,063,618)</b>
NET ASSETS BEGINNING OF YEAR	(2,063,617)	-	(2,063,617)	-
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ (3,077,641)</b>	<b>\$ -</b>	<b>\$ (3,077,641)</b>	<b>\$ (2,063,618)</b>

**EAST BROOKLYN ASCEND CHARTER SCHOOL**  
**Statement of Cash Flows**  
**as of June 30, 2021**

	2020-21	2019-20
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
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	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	-	-
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ -</b>	<b>\$ -</b>
Cash at beginning of year	-	-
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ -</b>	<b>\$ -</b>

**EAST BROOKLYN ASCEND CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**as of June 30, 2021**

		2020-21							2019-20	
		Program Services				Supporting Services				
No. of Positions		Regular Education			Total	Management and		Total	Total	
		Education	Special Education	Other Education		Fund-raising	General			
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	3.00	10,414	3,818	-	14,232	-	41,510	41,510	55,742	221,455
Instructional Personnel	4.00	200,076	73,350	-	273,426	-	-	-	273,426	417,756
Non-Instructional Personnel	1.00	-	-	-	-	-	7,907	7,907	7,907	3,111
Total Salaries and Staff	8.00	210,490	77,168	-	287,658	-	49,417	49,417	337,075	642,322
Fringe Benefits & Payroll Taxes		35,506	13,017	-	48,522	-	8,336	8,336	56,858	51,788
Retirement		13,132	4,814	-	17,947	-	3,083	3,083	21,030	69,335
Management Company Fees		45,078	13,227	-	58,305	-	83,902	83,902	142,207	76,599
Legal Service		-	-	-	-	-	11	11	11	-
Accounting / Audit Services		-	-	-	-	-	1,142	1,142	1,142	1,200
Other Purchased / Professional / Consulting Services		-	-	-	-	-	7,733	7,733	7,733	22,600
Building and Land Rent / Lease / Facility Finance Interest		854,155	313,142	-	1,167,297	-	200,530	200,530	1,367,827	1,736,651
Repairs & Maintenance		5,290	1,939	-	7,229	-	1,242	1,242	8,471	2
Insurance		3,626	1,315	-	4,941	-	806	806	5,747	5,122
Utilities		-	-	-	-	-	-	-	-	25,263
Supplies / Materials		20,056	5,885	-	25,941	-	10,207	10,207	36,148	52,584
Equipment / Furnishings		16,362	5,998	-	22,360	-	3,841	3,841	26,201	3,121
Staff Development		1,283	585	-	1,868	-	230	230	2,098	12,385
Marketing / Recruitment		6,804	2,442	-	9,246	-	1,430	1,430	10,676	9,806
Technology		33,330	12,219	-	45,549	-	7,825	7,825	53,374	8,035
Food Service		-	-	-	-	-	-	-	-	13,269
Student Services		-	-	-	-	-	-	-	-	1,226
Office Expense		5,041	1,848	-	6,889	-	1,184	1,184	8,073	10,326
Depreciation		54,011	19,801	-	73,812	-	12,680	12,680	86,492	43,697
OTHER		-	-	-	-	-	64,424	64,424	64,424	3,325
<b>Total Expenses</b>		<b>\$ 1,304,164</b>	<b>\$ 473,400</b>	<b>\$ -</b>	<b>\$ 1,777,564</b>	<b>\$ -</b>	<b>\$ 458,023</b>	<b>\$ 458,023</b>	<b>\$ 2,235,587</b>	<b>\$ 2,788,656</b>



# Ascend Public Charter Schools Grades KG - 08

## School Year Calendar 2021-22

August 16-17	Scholar Orientation; some grades (1:00pm dismissal)
August 18-20	Scholar Orientation; all grades (1:00pm dismissal)
August 23	Full-length school day begins (1:00pm dismissal Fridays)
September 6	No school; Labor Day
September 17	No students; Professional Development
October 11	No school; Indigenous People's Day
October 22	No students; Professional Development
November 2	No school; Election Day
November 4-5	Progress Report Conferences (1:00pm dismissal)
November 11	No school; Veterans Day
November 24-26	No school; Thanksgiving Holiday
December 17	No students; Professional Development
December 20-31	No school; Winter Break
January 3	No students; Professional Development
January 14	BACS, BAMS No students; Professional Development
January 17	No school; Martin Luther King, Jr. Day
January 20-21	Select Family Conferences (1:00pm dismissal)
January 28	BVLS, BVMS No students; Professional Development
February 4	BWLS, BWMS No students; Professional Development
February 11	CHACS No students; Professional Development
February 18	No students; Professional Development
February 21-25	No school; February Mid-Winter Break
March 4	CBACS, CBAMS No students; Professional Development
March 11	CALS/CAMS No students; Professional Development
March 18	EFACS No students; Professional Development
March 25	EBACS No students; Professional Development
March 29-31	Grade 3-8 State ELA exam
April 1	LGACS No students; Professional Development
April 11-15	No school; Spring Break
April 21-22	Progress Report Conferences (1:00pm dismissal)
April 26-28	Grade 3-8 State Math exam
May 30	No school; Memorial Day
June 9	1:00pm dismissal
June 10	Last day of school, 1:00pm dismissal
June 15-24	Regents for 8 <sup>th</sup> graders (Living Environment, Algebra: exact dates TBD)