

Application: Explore Charter School

Rachel Wiley - rwiley@explorenetwork.org
Annual Reports

Summary

ID: 0000000093
Status: Annual Report Submission
Last submitted: Sep 28 2020 02:41 PM (EDT)

Entry 1 School Info and Cover Page

Completed Jul 28 2020

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

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

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

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

EXPLORE CHARTER SCHOOL 331700860841

a1. Popular School Name

Explore Charter School

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

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

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #17 - BROOKLYN

d. DATE OF INITIAL CHARTER

6/2001

e. DATE FIRST OPENED FOR INSTRUCTION

9/2002

h. SCHOOL WEB ADDRESS (URL)

<http://explorenetwork.org>

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

540

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

542

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

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8

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

Yes

I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Explore Schools Inc.
PHYSICAL STREET ADDRESS	20 Jay Street, Suite 211
CITY	Brooklyn
STATE	NY
ZIP CODE	11201
EMAIL ADDRESS	rwiley@explorenetwork.org
CONTACT PERSON NAME	Rachel Wiley

FACILITIES INFORMATION

m. FACILITIES

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

	No, just one site.
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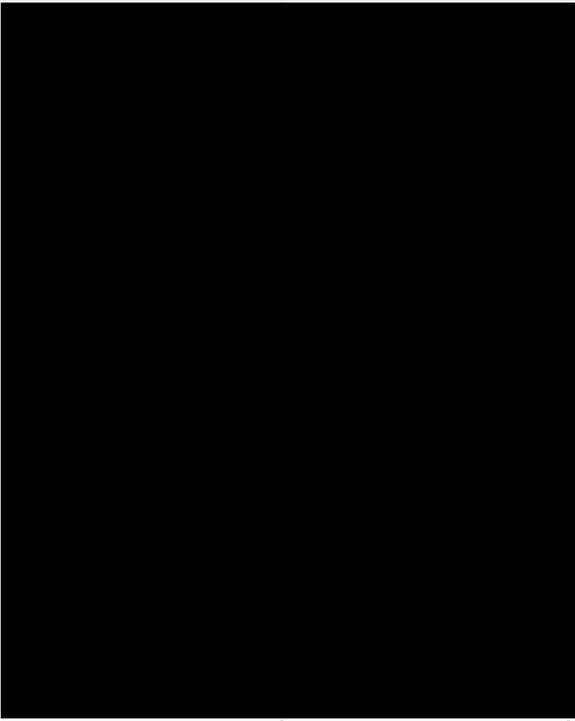
School Site 1 (Primary)

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	655 Parkside Avenue, Brooklyn, NY 11226	718-703-4484	NYC CSD 17	K-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Jeremy Thomas			Jstomas@explore-network.org
Operational Leader	Joana Ngo			JNgo@explorenetw-ork.org
Compliance Contact	Joana Ngo			JNgo@explorenetw-ork.org
Complaint Contact	Jeremy Thomas			Jstomas@explore-network.org
DA A Coordinator	Joana Ngo			JNgo@explorenetw-ork.org
Phone Contact for After Hours Emergencies	Joana Ngo			JNgo@explorenetw-ork.org

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

Co-located Space

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

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expands on will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	2099	No		No		Yes

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

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

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

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

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

No

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

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

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

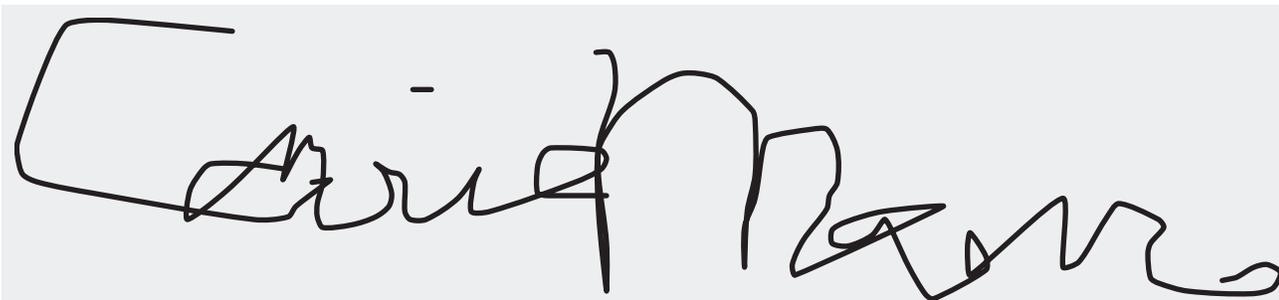
Name	Rachel Wiley
Position	Operating and Reporting Manager
Phone/Extension	347-971-2482
Email	Rwiley@explorenetwork.org

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

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "David [unclear]".

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 "P. [unclear]".

Date

Jul 31 2020



Thank you.

Entry 2 NYS School Report Card

Completed Jul 28 2020

Instructions

SUNY-authorized charter schools only

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

Entry 2 NYS School Report Card Link

EXPLORE CHARTER SCHOOL 331700860841

NEW YORK STATE REPORT CARD

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

(Charter schools completing year one will not yet have a School Report Card or link to one.

Please type "URL is not available" in the space provided.)

https://data.nysed.gov/essa.php?instid=800000048424&year=2019&createreport=1&allchecked=1&OverallStatus=1§ion_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&38ELA=1&38MATH=1&48SCI=1®ents=1&nyseslat=1&naep=1&staffqual=1&feddata=1

Entry 3 Progress Toward Goals

Incomplete Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school’s currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess

				goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
	Financial Goal 6			
	Financial Goal 7			
	Financial Goal 8			
	Financial Goal 9			
	Financial Goal 10			

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Sep 15 2020

Instructions

SUNY-Authorized Charter Schools ONLY

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

[19-20 APPR Explore](#)

Filename: 19 20 APPR Explore.pdf Size: 281.7 kB

Entry 7 Disclosure of Financial Interest Form

Completed Jul 28 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

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

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Jana Reed ██████████ ██████████ ██	Vice Chair	Finance, Accountability, DEI	Yes	3	07/01/2020	07/01/2024	10
2	Hank Mannix ██████████ ██████████ ██	Chair	Accountability	Yes	3	07/01/2020	07/01/2024	10
3	Angie Brice Thomas ██████████ ██████████ ██████████ ██████	Trustee/Member	Accountability, DEI	Yes	2	07/01/2020	07/01/2024	7
4	Lindsay Danon ██████████ ██████████ ██████	Trustee/Member	Accountability	Yes	1	04/01/2018	04/01/2021	9
5	Lindsay Matovich ██████████ ██████████ ██	Trustee/Member	Finance	Yes	1	09/01/2018	08/31/2020	10
6	Lola Adedokun ██████████ ██████████ ██	Trustee/Member	DEI	Yes	1	02/26/2020	02/26/2024	5 or less

7	Shawn Jenkins ██████ ██████ ██████	Trustee/M ember	DEI	Yes	1	02/26/20 20	02/26/20 24	5 or less
8								
9								

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2020	7
b.Total Number of Members Added During 2019-2020	2
c. Total Number of Members who Departed during 2019-2020	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

3. Number of Board meetings held during 2019-2020

10

4. Number of Board meetings scheduled for 2020-2021

10

Thank you.

Entry 9 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 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 3, 2020.

Entry 10 Enrollment & Retention

Completed Jul 28 2020

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

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

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
Economically Disadvantaged	<p>Explore Charter School’s overall recruitment strategy focuses on families living in the immediate neighborhood of the school and its centralized school district in order to best serve the school’s geographic community. Given the demographics of the neighborhood served, by targeting these areas, Explore recruits a large portion of students who qualify for free and reduced lunch (the majority of the school’s current student population qualifies for free and reduced lunch).</p> <p>We’ve employed the following strategies to recruit families considered economically disadvantaged:</p> <ul style="list-style-type: none"> • We’ve worked to build relationships with local Pre-K programs and other Early Childhood Development Centers and engaged their school communities by inviting them to school visits and to learn more about our school community. • We utilized family referral campaigns and partners with local organizations, with the goal being to attract more families in 	<p>Explore Charter School plans to continue and improve the overall recruitment strategy and expand the family referral campaign in our communities’ in order to meet recruitment targets for economically disadvantaged students. Explore will also continue to establish community partnerships with organization that support families that may be economically disadvantaged. We also intend on collaborating across all schools in our network to further develop and leverage our brand in 21-22. We will also continue to employ the following strategies:</p> <ul style="list-style-type: none"> • Establish relationships/partnerships with other local educational programs within the community, Pre-K programs and other Early Childhood Development Centers and engaged their school communities by inviting them to school visits and to learn more about our school community. • Expand the school brand in the community with bus shelter ads and more frequent campaigning with local grocery stores, housing plaza and other community institutions. • Will utilize family referral

	<p>the profile of the families it serves, who may have otherwise not heard about the school.</p> <ul style="list-style-type: none"> • We completed flyering in the local community. • We completed a series of 3 mailings within the local community focused on the zip codes we serve. 	<p>campaigns and partners with local organizations, with the goal being to attract more families in the profile of the families it serves, who may have otherwise not heard about the school.</p> <ul style="list-style-type: none"> • We plan to complete flyering in the local community. • We plan to complete a series of 3 mailings within the local community focused on the zip codes we serve.
<p>English Language Learners/Multilingual Learners</p>	<p>In an effort to attract and enroll more English Language Learners, Explore Charter School created a set-aside lottery preference for English Language Learners. The set-aside preference seeks to fill 15% of the available kindergarten seats (about 9 out of 60 seats) with English Language Learners, in order to match or exceed the school district's ELL population. This set aside preference is also included in our family information sessions, direct mail campaign, the school's website and in the English and Spanish versions of our application. Our schools focus on creating diverse community partnerships that also help engage families who speak languages other than English.</p> <p>We also worked to ensure that most of recruitment materials were created in languages that represent the communities we serve. We also worked with schools to identify staff members who were fluent in specific</p>	<p>Explore will also continue to establish community partnerships with organizations that support families that may speak languages other than English. Explore will maintain it's ELL set aside lottery preference and direct mailing, and will expand it's social media/website presence and family information sessions in order to meet recruitment targets for English Language Learners. Our applications will continue to be available in multiple languages.</p> <p>We will also ensure that all marketing materials are created in other languages.</p> <p>We will continue to develop our recruitment materials in languages that represent the communities we serve. We will also work with schools to identify staff members who were fluent in specific languages, were available for support with family questions and answers.</p> <p>We will further seek to establish relationships with 3-5 centers</p>

	languages, were available for support with family questions and answers.	who support families who indicate English as a second language.
Students with Disabilities	<p>Explore Charter School employs a support services lead and staff that are qualified to teach students with disabilities. We provide mandated IEP services, such as SETSS and ICT. In our recruitment efforts (mailings, our website, etc.), we specifically advertise services available to families to ensure they are aware that we welcome all students, including those with IEPs. In addition, during family information sessions, staff members are available to answer any additional questions regarding services available to students with disabilities.</p>	<p>Explore Charter School plans to continue and improve the overall recruitment strategy and expand the family referral campaign in our communities order to meet recruitment targets for economically disadvantaged students. Explore will also continue to establish community partnerships with organizations that support families that may have students with disabilities. We will also continue to employ the following strategies:</p> <ul style="list-style-type: none"> • We will ensure our marketing materials acknowledges the communities of students we serve and supports and serves coordinated within our schools. • We will assess if there are ECDC programs within our communities that support students with disabilities and work to share information about our schools with families.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
	<p>Explore Charter School provides robust support services for students who have a disability or require additional academic support. The school employs</p>	

<p>Economically Disadvantaged</p>	<p>support services leads, learning specialists, social workers and guidance counselors that provide services and support for students who need it, as well as maintain communication with families to apprise them of student progress and how families can work with students at home.</p> <p>Through school wellness checks, we will begin regularly seek family feedback on our programming so that we may address challenges throughout the school year and address trends that may impact school retention for students.</p> <p>We will formally begin seeking retention information beginning February 2021, to thoughtfully plan to address the needs of families who might indicate a desire to withdraw, so that we have a window of time to address their concerns, before the end of the school.</p>	<p>Explore Charter school plans to continue and expand on ensuring our economically disadvantaged families have access to appropriate resources and that our school staff are providing effective supports.</p> <p>Our school leadership teams will continue to engage in previous efforts to retain families who are economically disadvantaged. We will also seek information from our families about their programming experience to determine how we can improve their experiences.</p> <p>We will identify goals and actions to continue to improve retention efforts with all students and families.</p>
	<p>Explore Charter School provides robust support services for students who have a disability or require additional academic support. The school employs support services leads, learning specialists, social workers and guidance counselors that provide services and support for students who need it, as well as maintain communication with families to apprise them of student progress and how families can work with students at home.</p> <p>Our support services coordinator provides a resource to families</p>	<p>Explore Charter school plans to implement a ELL curriculum that will allow Explore staff members</p>

English Language Learners/Multilingual Learners

navigating the ELL services or 504 process, answering questions and helping families better understand resources available to them. In addition, to ensure non-English speaking families feel welcomed and informed, the school ensures at least one Spanish-speaking staff member is available to guide families through paperwork and/or meetings, and arranges an interpreter for family meetings upon request.

Our school leadership team will facilitate focus groups in multiple languages to seek information from our families about their programming experience to determine how we can improve their experiences. We will identify goals and actions to continue to improve retention efforts with all students and families.

to engage in more advanced dialogue with parents. Support Services Coordinators will continue to provide differentiated and appropriate support to ELLs. Spanish speaking staff members will continue to be available to guide families and arrange interpreter services as needed. During the 19-20 school year, support staff will be trained on best practices for supporting our undocumented ELL students and families.

Explore Charter School provides robust support services for students who have a disability or require additional academic support. The school employs support services leads, learning specialists, social workers and guidance counselors that provide services and support for students who need it, as well as maintain communication with families to apprise them of student progress and how families can work with students at home. Four years ago, our network developed an improved 12.1.1 transfer process between schools

Explore Charter School's Support Services Coordinator will continue to provide differentiated and appropriate support to students with disabilities. The SSC and the entire support team will continue to collaborate by providing resources to families navigating the IEP or 504

<p>Students with Disabilities</p>	<p>to better place students with that mandate in available classrooms throughout the network. In addition, we now have a 12.1.1 program at three of our eight schools. Additionally, a support services coordinator provides a resource to families navigating the IEP or 504 process, answering questions and helping families better understand resources available to them.</p> <p>Our school leadership team will continue to engage previous efforts, and adopt new efforts by seeking information from our families about their programming experience to determine how we can improve their experiences. We will identify goals and actions to continue to improve retention efforts with all students and families.</p>	<p>process, answering questions and helping families better understand resources available to them.</p> <p>Our school leadership teams will continue to engage in previous efforts to retain families with students with disabilities. We will also seek information from our families about their programming experience to determine how we can improve their experiences.</p> <p>We will identify goals and actions to continue to improve retention efforts with all students and families.</p>
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Entry 12 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

This 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.

Entry 12 Uncertified Teachers

School Name: EXPLORE CHARTER SCHOOL 331700860841

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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as of June 30, 2020)	
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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
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 13 Organization Chart

Incomplete Hidden from applicant

Instructions

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

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

Entry 14 School Calendar

Completed Jul 28 2020

Instructions for submitting School Calendar

Required of ALL Charter Schools

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

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

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

20-21 Draft Calendar

Filename: 20 21 Draft Calendar.pdf **Size:** 117.3 kB

Entry 15 Links to Critical Documents on School Website

Incomplete Hidden from applicant

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., 2018-19 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 15 Links to Critical Documents on School Website

School Name: Explore Charter School

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:

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	
2a. Webcast of Board Meetings (per Governor's Executive Order)	
3. Link to NYS School Report Card	
4. Most Recent Lottery Notice Announcing Lottery	
5. Authorizer-Approved DASA Policy	
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	
9. Link to School Reopening Plan	

Thank you.



Entry 16 COVID 19 Related Information

Completed Jul 28 2020

Instructions

Required of ALL charter schools

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

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are

encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: Explore Charter School

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

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

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	542	463	483

Table 2: 2019-2020 Assessments and Grade Participation

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

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

		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
Tota l															0

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Incomplete Hidden from applicant

[INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS](#)

Please provide the full name of **ANY and ALL** instructional and non-instructional employees and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).

Explore Charter School



2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Explore Charter School

655 Parkside Ave
Brooklyn, NY 11226

(718) 703-4484

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Explore Charter School prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Hank Mannix	Chair; Accountability Committee
Jana Reed	Vice Chair; Finance, Accountability, DEI Committees
Lindsay Matovich	Treasurer; Finance Committee
Angie Brice Thomas	Member; Accountability, DEI Committees
Lindsay Danon	Member; Accountability Committee
Lola Adedokun	Member; DEI Committee
Shawn Jenkins	Member; DEI Committee

Latasha Williams and Anwar Abdul-Rahman have served as Co-Principals since 2017.

SCHOOL OVERVIEW

Explore Charter School is a K–8 public charter school in Flatbush, Brooklyn. Explore opened in 2002 and graduated its first class of 8th graders in 2008 to some of the top college-preparatory high schools in New York City. While Explore’s mission continues to be to provide students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school, we have honed the vision and priorities for how we go about achieving that mission. Our vision for instruction includes:

- We View Excellent Curriculum and Instruction as a Pathway to Equity and a Response to the Opportunity Gap by Providing our Scholars with Access and Opportunities to Succeed
- Our Curriculum is Culturally Responsive, Rigorous, and Standards Aligned
- We Believe Children are Natural Problem Solvers, and so we Value Teaching that Balances Critical Thinking with Learning New Skills and Knowledge
- We Cultivate Student Investment by Nurturing Curiosity, Providing High-Quality Feedback, and Using Data to Drive Our Decision Making

In the 2019-20 school year, Explore served 540 students as of BEDS Day (October 2, 2019).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2015-16	62	59	61	56	59	60	56	51	55	519
2016-17	63	60	55	59	62	57	58	55	48	517
2017-18	61	60	60	58	58	59	57	54	57	534
2018-19	45	61	59	60	54	58	56	58	56	507
2019-20	62	56	59	60	61	60	61	61	60	540

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts

Explore Charter School students will meet grade level expectations in English as shown on internal interim assessments. Each year, the quantity of students scoring proficient will increase by 10 percentage points over the previous year.

BACKGROUND

For the 2019-20 school year, Explore Charter School used the Core Knowledge Language Arts (CKLA) Skills and Listening & Learning Strands for grades K–2 and Expeditionary Learning in cohort with Teachers College Writing curriculum for grades 3–8. In addition, the school reserved a block for independent reading, and students who are reading below grade level received guided reading or Leveled Literacy Intervention.

Explore’s previously established partnership with Lavinia Group continued through the 2019-20 school year. The Lavinia Group provided dedicated professional development to Explore’s teachers on close reading strategies. The ongoing training ensured that Explore’s students received four intensive periods of Close Reading where they read short grade-level texts and dissected the main ideas. Students were taught to closely read a cold text, identify the genre and central idea, and then analyze the text throughout all subject areas. ESI’s Program Team continued to provide support directly to Explore’s leaders and teachers. In the 2019-20 school year, ESI’s Program Team included a Senior Director of Literacy who worked to ensure Explore leaders had the tools, resources, and access to high-quality trainings for literacy instruction.

In March 2020, Explore continued remote instruction in all language arts curricula listed above, primarily using Google Classroom and Zoom to interact with students and collect student work. ESI’s Program Team provided guidance on best practices for remote instruction within each content area. For K-2 students, Explore implemented Amplify Reading as a supplemental curricular resource. Amplify Reading as an interactive, responsive platform that allows students to engage with age-appropriate narratives through a game world.

METHOD

Each school year, Explore administers internal ELA interim assessments for all 3-8 students. These interims are scheduled to take place 4 times throughout the school year, with the third interim meant to simulate a dress rehearsal of the state exam. These internal assessments pull directly from past NYS exam passages and questions, as well as other analogous resources. During the 2019-20 school year, Explore shifted the focus of these interims to improve student’s writing scores. Because of this change in focus, the multiple choice portion of these interims represents the best comparison of student performance year over year. The data below shows student scores on multiple choice only.

RESULTS AND EVALUATION

This chart shows student growth on the multiple choice portion of the dress rehearsal interim from the 2018-19 school year to the 2019-20 school year.

ELA Dress Rehearsal – MC Only				
	% Proficient 2019	% Proficient 2020	% Points Growth	Met Measure
G3	13	33	+20	Yes
G4	9	30	+21	Yes
G5	23	38	+15	Yes
G6	9	11	+2	No
G7	11	20	+9	No
G8	31	26	-5	No

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

In grades 3-5, students made significant growth and exceeded the measure of 10% growth from 2019 to 2020. Grade 7 students also made significant growth and came close to meeting the measure, while grade 6 students made minimal growth year over year and grade 8 students decreased the % proficient from 2019 to 2020.

ACTION PLAN

Curriculum

K–2:

Explore’s early literacy curriculum focuses on comprehensive instruction. The K–2 literacy program focuses on developing phonological awareness, building content knowledge and vocabulary, and developing comprehension skills. Explore uses the CKLA program in grades K–2 as its core curriculum. CKLA has two program strands: Knowledge and Skills. CKLA’s two strand program is research-based and provides extensive support for students as they become critical readers and writers.

According to CKLA, the **Knowledge** Strand emphasizes comprehension skill development in a language- and knowledge-rich context. The primary instructional activity is a read-aloud that exposes students to complex texts, related to a systematically ordered set of topics, or domains. The materials are designed to build knowledge in areas of history, science, literature, and geography. The lesson activities emphasize vocabulary acquisition, build comprehension skills through interactive discussions during and after reading, and use writing to extend and explore the texts and their content.¹ To complement this instruction, the **Skills** strand is a comprehensive, explicit, and systematic phonics program designed to build decoding, fluency, and writing/spelling skills.

In addition to the two CKLA strands, Explore also offers students Close Reading and Interactive Read Alouds to ensure students have the opportunity to read and analyze high-quality, complex texts that are both on and above grade level. Moving forward with remote instruction, Explore will also leverage Amplify Reading to give students an opportunity to engage with age-appropriate narratives through a game world.

3–8:

Our literacy program is designed to help our students become successful readers and life-long learners who are prepared to thrive in college-preparatory high school programs and beyond.

Specifically, Explore uses Expeditionary Learning (EL) as the primary resource for teaching literacy in grades 3–8. Expeditionary Learning includes both reading and writing instruction as well as explicitly imbedding the Speaking and Listening Standards. The curriculum is designed to address the three key components of the standards: (1) regular practice with complex text and its academic language, (2) reading, writing, and speaking grounded in evidence from both literary and informational text, and (3) building knowledge through content-rich non-fiction. Based on the latest research supporting the power of background knowledge, EL modules are designed around topics that help students build background knowledge. Modules also include a blend of fiction and non-fiction complex texts. In each module, students have the opportunity to dig deeply into a high-interest topic by analyzing complex, grade-level texts and then completing performance tasks and assessments aligned to the standards. In addition, we offer students four periods per week of Close Reading where they read short grade-level texts, dissect the main ideas and craft and structure moves in order to build independence as readers. In 19-20, Explore also added ELA iReady as an additional means of gathering data to drive instruction.

Special Populations of Students (ELL, Students with Disabilities):

In the coming school year, small group instruction (SGI) will continue to be the key component of Explore’s approach to supporting special populations. The primary resource for SGI in grades K–3 will continue to be skills double dose. This intervention provides data-based support for students struggling with decoding and comprehension, aligned to the core Skills curriculum. In 4–8, Leveled Literacy Intervention, (LLI) and Wilson are the primary intervention resources for decoding and comprehension for students who are significantly below grade level in reading. In addition, small group close reading groups will be created based on reading and interim data.

Approach to data-driven instruction

In the 2019-20 school year, we implemented numerous data systems and structures to provide school leaders and teachers with actionable data to accelerate student learning. Through the use of PowerBI, we provide school leaders earlier access to assessment data that can be analyzed and compared across grades, schools, terms, and years. We use a set of common benchmarks and measures for student performance in ELA and math. In collaboration with the school’s leadership, the network sets End of Year (EOY) measures tied to official assessments. They include:

- the mathematics and English language arts state exams,
- Core Knowledge Skills assessments, and
- NYSESLAT

Aligned to the EOY measures, the network also sets cycle measures that identify intervals for improvement on internal assessments in order to be on track to meet EOY measures. For the 2020-21

school year, in addition to our internal interims, we will use these online assessments to monitor progress throughout the year:

- ELA iReady (3-8 students)
- mCLASS (K-2 students)

Teachers use these measures to set classroom level goals and track progress toward them throughout the year. Progress toward benchmarks is tightly monitored, through weekly data tracking of student outputs aligned to each measure, and through teacher observations, feedback, and professional development aligned to a focused set of teacher inputs. Almost all network-driven professional development and resource creation is aligned to the benchmarks with student outputs and teacher inputs identified termly. Student outputs are defined as observable student behaviors that indicate progress toward achieving the cycle and EOY measures. Teacher inputs are defined as observable strategies and actions teachers can take that will lead to the student outputs.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 2: Mathematics

Explore Charter School students will meet grade level expectations in Math as shown on internal interim assessments. Each year, the quantity of students scoring proficient will increase by 10 percentage points over the previous year.

BACKGROUND

Explore's approach to math instruction prioritizes the three key elements of the standards: 1) Deep dive into few topics, 2) Coherence: linking topics and thinking across grades, and 3) Rigor: pursuing conceptual understanding, procedural skills and fluency, and application with equal intensity. Explore implements research-based curricular resources that best support this vision for mathematical instruction. In grades K–8, Explore uses Achievement First's Math Curriculum, AF Navigator. ESI's Program Team continued to provide support directly to Explore's leaders and teachers. In the 2019-20 school year, ESI's Senior Director of Math worked to ensure Explore leaders had the tools, resources, and access to high-quality trainings for math instruction.

In March 2020, Explore continued remote instruction in math primarily using Google Classroom and Zoom to interact with students and collect student work. ESI's Program Team provided guidance on best practices for remote instruction within each content area.

METHOD

Each school year, Explore administers Math interim assessments for all K-8 students. These interims are scheduled to take place 4 times throughout the school year, with the third interim meant to simulate a dress rehearsal of the state exam. These assessments are designed by AF Navigator and are modeled after the content of the state exam. They provide benchmark data for how students at Explore, and across the Explore Schools network, did in comparison to other schools.

RESULTS AND EVALUATION

This chart shows student growth on interim assessments from the 2018-19 school year to the 2019-20 school year.

	Math Dress Rehearsal			
	% Proficient 2019	% Proficient 2020	% Points Growth	Met Measure
G3	25	70	+45	Yes
G4	34	42	+8	No
G5	2	49	+47	Yes
G6	40	39	-1	No
G7	49	39	-10	No
G8	45	37	-8	No

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

At Explore, grade 3 and grade 5 students exceeded the measure and made huge strides in improving proficiency on math interims. No other grades met the measure, although grade 4 students did make significant progress.

ACTION PLAN

With the adoption of the AF Navigator curriculum, Explore elevated the level of rigor in math instruction for its students. Below, we outline the additional steps Explore took by grade band to continue to improve the quality of math instruction this past year:

- **Grades K–4:** In 2019-20, Explore implemented Achievement First’s Math Stories curriculum in grades K–4. Math Stories is a curriculum that uses strategically designed routines to help students develop a deep number sense and flexibility with numbers in order to support complex problem solving. Math Stories also provides students with an access point into basic math operations by using real life topics familiar to students.
- **Grades 3–8:** In partnership with Achievement First, Explore’s 3–8 grade math teachers participated in robust training for AF Navigator designed to deepen their understanding of the math content and the critical thinking work students must engage with to show mastery of the standards. In addition, Explore offered additional math intervention blocks to allow teachers to further assess student needs and employ timely and effective interventions in the 2019-20 school

year. Interventions ensure students struggling with grade-level standards continue to get exposure to grade-level content while still remediating lagging skills.

- **Special Populations:** During the 2019-20 school year, Explore's Special Populations team continued to focus on small group instruction (SGI) in math. The aim was for small group instruction and SETSS to be aligned to the current classroom curriculum. To support in remediating any lagging skills, Explore will be using Goal Book which uses vertical progression, allowing teachers to scaffold to reach the priority skills while also providing additional practice for students.

Approach to data-driven instruction

In the 2019-20 school year, we implemented numerous data systems and structures to provide school leaders and teachers with actionable data to accelerate student learning. We've developed a comprehensive data platform through the use of PowerBI providing school leaders earlier access to assessment data that can be analyzed and compared across grades, schools, terms, and years. We use a set of common benchmarks and measures for student performance in ELA and math. In collaboration with the school's leadership, the network sets End of Year (EOY) measures tied to official assessments. They include:

- the mathematics and English language arts state exams,
- Fountas and Pinnell,
- Core Knowledge Skills assessments, and
- NYSESLAT

Aligned to the EOY measures, the network also sets cycle measures that identify intervals for improvement on internal assessments in order to be on track to meet EOY measures. For the 2020-21 school year, in addition to our internal interims, we will use these online assessments to monitor progress throughout the year:

- Math iReady (K-8 students)

Progress toward benchmarks is tightly monitored, through weekly data tracking of student outputs aligned to each measure, and through teacher observations, feedback, and professional development aligned to a focused set of teacher inputs. Almost all network-driven professional development and resource creation is aligned to the benchmarks with student outputs and teacher inputs identified termly. Student outputs are defined as observable student behaviors that indicate progress toward achieving the cycle and EOY measures. Teacher inputs are defined as observable strategies and actions teachers can take that will lead to the student outputs.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: Science

Explore Charter School students will meet grade level expectations in Science. 75% of students will earn 70% or above as their end of year grade in Science.

BACKGROUND

In 2019-20, Explore Charter School employed a full-time K–5 science teacher and a 6-8 science teacher. Explore’s science curriculum is designed to promote inquiry, problem solving skills, and exposure to 21st century learning and skills. Science teachers develop their own lessons based on best practices in the field, and they partner with school leaders to ensure the lessons are rigorous and aligned to NYS standards. In March 2020, Explore continued remote instruction in science primarily using Google Classroom and Zoom to interact with students and collect student work.

METHOD

In the absence of state test, Explore measured mastery of grade level standards through a variety of assessments, chosen internally by teachers. The measure for Science is based on end of year grades in Science for all K-8 students.

RESULTS AND EVALUATION

This chart shows the percentage of students in each grade earning a passing grade (70% or above) for the year in Science.

	K-8 Science Grades	
	% of Students Earning 70% of Above	Met Measure
KG	98%	Yes
G1	98%	Yes
G2	97%	Yes
G3	87%	Yes
G4	82%	Yes
G5	60%	No
G6	97%	Yes
G7	51%	No
G8	75%	Yes

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Explore students in grades K-4 met the measure, as well as students in grade 6 and 8. Students in grade 5 and grade 7 did not have enough students earning proficient scores in Science to meet the measure.

ACTION PLAN

Explore is continuing to build a robust, high-quality science program that gives students a 21st century science experience. Explore Upper will continue to use Amplify Science, a high-quality curriculum that blends hands on investigations with literacy rich tools to support students. Also rated highly by ED Reports, we expect that Amplify Science will help support Explore teachers in providing high-quality instruction in science. 8th grade students at Explore will have the opportunity to take Living Environment. In 2020-21, all science teachers will participant in network-wide professional development sessions during our staff in-service days. Additionally, Living Environment teachers will participate in periodic collaborative planning meetings to prepare for each unit of instruction.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: 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

We have met this measure; Explore Charter School has been in good standing with ESSA for at least the last 3 school years where data is available.

Accountability Status by Year

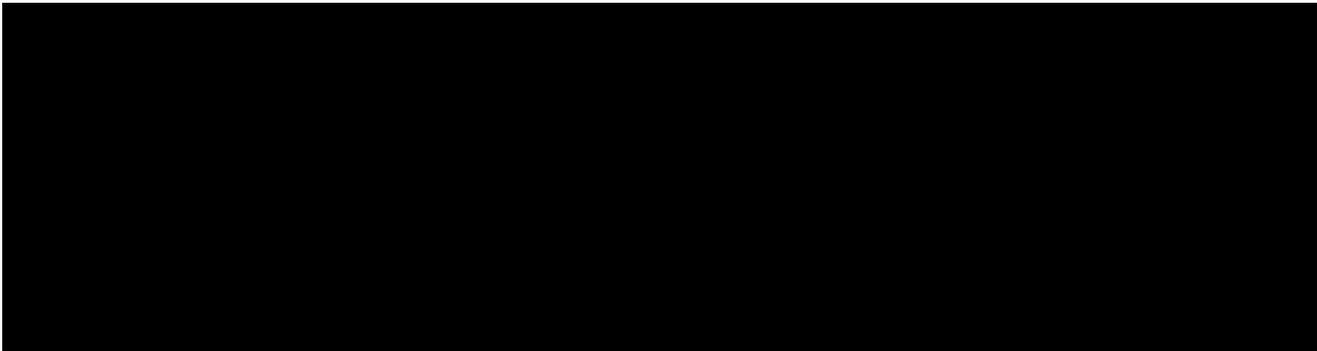
Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

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

1. Name of education corporation: Explore Schools Network
2. Trustee's name (print): Lola Adedokun
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Board member



8. Is Trustee an employee of the education corporation? ___Yes. **X**No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

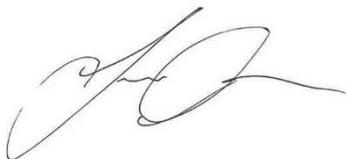
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please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

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

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

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



7/19/2020

Signature

Date



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

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

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

Vice Chair, Explore Schools Board
Vice Chair, Explore Schools, Inc.



8. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

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

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



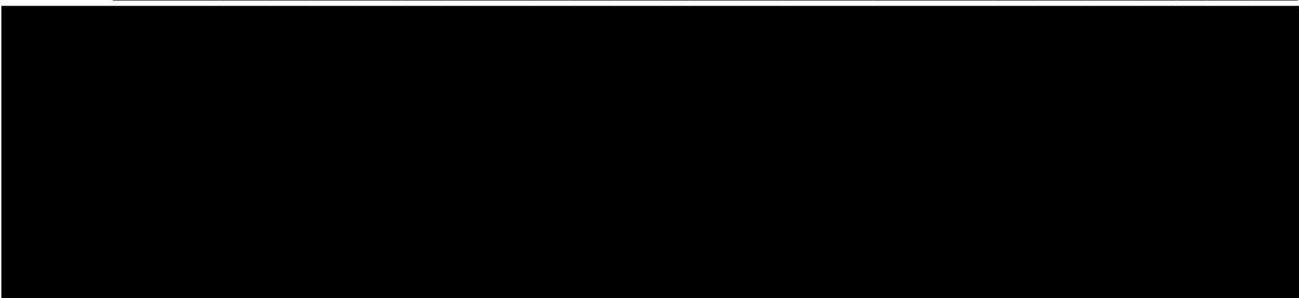
Signature

7/24/20
Date



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

1. Name of education corporation: Explore Charter Schools
2. Trustee’s name (print): Lindsay
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):Trustee



8. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
N/A <i>Please</i>			

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

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
N/A				

Lindsay Danon

7/23/20

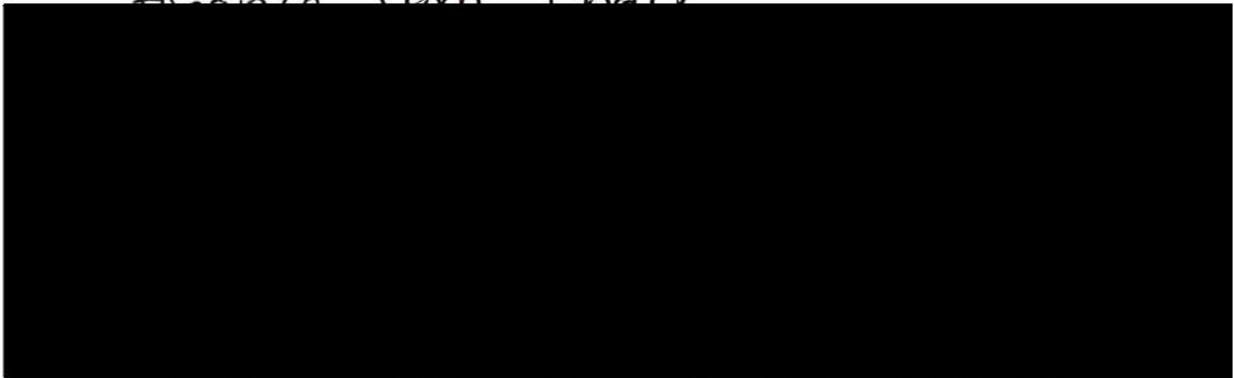
Signature

Date



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

- 1. Name of education corporation: Explore schools Inc
- 2. Trustee's name (print): Lindsay Matovich
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Treasurer / Finance Com Chair



8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation and in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you

need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

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



Signature

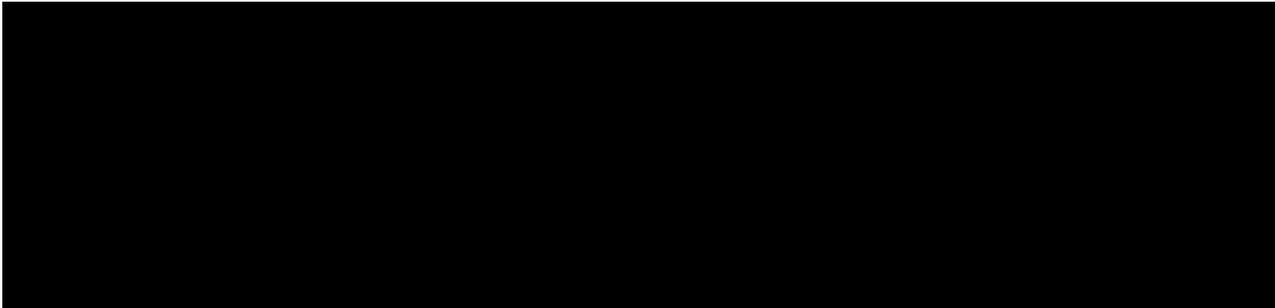
07/19/20

Date



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

- Name of education corporation: Explore Charter Schools of Brooklyn
- Trustee's name (print): Shawn M. Jenkins
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Board Member



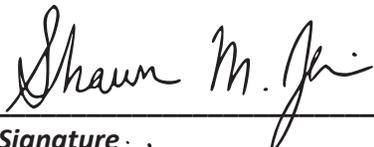
8. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

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

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



Signature

7/17/2020

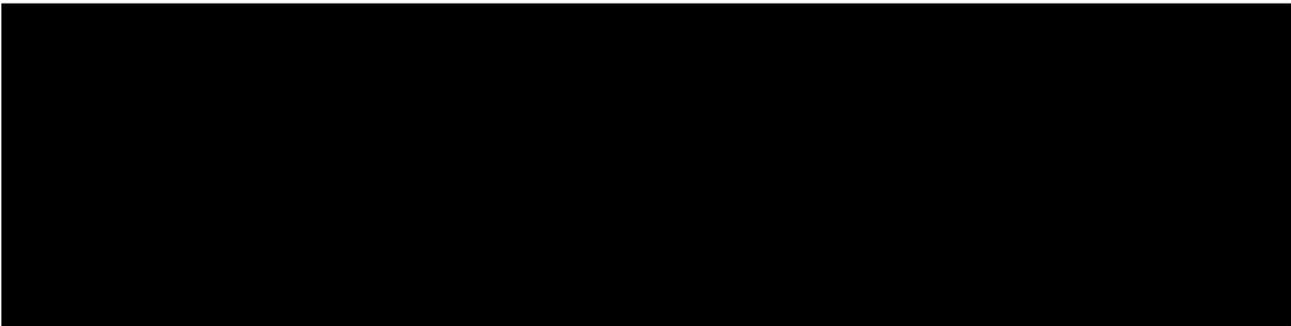
Date

NONE



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

1. Name of education corporation: Explore Charter Schools
2. Trustee's name (print): Angie Brice Thomas
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): N/A



8. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

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

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

Angie Brice Thomas
Signature

7.24.20
Date

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

1. Name of education corporation: Explore Schools
2. Trustee’s name (print): Henry Mannix
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Chair



8. Is Trustee an employee of the education corporation? ___Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

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

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



7/27/2020

Signature

Date

