

Application: Flatbush Ascend Charter School

Camille McQueen - camille.mcqueen@ascendlearning.org
2022-2023 Annual Report

Summary

ID: 0000000207

Status: Annual Report Submission

Last submitted: Nov 1 2023 10:16 PM (EDT)

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Aug 1 2023

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 the [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 2022-2023 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, 2023**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

FLATBUSH ASCEND CHARTER SCHOOL 800000090781

a1. Popular School Name

Flatbush Ascend Charter School

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. DISTRICT / CSD OF LOCATION

CSD #18 - BROOKLYN

e. Date of Approved Initial Charter

Oct 23 2018

f. Date School First Opened for Instruction

Sep 2 2019

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

N/A

h. School Website Address

<http://ascendlearning.org>

i. Total Approved Charter Enrollment for 2022-2023 School Year

324

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

243

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

k
1
2
3
4

I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

Yes

I1. Charter Management Organization Name

Ascend Learning

I2. Charter Management Organization Email Address

<http://ascendlearning.org>

I3. Charter Management Organization Email Phone Number

347-464-7600

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

No, just one site.

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 previous year (K-5, 6-9, etc.)	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	123 Linden Boulevard	718-744-6099	NYC CSD 18	K-4	K-4	K-4

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Anastasia Michals	Managing Director of Schools			anastasia.michals@ascendlearning.org .
Operational Leader	Bernard Washington	Assistant Principal of Operations			bernard.washington@ascendlearning.org .
Compliance Contact	Ashley Williams	Senior Legal Counsel			ashley.williams@ascendlearning.org .
Complaint Contact	Danique Day	Chief Schools Officer			Danique.Day@ascendlearning.org .
DASA Coordinator	Stefanny Andujar	Manager of Student Support Systems			stefanny.andujar@ascendlearning.org .
Phone Contact for After Hours Emergencies	Maryann Li	Chief Operations Officer			maryann.li@ascendlearning.org .

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, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

[FACS_COO.pdf](#)

Filename: FACS_COO.pdf **Size:** 4.5 MB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

[FACS- Fire Alarm Inspection - NFPA72 - Semi Annual - 2023-03-13.pdf](#)

Filename: FACS- Fire Alarm Inspection - NFPA72 - Semi Annual - 2023-03-13.pdf **Size:** 113.4 kB

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

N/A

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

No

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Camille McQueen
Position	Network Director of Operations
Phone/Extension	347-200-4652
Email	camille.mcqueen@ascendlearning.org

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

As outlined in ENTRY 10:

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

Signature, Head of Charter School

A large black rectangular redaction box covers the signature of the Head of Charter School. A small portion of a handwritten mark is visible on the right side of the box.

Signature, President of the Board of Trustees

A large black rectangular redaction box covers the signature of the President of the Board of Trustees. To the right of the box, a handwritten signature is visible, consisting of several overlapping loops and a long horizontal stroke.

Date

Jul 28 2023



Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Aug 1 2023

Instructions

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

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)

Form for Entry 2 Links to Critical Documents on School Website

School Name: Flatbush Ascend Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item

4: Authorizer-approved DASA policy and NYSED-Approved School Discipline 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:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	<u>https://www.ascendlearning.org/governance</u>
2. Board meeting notices, agendas and documents	<u>https://www.ascendlearning.org/governance</u>
3. New York State School Report Card	<u>https://www.ascendlearning.org/governance</u>
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	<u>https://www.ascendlearning.org/governance</u>
6. Authorizer-approved FOIL Policy	<u>https://www.ascendlearning.org/governance</u>
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<u>https://www.ascendlearning.org/governance</u>

Thank you.



Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-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 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

2022-2023 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)

2022-2023 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				
Academic Goal 41				

Academic Goal 42				
Academic Goal 43				
Academic Goal 44				
Academic Goal 45				
Academic Goal 46				
Academic Goal 47				
Academic Goal 48				
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Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2022-2023 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”.

2022-2023 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

2022-2023 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)

2021-2022 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 - Nov 1 2023

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, **and** into the SUNY Epicenter document management system by September 15, 2023.

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

Flatbush Ascend APPR 2023

Filename: Flatbush_Ascend_APPR_2023.docx Size: 127.8 kB

Entry 4 - Audited Financial Statements

Completed - Dec 4 2023

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

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, 2023**. 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 protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.

Ascend Charter Schools FST with Mgmt Ltr

Filename: Ascend_Charter_Schools__FST_with_M_ONFj6S.pdf Size: 891.6 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Dec 4 2023

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

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

Flatbush Ascend-Audited-Financial-Statement-Template

Filename: Flatbush_Ascend-Audited-Financial_YU4MVNb.xlsx Size: 175.0 kB

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

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

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. 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. Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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

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

Entry 4d - Financial Contact Information

Incomplete - Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial 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
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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 2023-2024 Budget

Completed - Oct 18 2023

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

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.

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

[2023-24 Budget and Quarterly Report Template Flatbush](#)

Filename: 2023-24_Budget_and_Quarterly_Repo_IUBnmeX.xlsx Size: 527.7 kB

[2023-24 Budget-Narrative-Questionnaire Final](#)

Filename: 2023-24_Budget-Narrative-Questionn_mwMvuj9.pdf Size: 38.4 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2023

Required of ALL Charter Schools

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 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. 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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[Disclosure of Financial Interest Forms Signed by BOT](#)

Entry 7 BOT Membership Table

Completed - Aug 1 2023

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.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2022-2023 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 Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Emmanuel Fordjour	[REDACTED]	Secretary	Academic Committee	Yes	2	7/1/2022	6/30/2025	9
2	Gamal Walker	[REDACTED]	Trustee/Member	Academic Committee; Finance Committee	Yes	2	7/1/2022	6/30/2025	7
3	Jackie Wilson	[REDACTED]	Trustee/Member	Hiring Committee; Nominating Committee	Yes	2	7/1/2022	6/30/2025	10
4	Janai Jeter	[REDACTED]	Trustee/Member	Academic Committee; Hiring Committee; Nominating Committee	Yes	2	7/1/2022	6/30/2025	10
5	Nadine Sylvester	[REDACTED]	Chair	Academic Committee	Yes	5	7/1/2022	6/30/2023	10

6	Stanley Taylor	[REDACTED]	Vice Chair	Academic Committee; Finance Committee	Yes	3	7/1/2022	6/30/2023	11
7	Shelly Cleary	[REDACTED]	Treasurer	Academic Committee; Finance Committee	Yes	5	7/1/2022	05/17/2023	9
8									
9									

1a. Are there more than 9 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, 2023	4
b.Total Number of Members Added During 2022-2023	0
c. Total Number of Members who Departed during 2022-2023	3
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

3. Number of Board meetings held during 2022-2023

12

4. Number of Board meetings scheduled for 2023-2024

12

Total number of Voting Members on June 30, 2023:

4

Total number of Voting Members added during the 2022-2023 school year:

0

Total number of Voting Members who departed during the 2022-2023 school year:

3

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

7

Thank you.

Entry 8 Board Meeting Minutes

Completed - Aug 1 2023 - 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 2022-June 2023), which should match the number of meetings held during the 2022-2023 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 1, 2023**.

[Board Meeting Minutes SY22-23](#)

Filename: Board_Meeting_Minutes_SY22-23_Usq6mgv.pdf Size: 1.7 MB

Entry 9 Enrollment & Retention

Completed - Aug 1 2023

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

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 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 2023-2024.

***SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	<p>In school year 2022-23, our strategy focused on improving recruitment and increasing yield.</p> <p>Communication with potential applicants and current families is the foundation of Ascend's approach to student recruitment. School and network staff work together closely to recruit and retain students. School staff bring a deep understanding of each respective community, creating a local, grassroots recruitment structure through which school leaders leverage their familiarity with families. The network's Student Recruitment and Enrollment team also conducts focus groups with families and students to understand perspectives on Ascend and amplify the strengths noted by our families to the broader community.</p> <p>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. Beyond the website, Ascend uses several social media tools to keep families informed and engaged. We use a variety of digital, audio, print, and mailing ads</p>	<p>In school year 2023-24 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.</p> <p>Communication with potential applicants and current families is the foundation of Ascend's approach to student recruitment. School and network staff work together closely to recruit and retain students. School staff bring a deep understanding of each respective community, creating a local, grassroots recruitment structure through which school leaders leverage their familiarity with families. The network's Student Recruitment and Enrollment team also conducts focus groups with families and students to understand perspectives on Ascend and amplify the strengths noted by our families to the broader community.</p> <p>The network's Student Recruitment and Enrollment team provides infrastructure support for recruitment activities; they create marketing materials, guide systematic outreach</p>

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. Schools also send welcome emails, hold tours, and host yield events. For the 2022-23 school year, the student registration process was updated to align with Ascend's DEIA efforts by modifying the phrasing of certain questions, application requirements, and application explanations.

Within this recruitment strategy, Ascend takes steps to reach out to parents of students in special populations in particular and support them in enrolling their children at Ascend schools.

To improve outreach to and communication with families of ELL students, the Student Recruitment and Enrollment team creates and circulates marketing materials in three languages that are dominant among non-English speakers in the communities Ascend serves: 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

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Ascend distributes marketing materials that share our services for students with IEPs. A succinct one-page flyer explains what supports families can expect if they enroll their child in an Ascend school. The Student Recruitment and Enrollment team maintains contact with local early childhood education centers, after-school programs, family medical centers, shelters, and community centers to connect with families of economically disadvantaged students.

Ascend's Student Recruitment and Enrollment team adapted its recruiting efforts to the COVID-19 pandemic. The team held virtual information sessions for interested families, created virtual tour videos, 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.

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	<p>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.</p>	<p>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.</p> <p>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.</p>
English Language Learners	<p>In school year 2022-23, our strategy focused on improving recruitment and increasing yield.</p> <p>Communication with potential applicants and current families is the foundation of Ascend's approach to student recruitment. School and network staff work together closely to recruit and retain students. School staff bring a deep understanding of each respective community, creating a local, grassroots recruitment structure through which school leaders leverage their familiarity with families. The network's Student Recruitment and Enrollment team also conducts focus groups with families and students to understand perspectives on Ascend and amplify the strengths noted by our families to the broader community.</p>	<p>In school year 2023-24 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.</p> <p>Communication with potential applicants and current families is the foundation of Ascend's approach to student recruitment. School and network staff work together closely to recruit and retain students. School staff bring a deep understanding of each respective community, creating a local,</p>

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Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	<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. 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, we are able to provide comprehensive support to students even before they receive an IEP. Our Multi-Tiered Systems of Support (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.</p>	<p>In school year 2023-24, 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. 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, we are able to provide comprehensive support to students even before they receive an IEP. Our Multi-Tiered Systems of Support (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</p>

		<p>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.</p>
English Language Learners	<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. Ascend is committed to creating an inclusive and integrated space for all students, and we have developed systems and procedures that support multilingual learners.</p> <p>Ascend schools aim to train all teachers on techniques for detecting new English Language Learners and on communicating with students designated as an MLL to ensure the faculty are equipped to apply these skills. The school tests any student thought to have limited English proficiency to determine whether services are appropriate. The student support advisory team is careful to ensure that English language learners are not inappropriately designated as having special education needs; they document how long the student has been in the country and investigate whether any language challenges are related to typical MLL stages of development.</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. Ascend is committed to creating an inclusive and integrated space for all students, and we have developed systems and procedures that support multilingual learners.</p> <p>Ascend schools aim to train all teachers on techniques for detecting new English Language Learners and on communicating with students designated as an MLL to ensure the faculty are equipped to apply these skills. The school tests any student thought to have limited English proficiency to determine whether services are appropriate. The student support advisory team is careful to ensure that English language learners are not inappropriately designated as having special education needs; they document how long the student has been in the country and investigate whether any language challenges are related to typical MLL stages of development.</p>

Ascend uses the state education department's process for identifying students who are MLLs, employing an approved Home Language Questionnaire to screen all new students for potential limited English proficiency. If the student's home or native language is not English, staff conduct an informal interview in the student's home language and in English. If the student speaks only a language other than English, the school administers the New York State Identification Test for English Language Learners (NYSITELL). A score below the designated cut score for the student determines eligibility for services. In accordance with state and federal regulations, testing and program placement occur within 30 days of school opening for those students who are enrolled on the first day of school and within 15 days for students who are enrolled after the first day of school.

The schools use ENL methodology and aspects of the general education curriculum, designed to focus on phonics, reading, fluency, comprehension, vocabulary acquisition, and other English language fundamentals. Students are placed in 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.

A key focus of the ENL program is improving students' ability not only

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	<p>to speak and understand spoken English, but also to read and write in the language. This enables students to advance quickly to a level of proficiency at which they can successfully complete grade-level coursework in English. The cognitive level or grade appropriateness of the content is not altered. Ascend ENL teachers work collaboratively with general education and special education teachers, who receive professional development to help them communicate with students designated as ELL. The school meets the English language development requirement by having the ENL teacher work with all ELLs on a pull-out basis or push in basis based on their proficiency level.</p> <p>In accordance with federal law, the school does not exclude ELLs from curricular and extracurricular activities because of their inability to speak and understand the language of instruction. In addition, the school does not assign national-origin minority students to classes for the disabled because of their lack of English skills. Notices and other information are distributed in languages that families with limited English proficiency can understand.</p>	<p>to speak and understand spoken English, but also to read and write in the language. This enables students to advance quickly to a level of proficiency at which they can successfully complete grade-level coursework in English. The cognitive level or grade appropriateness of the content is not altered. Ascend ENL teachers work collaboratively with general education and special education teachers, who receive professional development to help them communicate with students designated as ELL. The school meets the English language development requirement by having the ENL teacher work with all ELLs on a pull-out basis or push in basis based on their proficiency level.</p> <p>In accordance with federal law, the school does not exclude ELLs from curricular and extracurricular activities because of their inability to speak and understand the language of instruction. In addition, the school does not assign national-origin minority students to classes for the disabled because of their lack of English skills. Notices and other information are distributed in languages that families with limited English proficiency can understand.</p>
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diverse 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, we are able to begin providing comprehensive support to students even before they receive an IEP. Ascend leverages Multi-Tiered Systems of Support (MTSS) to provide early intervention for students experiencing academic or behavioral difficulties to ensure we are not overidentifying students with disabilities. Students receive interventions within the general education (Tier I) or small-group pull-out (Tier II) settings. Only those students whose challenges persist through these interventions are considered for evaluation for special education (Tier III) services. If the MTSS team, including the family, agrees on this step, the CSE conducts an evaluation to determine if the student has a disability.

For students entering with an existing IEP, the school directly provides services as outlined in the IEP approved by the CSE of the student's district of residence. The school provides Special Education Teacher Support Services (SETSS), Integrated Co-teaching (ICT), and school counseling. The school arranges the provision of related services, and contracts with related

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	<p>service providers through the CSE.</p> <p>SETSS is a service through which students with disabilities are educated in the general education setting with small-group, pull-out, or push-in support. In this way, they receive targeted and individualized support while remaining in their least restrictive environment.</p> <p>ICT is a model through which students with disabilities are educated with their peers in the general education classroom, with the full-time support of a special education teacher to assist in adapting and modifying instruction. In this co-teaching model, the general education students also benefit from smaller-group instruction and modification throughout the day.</p>	<p>service providers through the CSE.</p> <p>SETSS is a service through which students with disabilities are educated in the general education setting with small-group, pull-out, or push-in support. In this way, they receive targeted and individualized support while remaining in their least restrictive environment.</p> <p>ICT is a model through which students with disabilities are educated with their peers in the general education classroom, with the full-time support of a special education teacher to assist in adapting and modifying instruction. In this co-teaching model, the general education students also benefit from smaller-group instruction and modification throughout the day.</p>
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Entry 10 – Teacher and Administrator Attrition

Completed - Aug 1 2023

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

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

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

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

1. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

^[1] Employees who 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.nysed.gov/common/nysed/files/programs/charter-schools/employeeefingerprintoct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

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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 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.

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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
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. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(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: 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 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed - Aug 1 2023

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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 also 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 (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

K-12 Academic Calendar SY 22-23

Filename: K-12_Academic_Calendar_SY_22-23_mboY8b2.pdf Size: 15.3 kB

Entry 14 Staff Roster

Incomplete - Hidden from applicant

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.

Reminders: Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer	Select your school's authorizer from the drop-down list first , before completing the roster.
NOTE: MUST BE DONE FIRST	
School Name and Institution ID	Select your school's name from the drop-down list .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the 7 digit TEACH ID for the Faculty/Staff person.
Role in School	Select the best choice of role of the Faculty/Staff person from the drop-down list .

CPR/AED Certification Status	Select the appropriate choice from the drop-down list .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	Select the appropriate choice from the drop-down list .
Subject Taught	Select the appropriate choice from the drop-down list .
Notes	Optional

Optional Additional Documents to Upload (BOR)

Incomplete



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS




1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <u>initially</u> be completed based upon preliminary data, and <u>subsequently</u> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Prior Year" column may <u>initially</u> be completed based upon preliminary data, and <u>subsequently</u> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <u>initially</u> completed based upon preliminary data, and <u>subsequently</u> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE contain guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Lefferts Gardens Ascend Charter School

SCHOOL

Name:	Lefferts Gardens Ascend Charter School
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CONTACT INFORMATION

Contact Name:	Tohgo Saegusa
Contact Title:	Senior Financial Analyst
Contact Email:	tohgo.saegusa@ascendlearning.org
Contact Phone:	347-305-1583

REPORT PERIOD

Current Academic Year:	2023-24
Prior Academic Year:	2022-23

LEFFERTS GARDENS ASCEND CHARTER SCHOOL
2023-24

ENROLLMENT BY GRADES												
GRADES	K	1	2	3	4	5	6	7	8	9	10	11
INITIAL BUDGETED ENROLLMENT	63.85863833	63.88562941	57.06378358	45.8726625	48.51600384	37	0	0	0			
TOTAL ENROLLMENT = 316.196717673769												

ENROLLMENT BY DISTRICT													
		PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT		
			QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
			1	0	1	0	1	0	1	0	0	0	0
NUMBER OF SCHOOL DISTRICTS ENROLLED:		1											
NUMBER OF STUDENTS ENROLLED:		243											
			*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.										
		PRIOR YEAR 2022-23	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUAR		
			QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3
			Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
			Actual Enrollment										
PRIMARY/OTHER	DISTRICT NAME(S)												
1	PRIMARY District	New York City Department of Education	243	316.1967177		316.1967177		316.1967177		316.1967177			
2	SECONDARY District	(Select from drop-down list) →											

		PRIOR YEAR 2022-23	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUAR		
PRIMARY/OTHER	DISTRICT NAME(S)		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3
		Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	

12

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QUARTER 4
Actual
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QUARTER 4
Actual Enrollment

TER
QUARTER 4
Actual Enrollment

LEFFERTS GARDENS ASCEND CHARTER SCHOOL
2023-24

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

*NOTE: Enter the number of FTE positions in the "blue" cells.		*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.								*NOTE: Each quarter, the actual FTE should be input.				*NOTE: State the assumptions that are being made for personnel FTE levels.	
ADMINISTRATIVE PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		2022-23	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Executive Management					0.0		0.0		0.0						
Instructional Management		2.0	4.1		4.1		4.1		4.1						
Deans, Directors & Coordinators		1.0	2.5		2.5		2.5		2.5						
CFO / Director of Finance					0.0		0.0		0.0						
Operation / Business Manager		3.0	4.1		4.1		4.1		4.1						
Administrative Staff					0.0		0.0		0.0						
TOTAL ADMINISTRATIVE STAFF		6.0	10.7	0.0	10.7	0.0	10.7	0.0	10.7	0.0	0.0	0.0	0.0	0.0	
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		2022-23	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular		15.0	18.0		18.0		18.0		18.0						
Teachers - SPED		7.0	9.0		9.0		9.0		9.0						
Substitute Teachers					0.0		0.0		0.0						
Teaching Assistants					0.0		0.0		0.0						
Specialty Teachers		0.0	0.5		0.5		0.5		0.5						
Aides					0.0		0.0		0.0						
Therapists & Counselors		4.1	2.1		2.1		2.1		2.1						
Other					0.0		0.0		0.0						
TOTAL INSTRUCTIONAL		26.1	29.6	0.0	29.6	0.0	29.6	0.0	29.6	0.0	0.0	0.0	0.0	0.0	
NON-INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		2022-23	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Nurse					0.0		0.0		0.0						
Librarian					0.0		0.0		0.0						
Custodian		0.0	0.0		0.0		0.0		0.0						
Security		1.0	1.0		1.0		1.0		1.0						
Other		0.9	2.4		2.4		2.4		2.4						
TOTAL NON-INSTRUCTIONAL		1.9	3.4	0.0	3.4	0.0	3.4	0.0	3.4	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE		33.9	43.7	0.0	43.7	0.0	43.7	0.0	43.7	0.0	0.0	0.0	0.0	0.0	

LEFFERTS GARDENS ASCEND CHARTER SCHOOL Budget / Operating Plan 2023-24													
Total Revenue	5,371,766	2,344,636	-	-	2,344,636	-	-	2,344,636	-	-	2,344,636	-	-
Total Expenses	6,044,317	2,763,889	-	-	2,763,889	-	-	2,763,889	-	-	2,763,889	-	-
Net Income	(672,551)	(419,253)	-	-	(419,253)	-	-	(419,253)	-	-	(419,253)	-	-
Actual Student Enrollment	243	316	-	-	316	-	-	316	-	-	316	-	-
	Prior Year Actual 2022-23 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions												
Executive Management	-			-	-		-	-		-	-		-
Instructional Management	4.12	228,192	121,916	-	121,916		-	121,916		-	121,916		-
Deans, Directors & Coordinators	2.50	-	65,369	-	65,369		-	65,369		-	65,369		-
CFO / Director of Finance	-			-	-		-	-		-	-		-
Operation / Business Manager	4.12	167,183	87,070	-	87,070		-	87,070		-	87,070		-
Administrative Staff	-			-	-		-	-		-	-		-
TOTAL ADMINISTRATIVE STAFF	10.74	395,376	274,355	-	274,355	-	-	274,355	-	-	274,355	-	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	18.00	667,092	289,337	-	289,337		-	289,337		-	289,337		-
Teachers - SPED	9.00	360,094	173,602	-	173,602		-	173,602		-	173,602		-
Substitute Teachers	-	146,761	14,037	-	14,037		-	14,037		-	14,037		-
Teaching Assistants	-			-	-		-	-		-	-		-
Specialty Teachers	0.50	115,540	9,645	-	9,645		-	9,645		-	9,645		-
Aides	-			-	-		-	-		-	-		-
Therapists & Counselors	2.12	229,520	41,957	-	41,957		-	41,957		-	41,957		-
Other	-	19,171	15,263	-	15,263		-	15,263		-	15,263		-
TOTAL INSTRUCTIONAL	29.62	1,538,179	543,841	-	543,841	-	-	543,841	-	-	543,841	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-			-	-		-	-		-	-		-
Librarian	-			-	-		-	-		-	-		-
Custodian	-	-	-	-	-		-	-		-	-		-
Security	1.00	5,860	-	-	-		-	-		-	-		-
Other	2.36	51,933	53,422	-	53,422		-	53,422		-	53,422		-
TOTAL NON-INSTRUCTIONAL	3.36	57,793	53,422	-	53,422	-	-	53,422	-	-	53,422	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	43.72	1,991,348	871,618	-	871,618	-	-	871,618	-	-	871,618	-	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		138,120	66,551	-	66,551		-	66,551		-	66,551		-
Fringe / Employee Benefits		250,066	118,861	-	118,861		-	118,861		-	118,861		-
Retirement / Pension				-	-		-	-		-	-		-
TOTAL PAYROLL TAXES AND BENEFITS		388,186	185,411	-	185,411	-	-	185,411	-	-	185,411	-	-
TOTAL PERSONNEL SERVICE COSTS	43.72	2,379,534	1,057,029	-	1,057,029	-	-	1,057,029	-	-	1,057,029	-	-
CONTRACTED SERVICES													
Accounting / Audit		(671)	1,895	-	1,895		-	1,895		-	1,895		-
Legal		-	561	-	561		-	561		-	561		-
Management Company Fee		639,738	266,846	-	266,846		-	266,846		-	266,846		-
Nurse Services				-	-		-	-		-	-		-
Food Service / School Lunch		553		-	-		-	-		-	-		-
Payroll Services		9,088	3,819	-	3,819		-	3,819		-	3,819		-
Special Ed Services		-		-	-		-	-		-	-		-
Titlement Services (i.e. Title I)				-	-		-	-		-	-		-
Other Purchased / Professional / Consulting		38,887	6,968	-	6,968		-	6,968		-	6,968		-
TOTAL CONTRACTED SERVICES		687,595	280,089	-	280,089	-	-	280,089	-	-	280,089	-	-

	LEFFERTS GARDENS ASCEND CHARTER SCHOOL												
	Budget / Operating Plan												
	2023-24												
Total Revenue	5,371,766	2,344,636	-	-	2,344,636	-	-	2,344,636	-	-	2,344,636	-	-
Total Expenses	6,044,317	2,763,889	-	-	2,763,889	-	-	2,763,889	-	-	2,763,889	-	-
Net Income	(672,551)	(419,253)	-	-	(419,253)	-	-	(419,253)	-	-	(419,253)	-	-
Actual Student Enrollment	243	316	-	-	316	-	-	316	-	-	316	-	-
	Prior Year Actual 2022-23 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS													
Board Expenses	-			-	-		-	-		-	-		-
Classroom / Teaching Supplies & Materials	42,793	10,672		-	10,672		-	10,672		-	10,672		-
Special Ed Supplies & Materials	117	-		-	-		-	-		-	-		-
Textbooks / Workbooks	177,625	111,302		-	111,302		-	111,302		-	111,302		-
Supplies & Materials other	-	-		-	-		-	-		-	-		-
Equipment / Furniture	14,408	1,878		-	1,878		-	1,878		-	1,878		-
Telephone	109,992	43,421		-	43,421		-	43,421		-	43,421		-
Technology	71,601	74,434		-	74,434		-	74,434		-	74,434		-
Student Testing & Assessment	5,943	4,211		-	4,211		-	4,211		-	4,211		-
Field Trips	2,930	1,627		-	1,627		-	1,627		-	1,627		-
Transportation (student)	-	229		-	229		-	229		-	229		-
Student Services - other	11,747	10,112		-	10,112		-	10,112		-	10,112		-
Office Expense	87,731	17,473		-	17,473		-	17,473		-	17,473		-
Staff Development	44,173	14,803		-	14,803		-	14,803		-	14,803		-
Staff Recruitment	7,715	2,229		-	2,229		-	2,229		-	2,229		-
Student Recruitment / Marketing	1,469	1,572		-	1,572		-	1,572		-	1,572		-
School Meals / Lunch				-	-		-	-		-	-		-
Travel (Staff)	313	115		-	115		-	115		-	115		-
Fundraising				-	-		-	-		-	-		-
Other	398	2,599		-	2,599		-	2,599		-	2,599		-
TOTAL SCHOOL OPERATIONS	578,955	296,678	-	-	296,678	-	-	296,678	-	-	296,678	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance	27,041	10,789		-	10,789		-	10,789		-	10,789		-
Janitorial	(16,704)	54,787		-	54,787		-	54,787		-	54,787		-
Building and Land Rent / Lease / Facility Finance Interest	1,845,138	677,206.95		-	677,207		-	677,207		-	677,207		-
Repairs & Maintenance	71,900	20,004		-	20,004		-	20,004		-	20,004		-
Equipment / Furniture				-	-		-	-		-	-		-
Security				-	-		-	-		-	-		-
Utilities	(7,462)	24,167		-	24,167		-	24,167		-	24,167		-
TOTAL FACILITY OPERATION & MAINTENANCE	1,919,912	786,954	-	-	786,954	-	-	786,954	-	-	786,954	-	-
DEPRECIATION & AMORTIZATION	155,735	112,611		-	112,611		-	112,611		-	112,611		-
COVID-19 / CONTINGENCY	322,585	39,604		-	39,604		-	39,604		-	39,604		-
DEFERRED RENT	-	190,923		-	190,923		-	190,923		-	190,923		-
TOTAL EXPENSES	6,044,317	2,763,889	-	-	2,763,889	-	-	2,763,889	-	-	2,763,889	-	-
NET INCOME	(672,551)	(419,253)	-	-	(419,253)	-	-	(419,253)	-	-	(419,253)	-	-

	LEFFERTS GARDENS ASCEND CHARTER SCHOOL Budget / Operating Plan 2023-24												
Total Revenue	5,371,766	2,344,636	-	-	2,344,636	-	-	2,344,636	-	-	2,344,636	-	-
Total Expenses	6,044,317	2,763,889	-	-	2,763,889	-	-	2,763,889	-	-	2,763,889	-	-
Net Income	(672,551)	(419,253)	-	-	(419,253)	-	-	(419,253)	-	-	(419,253)	-	-
Actual Student Enrollment	243	316	-	-	316	-	-	316	-	-	316	-	-
	Prior Year Actual 2022-23 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: New York City Department of Education - ALL OTHER School Districts: (Weighted Avg)	1	1	-	-	1	-	-	1	-	-	1	-	-
	243	316	-	-	316	-	-	316	-	-	316	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	243	316	-	-	316	-	-	316	-	-	316	-	-
REVENUE PER PUPIL	22,106	7,415	-	-	7,415	-	-	7,415	-	-	7,415	-	-
EXPENSES PER PUPIL	24,874	8,741	-	-	8,741	-	-	8,741	-	-	8,741	-	-

		LEFFERTS GARDENS ASCEND CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan					
		2023-24					
Total Revenue		9,378,546	9,378,546	-	4,006,780	4,006,780	
Total Expenses		11,055,556	11,055,556	-	(5,011,240)	(5,011,240)	
Net Income		(1,677,011)	(1,677,011)	-	(1,004,459)	(1,004,459)	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
REVENUE							
REVENUES FROM STATE SOURCES							
2023-24							
Per Pupil Revenue							
New York City Department of Education		18,340	5,799,048	5,799,048	-	2,227,453	2,227,453
-		-	-	-	-	-	-
-		-	-	-	-	-	-
-		-	-	-	-	-	-
-		-	-	-	-	-	-
-		-	-	-	-	-	-
-		-	-	-	-	-	-
-		-	-	-	-	-	-
-		-	-	-	-	-	-
-		-	-	-	-	-	-
-		-	-	-	-	-	-
-		-	-	-	-	-	-
-		-	-	-	-	-	-
-		-	-	-	-	-	-
-		-	-	-	-	-	-
-		-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)		-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)		18,340	5,799,048	5,799,048	-	2,227,453	2,227,453
Special Education Revenue			471,376	471,376	-	286,239	286,239
Grants							
Stimulus			-	-	-	-	-
DYCD (Department of Youth and Community Development)			-	-	-	-	-
Other			-	-	-	-	-
NYC DoE Rental Assistance			1,739,714	1,739,714	-	668,236	668,236
Other			-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			8,010,138	8,010,138	-	3,181,928	3,181,928
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			45,601	45,601	-	45,601	45,601
Title I			155,132	155,132	-	61,666	61,666
Title Funding - Other			31,478	31,478	-	12,083	12,083
School Food Service (Free Lunch)			-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation			227,718	227,718	-	227,718	227,718
Other			-	-	-	-	-
Other			175,494	175,494	-	(147,091)	(147,091)
TOTAL REVENUE FROM FEDERAL SOURCES			635,424	635,424	-	199,977	199,977
LOCAL and OTHER REVENUE							
Contributions and Donations			-	-	-	-	-
Fundraising			-	-	-	-	-
Erate Reimbursement			165,663	165,663	-	77,441	77,441
Earnings on Investments			-	-	-	-	-
Interest Income			8,422	8,422	-	(6,697)	(6,697)
Food Service (Income from meals)			-	-	-	-	-
Text Book			23,106	23,106	-	18,338	18,338
OTHER			535,793	535,793	-	535,793	535,793
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			732,984	732,984	-	624,875	624,875
TOTAL REVENUE			9,378,546	9,378,546	-	4,006,780	4,006,780

		LEFFERTS GARDENS ASCEND CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan					
		2023-24					
Total Revenue		9,378,546	9,378,546	-	4,006,780	4,006,780	
Total Expenses		11,055,556	11,055,556	-	(5,011,240)	(5,011,240)	
Net Income		(1,677,011)	(1,677,011)	-	(1,004,459)	(1,004,459)	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	Avg. No. of Positions						
Executive Management	-	-	-	-	-	-	
Instructional Management	4.12	487,663	487,663	-	(259,471)	(259,471)	
Deans, Directors & Coordinators	2.50	261,475	261,475	-	(261,475)	(261,475)	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	4.12	348,281	348,281	-	(181,098)	(181,098)	
Administrative Staff	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	10.74	1,097,420	1,097,420	-	(702,044)	(702,044)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	18.00	1,157,347	1,157,347	-	(490,255)	(490,255)	
Teachers - SPED	9.00	694,408	694,408	-	(334,314)	(334,314)	
Substitute Teachers	-	56,148	56,148	-	90,613	90,613	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	0.50	38,578	38,578	-	76,962	76,962	
Aides	-	-	-	-	-	-	
Therapists & Counselors	2.12	167,828	167,828	-	61,692	61,692	
Other	-	61,054	61,054	-	(41,882)	(41,882)	
TOTAL INSTRUCTIONAL	29.62	2,175,363	2,175,363	-	(637,184)	(637,184)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	1.00	-	-	-	5,860	5,860	
Other	2.36	213,689	213,689	-	(161,756)	(161,756)	
TOTAL NON-INSTRUCTIONAL	3.36	213,689	213,689	-	(155,896)	(155,896)	
SUBTOTAL PERSONNEL SERVICE COSTS		43.72	3,486,472	3,486,472	-	(1,495,124)	(1,495,124)
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		266,202	266,202	-	(128,082)	(128,082)	
Fringe / Employee Benefits		475,443	475,443	-	(225,376)	(225,376)	
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		741,645	741,645	-	(353,458)	(353,458)	
TOTAL PERSONNEL SERVICE COSTS		43.72	4,228,116	4,228,116	-	(1,848,583)	(1,848,583)
CONTRACTED SERVICES							
Accounting / Audit		7,580	7,580	-	(8,251)	(8,251)	
Legal		2,246	2,246	-	(2,246)	(2,246)	
Management Company Fee		1,067,385	1,067,385	-	(427,648)	(427,648)	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	553	553	
Payroll Services		15,275	15,275	-	(6,187)	(6,187)	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		27,872	27,872	-	11,015	11,015	
TOTAL CONTRACTED SERVICES		1,120,358	1,120,358	-	(432,763)	(432,763)	

LEFFERTS GARDENS ASCEND CHARTER SCHOOL					
Budget / Operating Plan					
2023-24					
Total Revenue	9,378,546	9,378,546	-	4,006,780	4,006,780
Total Expenses	11,055,556	11,055,556	-	(5,011,240)	(5,011,240)
Net Income	(1,677,011)	(1,677,011)	-	(1,004,459)	(1,004,459)
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	-	-	-	-	-
Classroom / Teaching Supplies & Materials	42,687	42,687	-	106	106
Special Ed Supplies & Materials	-	-	-	117	117
Textbooks / Workbooks	445,210	445,210	-	(267,584)	(267,584)
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	7,511	7,511	-	6,897	6,897
Telephone	173,685	173,685	-	(63,693)	(63,693)
Technology	297,736	297,736	-	(226,135)	(226,135)
Student Testing & Assessment	16,845	16,845	-	(10,901)	(10,901)
Field Trips	6,509	6,509	-	(3,579)	(3,579)
Transportation (student)	916	916	-	(916)	(916)
Student Services - other	40,450	40,450	-	(28,703)	(28,703)
Office Expense	69,892	69,892	-	17,838	17,838
Staff Development	59,212	59,212	-	(15,039)	(15,039)
Staff Recruitment	8,915	8,915	-	(1,200)	(1,200)
Student Recruitment / Marketing	6,289	6,289	-	(4,820)	(4,820)
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	462	462	-	(149)	(149)
Fundraising	-	-	-	-	-
Other	10,394	10,394	-	(9,996)	(9,996)
TOTAL SCHOOL OPERATIONS	1,186,711	1,186,711	-	(607,755)	(607,755)
FACILITY OPERATION & MAINTENANCE					
Insurance	43,158	43,158	-	(16,117)	(16,117)
Janitorial	219,147	219,147	-	(235,851)	(235,851)
Building and Land Rent / Lease / Facility Finance Interest	2,708,828	2,708,828	-	(863,690)	(863,690)
Repairs & Maintenance	80,015	80,015	-	(8,115)	(8,115)
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	96,668	96,668	-	(104,131)	(104,131)
TOTAL FACILITY OPERATION & MAINTENANCE	3,147,816	3,147,816	-	(1,227,904)	(1,227,904)
DEPRECIATION & AMORTIZATION	450,444	450,444	-	(294,709)	(294,709)
COVID-19 / CONTINGENCY	158,418	158,418	-	164,168	164,168
DEFERRED RENT	763,693	763,693	-	(763,693)	(763,693)
TOTAL EXPENSES	11,055,556	11,055,556	-	(5,011,240)	(5,011,240)
NET INCOME	(1,677,011)	(1,677,011)	-	(1,004,459)	(1,004,459)

DESCRIPTION OF ASSUMPTIONS

LEFFERTS GARDENS ASCEND CHARTER SCHOOL					
Budget / Operating Plan					
2023-24					
Total Revenue	9,378,546	9,378,546	-	4,006,780	4,006,780
Total Expenses	11,055,556	11,055,556	-	(5,011,240)	(5,011,240)
Net Income	(1,677,011)	(1,677,011)	-	(1,004,459)	(1,004,459)
Actual Student Enrollment					
Total Year			VARIANCE		DESCRIPTION OF ASSUMPTIONS
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:					
New York City Department of Education					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
ALL OTHER School Districts: (Weighted Avg)					
TOTAL ENROLLMENT					
REVENUE PER PUPIL					
EXPENSES PER PUPIL					

	LEFFERTS GARDENS ASCEND CHARTER SCHOOL												
	Budget / Operating Plan												
	2023-24												
Total Revenue	5,371,766	2,344,636	-	-	2,344,636	-	-	2,344,636	-	-	2,344,636	-	-
Total Expenses	6,044,317	2,763,889	-	-	2,763,889	-	-	2,763,889	-	-	2,763,889	-	-
Net Income	(672,551)	(419,253)	-	-	(419,253)	-	-	(419,253)	-	-	(419,253)	-	-
Actual Student Enrollment	243	316	-	-	316	-	-	316	-	-	316	-	-
	Prior Year Actual 2022-23 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES {enter descriptions below}													
Add Back Depreciation	155,735	112,611	-	-	112,611	-	-	112,611	-	-	112,611	-	-
Add Back Deferred Rent	-	190,923	-	-	190,923	-	-	190,923	-	-	190,923	-	-
Total Operating Activities	155,735	303,534	-	-	303,534	-	-	303,534	-	-	303,534	-	-
INVESTMENT ACTIVITIES {enter descriptions below}													
Subtract Property and Capital Expenditures	(902,435)	(16,423)	-	-	(16,423)	-	-	(16,423)	-	-	(16,423)	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	(902,435)	(16,423)	-	-	(16,423)	-	-	(16,423)	-	-	(16,423)	-	-
FINANCING ACTIVITIES {enter descriptions below}													
	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	(746,700)	287,111	-	-	287,111	-	-	287,111	-	-	287,111	-	-
NET INCOME	(1,419,251)	(132,142)	-	-	(132,142)	-	-	(132,142)	-	-	(132,142)	-	-
Beginning Cash Balance	-	(1,419,251)	-	-	(1,551,392)	-	-	(1,683,534)	-	-	(1,815,675)	-	-
ENDING CASH BALANCE	(1,419,251)	(1,551,392)	-	-	(1,683,534)	-	-	(1,815,675)	-	-	(1,947,817)	-	-

LEFFERTS GARDENS ASCEND CHARTER SCHOOL					
Budget / Operating Plan					
2023-24					
Total Revenue	9,378,546	9,378,546	-	4,006,780	4,006,780
Total Expenses	11,055,556	11,055,556	-	(5,011,240)	(5,011,240)
Net Income	(1,677,011)	(1,677,011)	-	(1,004,459)	(1,004,459)
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
	DESCRIPTION OF ASSUMPTIONS				
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES {enter descriptions below}					
Add Back Depreciation	450,444	450,444	-	294,709	294,709
Add Back Deferred Rent	763,693	763,693	-	763,693	763,693
Total Operating Activities	1,214,138	1,214,138	-	1,058,402	1,058,402
INVESTMENT ACTIVITIES {enter descriptions below}					
Subtract Property and Capital Expenditures	(65,693)	(65,693)	-	836,742	836,742
	-	-	-	-	-
Total Investment Activities	(65,693)	(65,693)	-	836,742	836,742
FINANCING ACTIVITIES {enter descriptions below}					
	-	-	-	-	-
	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	1,148,444	1,148,444	-	1,895,144	1,895,144
NET INCOME	(528,566)	(528,566)	-	890,685	890,685
Beginning Cash Balance	(1,419,251)	(1,419,251)	-	(1,419,251)	(1,419,251)
ENDING CASH BALANCE	(1,947,817)	(1,947,817)	-	(528,566)	(528,566)

LEFFERTS GARDENS ASCEND CHARTER SCHOOL

BALANCE SHEET

2023-24

DO NOT ENTER BALANCE SHEET DATA ON THIS TEMPLATE

**Balance sheet data for the Ed Corp:
Ascend Charter Schools (Combined)
should be entered on the template for
Canarsie Ascend Charter School.**

	Prior Year	Q1	Q2	Q3	Q4
	2022-23	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>					
	-	-	-	-	-
<u>OTHER ASSETS</u>					
Right of Use Asset	-	-	-	-	-
Other	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Lease Liability	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>					
	-	-	-	-	-
LEASE LIABILITY, less current portion	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

LEFFERTS GARDENS ASCEND CHARTER SCHOOL

Budget / Operating Plan

2023-24												
Total Revenue	-	2,344,636	-	-	2,344,636	-	-	2,344,636	-	-	2,344,636	-
Total Expenses	-	2,763,889	-	-	2,763,889	-	-	2,763,889	-	-	2,763,889	-
Net Income	-	(419,253)	-	-	(419,253)	-	-	(419,253)	-	-	(419,253)	-
Actual Student Enrollment	-	316	-	-	316	-	-	316	-	-	316	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	
REVENUE												
REVENUES FROM STATE SOURCES												
Per Pupil Revenue	2023-24 Per Pupil Rate											
New York City Department of Education	18,340			1,449,762	-		1,449,762	-		1,449,762	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
ALL OTHER School Districts: (Count = 0)	-			-	-		-	-		-	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	18,340			1,449,762	-		1,449,762	-		1,449,762	-	
Special Education Revenue				117,844	-		117,844	-		117,844	-	
Grants												
Stimulus				-	-		-	-		-	-	
DYCD (Department of Youth and Community Development)				-	-		-	-		-	-	
Other				-	-		-	-		-	-	
NYC DoE Rental Assistance				434,929	-		434,929	-		434,929	-	
Other				-	-		-	-		-	-	
TOTAL REVENUE FROM STATE SOURCES	-	2,002,534	-	-	2,002,534	-	-	2,002,534	-	-	2,002,534	-
REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs				11,400	-		11,400	-		11,400	-	
Title I				38,783	-		38,783	-		38,783	-	
Title Funding - Other				7,870	-		7,870	-		7,870	-	
School Food Service (Free Lunch)				-	-		-	-		-	-	
Grants												
Charter School Program (CSP) Planning & Implementation				56,930	-		56,930	-		56,930	-	
Other				-	-		-	-		-	-	
Other				43,874	-		43,874	-		43,874	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	158,856	-	-	158,856	-	-	158,856	-	-	158,856	-
LOCAL and OTHER REVENUE												
Contributions and Donations				-	-		-	-		-	-	
Fundraising				-	-		-	-		-	-	
Erate Reimbursement				41,416	-		41,416	-		41,416	-	
Earnings on Investments				-	-		-	-		-	-	
Interest Income				2,106	-		2,106	-		2,106	-	
Food Service (Income from meals)				-	-		-	-		-	-	
Text Book				5,777	-		5,777	-		5,777	-	
OTHER				133,948	-		133,948	-		133,948	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	183,246	-	-	183,246	-	-	183,246	-	-	183,246	-
TOTAL REVENUE	-	2,344,636	-	-	2,344,636	-	-	2,344,636	-	-	2,344,636	-

LEFFERTS GARDENS ASCEND CHARTER SCHOOL

Budget / Operating Plan

2023-24

Total Revenue	-	2,344,636	-	-	2,344,636	-	-	2,344,636	-	-	2,344,636	-
Total Expenses	-	2,763,889	-	-	2,763,889	-	-	2,763,889	-	-	2,763,889	-
Net Income	-	(419,253)	-	-	(419,253)	-	-	(419,253)	-	-	(419,253)	-
Actual Student Enrollment	-	316	-	-	316	-	-	316	-	-	316	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES		Quarter 0										
		No. of Positions										
ADMINISTRATIVE STAFF PERSONNEL COSTS												
Executive Management	-		-	-	-	-	-	-	-	-	-	-
Instructional Management	-	121,916	-	121,916	-	121,916	-	121,916	-	121,916	-	-
Deans, Directors & Coordinators	-	65,369	-	65,369	-	65,369	-	65,369	-	65,369	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	87,070	-	87,070	-	87,070	-	87,070	-	87,070	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	274,355	-	-	274,355	-	-	274,355	-	-	274,355
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	289,337	-	289,337	-	289,337	-	289,337	-	289,337	-	-
Teachers - SPED	-	173,602	-	173,602	-	173,602	-	173,602	-	173,602	-	-
Substitute Teachers	-	14,037	-	14,037	-	14,037	-	14,037	-	14,037	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	9,645	-	9,645	-	9,645	-	9,645	-	9,645	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	41,957	-	41,957	-	41,957	-	41,957	-	41,957	-	-
Other	-	15,263	-	15,263	-	15,263	-	15,263	-	15,263	-	-
TOTAL INSTRUCTIONAL	-	-	543,841	-	-	543,841	-	-	543,841	-	-	543,841
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	53,422	-	53,422	-	53,422	-	53,422	-	53,422	-	-
TOTAL NON-INSTRUCTIONAL	-	-	53,422	-	-	53,422	-	-	53,422	-	-	53,422
SUBTOTAL PERSONNEL SERVICE COSTS		-	871,618	-	-	871,618	-	-	871,618	-	-	871,618
PAYROLL TAXES AND BENEFITS												
Payroll Taxes		66,551	-	66,551	-	66,551	-	66,551	-	66,551	-	-
Fringe / Employee Benefits		118,861	-	118,861	-	118,861	-	118,861	-	118,861	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	185,411	-	-	185,411	-	-	185,411	-	-	185,411
TOTAL PERSONNEL SERVICE COSTS		-	1,057,029	-	-	1,057,029	-	-	1,057,029	-	-	1,057,029
CONTRACTED SERVICES												
Accounting / Audit		1,895	-	1,895	-	1,895	-	1,895	-	1,895	-	-
Legal		561	-	561	-	561	-	561	-	561	-	-
Management Company Fee		266,846	-	266,846	-	266,846	-	266,846	-	266,846	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-
Payroll Services		3,819	-	3,819	-	3,819	-	3,819	-	3,819	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		6,968	-	6,968	-	6,968	-	6,968	-	6,968	-	-
TOTAL CONTRACTED SERVICES		-	280,089	-	-	280,089	-	-	280,089	-	-	280,089

LEFFERTS GARDENS ASCEND CHARTER SCHOOL

Budget / Operating Plan

2023-24

Total Revenue	-	2,344,636	-	-	2,344,636	-	-	2,344,636	-	-	2,344,636	-
Total Expenses	-	2,763,889	-	-	2,763,889	-	-	2,763,889	-	-	2,763,889	-
Net Income	-	(419,253)	-	-	(419,253)	-	-	(419,253)	-	-	(419,253)	-
Actual Student Enrollment	-	316	-	-	316	-	-	316	-	-	316	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

SCHOOL OPERATIONS												
Board Expenses		-	-		-	-		-	-		-	-
Classroom / Teaching Supplies & Materials		10,672	-		10,672	-		10,672	-		10,672	-
Special Ed Supplies & Materials		-	-		-	-		-	-		-	-
Textbooks / Workbooks		111,302	-		111,302	-		111,302	-		111,302	-
Supplies & Materials other		-	-		-	-		-	-		-	-
Equipment / Furniture		1,878	-		1,878	-		1,878	-		1,878	-
Telephone		43,421	-		43,421	-		43,421	-		43,421	-
Technology		74,434	-		74,434	-		74,434	-		74,434	-
Student Testing & Assessment		4,211	-		4,211	-		4,211	-		4,211	-
Field Trips		1,627	-		1,627	-		1,627	-		1,627	-
Transportation (student)		229	-		229	-		229	-		229	-
Student Services - other		10,112	-		10,112	-		10,112	-		10,112	-
Office Expense		17,473	-		17,473	-		17,473	-		17,473	-
Staff Development		14,803	-		14,803	-		14,803	-		14,803	-
Staff Recruitment		2,229	-		2,229	-		2,229	-		2,229	-
Student Recruitment / Marketing		1,572	-		1,572	-		1,572	-		1,572	-
School Meals / Lunch		-	-		-	-		-	-		-	-
Travel (Staff)		115	-		115	-		115	-		115	-
Fundraising		-	-		-	-		-	-		-	-
Other		2,599	-		2,599	-		2,599	-		2,599	-
TOTAL SCHOOL OPERATIONS	-	296,678	-	-	296,678	-	-	296,678	-	-	296,678	-
FACILITY OPERATION & MAINTENANCE												
Insurance		10,789	-		10,789	-		10,789	-		10,789	-
Janitorial		54,787	-		54,787	-		54,787	-		54,787	-
Building and Land Rent / Lease / Facility Finance Interest		677,207	-		677,207	-		677,207	-		677,207	-
Repairs & Maintenance		20,004	-		20,004	-		20,004	-		20,004	-
Equipment / Furniture		-	-		-	-		-	-		-	-
Security		-	-		-	-		-	-		-	-
Utilities		24,167	-		24,167	-		24,167	-		24,167	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	786,954	-	-	786,954	-	-	786,954	-	-	786,954	-
DEPRECIATION & AMORTIZATION		112,611	-		112,611	-		112,611	-		112,611	-
COVID-19 / CONTINGENCY		39,604	-		39,604	-		39,604	-		39,604	-
DEFERRED RENT		190,923	-		190,923	-		190,923	-		190,923	-
TOTAL EXPENSES	-	2,763,889	-	-	2,763,889	-	-	2,763,889	-	-	2,763,889	-
NET INCOME	-	(419,253)	-	-	(419,253)	-	-	(419,253)	-	-	(419,253)	-

Budget / Operating Plan

2023-24

<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>												
1st Quarter - 7/1 - 9/30				2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
Actual	Current Budget	Variance		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

New York City Department of Education

TOTAL ENROLLMENT

EXPENSES PER PUPIL

LEFFERTS GARDENS ASCEND CHARTER SCHOOL											
Budget / Operating Plan											
2023-24											
Total Revenue	-	-	-	9,378,546	(9,378,546)	-	-	9,378,546	(9,378,546)	-	-
Total Expenses	-	-	-	11,055,556	11,055,556	-	-	11,055,556	11,055,556	-	-
Net Income	-	-	-	(1,677,011)	1,677,011	-	-	(1,677,011)	1,677,011	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed											
TOTALS AND VARIANCE ANALYSIS											
	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	487,663	487,663	-	-	487,663	487,663	-	-
Deans, Directors & Coordinators	-	-	-	261,475	261,475	-	-	261,475	261,475	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	348,281	348,281	-	-	348,281	348,281	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	1,097,420	1,097,420	-	-	1,097,420	1,097,420	-	-
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	1,157,347	1,157,347	-	-	1,157,347	1,157,347	-	-
Teachers - SPED	-	-	-	694,408	694,408	-	-	694,408	694,408	-	-
Substitute Teachers	-	-	-	56,148	56,148	-	-	56,148	56,148	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	38,578	38,578	-	-	38,578	38,578	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	167,828	167,828	-	-	167,828	167,828	-	-
Other	-	-	-	61,054	61,054	-	-	61,054	61,054	-	-
TOTAL INSTRUCTIONAL	-	-	-	2,175,363	2,175,363	-	-	2,175,363	2,175,363	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	213,689	213,689	-	-	213,689	213,689	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	213,689	213,689	-	-	213,689	213,689	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	3,486,472	3,486,472	-	-	3,486,472	3,486,472	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-	-	-	266,202	266,202	-	-	266,202	266,202	-	-
Fringe / Employee Benefits	-	-	-	475,443	475,443	-	-	475,443	475,443	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	741,645	741,645	-	-	741,645	741,645	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	4,228,116	4,228,116	-	-	4,228,116	4,228,116	-	-
CONTRACTED SERVICES											
Accounting / Audit	-	-	-	7,580	7,580	-	-	7,580	7,580	-	-
Legal	-	-	-	2,246	2,246	-	-	2,246	2,246	-	-
Management Company Fee	-	-	-	1,067,385	1,067,385	-	-	1,067,385	1,067,385	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	15,275	15,275	-	-	15,275	15,275	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	27,872	27,872	-	-	27,872	27,872	-	-
TOTAL CONTRACTED SERVICES	-	-	-	1,120,358	1,120,358	-	-	1,120,358	1,120,358	-	-

LEFFERTS GARDENS ASCEND CHARTER SCHOOL											
Budget / Operating Plan											
2023-24											
Total Revenue	-	-	-	9,378,546	(9,378,546)	-	-	9,378,546	(9,378,546)	-	-
Total Expenses	-	-	-	11,055,556	11,055,556	-	-	11,055,556	11,055,556	-	-
Net Income	-	-	-	(1,677,011)	1,677,011	-	-	(1,677,011)	1,677,011	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
TOTALS AND VARIANCE ANALYSIS											
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Current Budget vs. Current			Actual vs. Current			Original Budget vs. Original			PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	
	Actual	(Current Quarter)	Budget	Budget - TY	Budget TY	Quarter)	Budget	Budget - TY	Budget TY	Actual CY Quarters)	Actual PY
SCHOOL OPERATIONS											
Board Expenses	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	42,687	42,687	-	-	42,687	42,687	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	445,210	445,210	-	-	445,210	445,210	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	7,511	7,511	-	-	7,511	7,511	-	-
Telephone	-	-	-	173,685	173,685	-	-	173,685	173,685	-	-
Technology	-	-	-	297,736	297,736	-	-	297,736	297,736	-	-
Student Testing & Assessment	-	-	-	16,845	16,845	-	-	16,845	16,845	-	-
Field Trips	-	-	-	6,509	6,509	-	-	6,509	6,509	-	-
Transportation (student)	-	-	-	916	916	-	-	916	916	-	-
Student Services - other	-	-	-	40,450	40,450	-	-	40,450	40,450	-	-
Office Expense	-	-	-	69,892	69,892	-	-	69,892	69,892	-	-
Staff Development	-	-	-	59,212	59,212	-	-	59,212	59,212	-	-
Staff Recruitment	-	-	-	8,915	8,915	-	-	8,915	8,915	-	-
Student Recruitment / Marketing	-	-	-	6,289	6,289	-	-	6,289	6,289	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	462	462	-	-	462	462	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	10,394	10,394	-	-	10,394	10,394	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	1,186,711	1,186,711	-	-	1,186,711	1,186,711	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	43,158	43,158	-	-	43,158	43,158	-	-
Janitorial	-	-	-	219,147	219,147	-	-	219,147	219,147	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	2,708,828	2,708,828	-	-	2,708,828	2,708,828	-	-
Repairs & Maintenance	-	-	-	80,015	80,015	-	-	80,015	80,015	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	96,668	96,668	-	-	96,668	96,668	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	3,147,816	3,147,816	-	-	3,147,816	3,147,816	-	-
DEPRECIATION & AMORTIZATION											
COVID-19 / CONTINGENCY	-	-	-	450,444	450,444	-	-	450,444	450,444	-	-
DEFERRED RENT	-	-	-	158,418	158,418	-	-	158,418	158,418	-	-
	-	-	-	763,693	763,693	-	-	763,693	763,693	-	-
TOTAL EXPENSES											
	-	-	-	11,055,556	11,055,556	-	-	11,055,556	11,055,556	-	-
NET INCOME											
	-	-	-	(1,677,011)	1,677,011	-	-	(1,677,011)	1,677,011	-	-

LEFFERTS GARDENS ASCEND CHARTER SCHOOL											
Budget / Operating Plan											
2023-24											
Total Revenue	-	-	-	9,378,546	(9,378,546)	-	-	9,378,546	(9,378,546)	-	-
Total Expenses	-	-	-	11,055,556	11,055,556	-	-	11,055,556	11,055,556	-	-
Net Income	-	-	-	(1,677,011)	1,677,011	-	-	(1,677,011)	1,677,011	-	-
Actual Student Enrollment	-	-	-			-	-			-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	TOTALS AND VARIANCE ANALYSIS										
	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY	
	Actual										
ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed										
New York City Department of Education	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
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-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
ALL OTHER School Districts: (Count = 0)	-	-	-		-	-			-	-	
TOTAL ENROLLMENT	-	-	-		-	-			-	-	
REVENUE PER PUPIL	-	-	-		-	-			-	-	
EXPENSES PER PUPIL	-	-	-		-	-			-	-	

SUNY Charter Schools Institute
Budget Narrative

Education Corporation Name:

Fiscal Contact:

Date:

Name:

Email:

1. What steps has the education corporation taken to ensure it has enacted a conservative budget?

2. How much of the education corporation's tier two of the ESSER funds would be spent by September 30, 2023? How much of the tier three ESSER funds does the education corporation plan to spend by September 30, 2024?

3. How does the education corporation ensure the sustainability of programs enacted through the use of ESSER funding once ESSER funding period ends?

Ascend Public Charter Schools
Meeting of the School Board of Trustees
July 8, 2022
6:00 pm

Location: Dial-in

Meeting Minutes

Trustees in attendance

Janai Jeter, Jackie Wilson, Nadine Sylvester, Shelly Cleary, Stanley Taylor (all via videoconference)

Ascend staff in attendance

Aaron Obrochta, Anastasia Michals, Carlos Zayas, Danique Day, Emily Acuna, Guy Johnson, Holly Curtis, Jonny Masci, Jennifer Bauer, Kate McGrath, Maryann Li, Nichole Benjamin, Nina Blalock, Raul Echeverz, Recy Dunn, Tanneka McIntosh, Vanessa Aird (all via tele- or videoconference)

Public in attendance

Aaron Eastman, Akeshia Craven-Howell, Evan Coughenour, Rochelle Dalton (all via videoconference)

Nadine called the meeting to order at 6:03 pm.

I. Public comment

No public comment was offered.

II. Public comment update

At June's meeting, Rashida Gillus-Favard, a parent at Central Brooklyn Ascend Lower School, shared her concern with the Board about homework assigned in her son's classroom, as well as her desire for Ascend to offer afterschool and summer programming. Anastasia shared that the school's leadership has connected with Ms. Gillus-Favard and is investigating afterschool and summer programming options for future school years with the support of its' Parent Leadership Council, which they have also invited Ms. Gillus-Favard to join.

III. Consent agenda

Recy took a moment to announce that Holly Curtis, current Director of Student Recruitment and Enrollment, will take on the role of Chief of Staff this summer. Recy also introduced the Board to new members of the Ascend Learning team, including:

- Carlos Zayas, Interim CFO
- Guy Johnson, Interim Controller
- Nichole Benjamin, Director of Development

Nadine presented to the Board the minutes of the June 8, 2022 meeting and executive sessions. Pending minor corrections to the language, Stanley moved to approve the meeting minutes and executive session minutes, Janai seconded, and the motion was carried unanimously.

Nadine presented to the Board the SY22-23 Staff Handbook. Shelly moved to approve the SY22-23 Staff Handbook as written in the pre-read package, Stanley seconded, and the motion was carried unanimously.

Nadine presented to the Board the SY22-23 Family Handbook. Shelly moved to approve the SY22-23 Family Handbook as written in the pre-read package, Stanley seconded, and the motion was carried unanimously.

IV. School and network updates

Shelly summarized the financial highlights from May 2022, which continue to show strong financial performance. Net income is favorable to the budget and we are tracking favorably against all covenants, SUNY and financial stability metrics.

Danique spoke on behalf of the Academic Committee and Danique shared how we are teaching and encouraging leaders to make data-driven decisions, such as through the School Health Dashboard that was developed this year. It includes data collected daily and throughout the year under four domains: Academics, Student Culture, Staff Culture, and DEIA. Danique also shared an update on the expansion of the Schools team to include additional data- and student-support focused roles. The Board asked about academic target setting, and Danique and Recy offered to provide a future workshop on academic target setting and

Holly updated the Board SY22-23 registrations, which are on-track to meet their goals. Holly informed the Trustees about the Recruitment and Enrollment Team's focus on community-building this summer, including attending several community events in neighborhoods of opportunity.

Aaron spoke to the Board about the SY22-23 recruitment season, sharing a summary of all hires thus far and current vacancies by school and role. Aaron also shared an update with the Board on centralized teacher hiring, which has shifted to being held remotely for the summer. The Board asked questions about SPED vacancies and hiring potential, and requested an update of staffing contingency plans in August's meeting.

V. Summer Institute

Maryann and Danique provided an overview of Summer Institute, which will provide Operations staff, School Leaders, and Teachers each two weeks of training and team building with a focus on problem-solving, leadership, and community. Summer institute will ensure that all staff understand our purpose, mission, values, and are aligned on how to drive student outcomes for SY22-23.

They also shared staff reflections from the first session of Summer Institute, which are largely positive and show excitement about Ascend's community, commitment to DEIA, and the opportunity to partner collaboratively.

VI. Committee Appointments

Prior to the meeting, the Trustees indicated which committees they would like to join for SY22-23. Nadine presented these selections to the Board. Jackie moved to approve SY22-23 committee appointments as listed below, Shelly seconded, and the vote was carried unanimously.

Committee Appointments:

- Emmanuel Fordjour – Academic Committee
- Gamal Walker – Academic Committee; Finance Committee
- Janai Jeter – Academic Committee; Hiring Committee; Nominating Committee
- Jackie Wilson – Hiring Committee; Nominating Committee
- Nadine Sylvester – Academic Committee
- Shelly Cleary – Academic Committee; Finance Committee
- Stanley Taylor – Hiring Committee; Nominating Committee

VII. Executive session: principal hiring

At 7:01 pm, Stanley moved to enter executive session to discuss principal hiring for the 2022-23 school year. Janai seconded and the motion was unanimously approved.

At 7:09 pm, Stanley moved to exit executive session, which Shelly seconded and was unanimously approved.

Jackie moved to approve Katherine Stearns as Principal of East Brooklyn Ascend Charter School. Shelly seconded, and the motion was carried unanimously.

Shelly moved to approve Latasha Williams as Co-Principal of Brooklyn Ascend Charter School. Jackie seconded, and the motion was carried unanimously.

VIII. Strategic Planning overview

Akeshia Craven-Howell, Evan Coughenour, and Rochelle Dalton, of Bellwether, introduced themselves to the Board and shared an overview of the process to create our five-year Strategic Plan, including the project timeline and key deliverables.

IX. Adjournment

At 7:40 pm, Jackie moved to adjourn the meeting, which Janai seconded and was unanimously approved.



Name Emmanuel Fordjour

Date 7/25/2023

**Ascend Public Charter Schools
Meeting of the School Board of Trustees
July 13, 2022
6:00 pm**

Location: Dial-in

Executive Session Minutes

Trustees in attendance

Janai Jeter, Jackie Wilson, Nadine Sylvester, Shelly Cleary, Stanley Taylor (all via tele- or videoconference)

Ascend staff in attendance

Danique Day, Emily Acuna, Recy Dunn (all via video-conference)

At 7:01 pm, Stanley moved to enter executive session to discuss principal hiring for the 2022-23 school year. Janai seconded and the motion was unanimously approved.

I. Executive Session

The hiring committee discussed principal candidates for the 2022-23 school year.

II. Adjournment

At 7:09 pm, Stanley moved to exit executive session, which Shelly seconded and was unanimously approved.



Name Emmanuel Fordjour

Date 7/25/2023

Ascend Public Charter Schools
Meeting of the School Board of Trustees
August 10, 2022
6:00 pm

Location: Dial-in

Meeting Minutes

Trustees in attendance

Emmanuel Fordjour, Gamal Walker, Janai Jeter, Jackie Wilson, Nadine Sylvester, Shelly Cleary, Stanley Taylor (all via videoconference)

Ascend staff in attendance

Aaron Obrochta, Anastasia Michals, Carlos Zayas, Danique Day, Emily Acuna, Guy Johnson, Holly Curtis, Inan Barrett, Jennifer Bauer, Jonny Masci, Justin Moorman, Kate McGrath, Maryann Li, Nichole Benjamin, Nina Blalock, Oyindamola Lawal, Raul Echeverz, Raymond Johnson, Recy Dunn, Tanneka McIntosh, Tenille Faria, Vanessa Aird, Zonya Hicks (all via tele- or videoconference)

Public in attendance

Aristha Israel, Autumn Vaughn, Brian Romero, Carolina Aracena, Chakka Assam, Daphne'e Manigat, Evan Coughenour, Fabia Depaula, Fabienne Rolfort, Frantz Louis, Jacinta Nelson, Jean Geraud Pierre, Jerry Charles, Josiely Andrion, Karelyn Hidalgo, Karina Quiceno, Katiana Jules, Kayon MchKenzie, Martin Masse, Martine Masse, Rochelle Dalton, Rose Metellus, Shanise Jenkins, Shaun Pascall, Taifa Johnson, Tricia Knight, Victoria Fleary, Yoanny De Los Santos (all via tele- or videoconference)

Nadine called the meeting to order at 6:01 pm.

I. Public comment

Victoria Fleary, a Brownsville Ascend Middle School parent, shared concerns with the Board about school security, and asked about any future plans to develop a gifted and talented program or to expand student transportation options.

Shanise Jenkins, a Brownsville Ascend Middle School and Brooklyn Ascend High School parent, shared her concerns with the Board about the high school's capacity and schedule. She asked the Board about funding for extracurricular activities; supports for students' academic outcomes and post-graduation planning; and teacher retention. She also asked about opportunities for students at the high school to earn college credits.

Shaun Pascall, Jacinta Nelson, and Autumn Vaughn signed up in advance for public comment, but did join the floor when called.

II. Public comment update

No public comment was offered at July's meeting.

III. Consent agenda

Stanley presented to the Board the minutes of the July 13, 2022 meeting and executive sessions. Jackie moved to approve the meeting minutes and executive session minutes, Gamal seconded, and the motion was carried unanimously.

IV. Financial report and covid stimulus funds update

Shelly summarized the financial highlights from June 2022, which continue to show strong financial performance. Net income is favorable to the budget, and we are tracking favorably against all covenants, SUNY and financial stability metrics.

V. School reopening

Recy shared Ascend's latest promotional video with the Board, which highlights on Ascend's new purpose, mission, and values statements.

Maryann shared a review of Summer Institute on Danique's behalf due to technical difficulties. At each Institute, staff had the opportunity to learn and practice community building and problem-solving skills with their colleagues, with an additional focus on instructional and performance management. Leaders also spent time digging into data from Ascend's work with The New Teacher

Project and hearing from Kim Scott, author of *Radical Candor*. The board asked about learnings from institute that will be carried into SY22-23.

Maryann then spoke to the Board about Ascend's preparation for school reopening. As we enter SY22-23, we are setting ambitious goals for the first 6 weeks of the year, recommitting to Responsive Classrooms, ensuring classroom libraries are well appointed and that tools to connect with families, such as ParentSquare, are high-functioning and being utilized well throughout the year.

In preparation for reopening, operations staff are ensuring that school buildings are ready, training staff on all school procedures and systems, finalizing student filing and data systems, and working with key food, health, and facilities vendors.

Raul shared a brief real estate update. The future site of Brownsville Ascend Lower School, 1620 Pitkin Avenue, is on track to open in June 2024. The future site of Cypress Hills Ascend Middle School, which is currently co-located with Cypress Hills Ascend Lower School, is on track to open in June 2023. Construction for the future site of Flatbush Ascend Middle School is expected to begin in September.

Maryann discussed SY22-23 student enrollment, which is on track to meet annual goals. The student recruitment and enrollment team is working to align enrollment with teacher hiring.

Maryann then reviewed several technology updates that have been implemented to streamline parent communications and application management; and to improve school connectivity and cybersecurity.

She also reminded the Board that an updated staff handbook was rolled out in July, and announced that HR was able to prepare for benefits open enrollment a month earlier than in past years with additional capacity and expertise through several new hires.

Aaron spoke to the Board about the SY22-23 recruitment season, which has resulted in over 450 hires so far. Anastasia and Zonya, both Managing Directors of schools, spoke about contingency for classroom staffing, sharing that they are confident in current staffing numbers, and that any safety concerns have been addressed through alignment with the student enrollment and talent teams. The Board asked about nationwide talent trends and strategic solutions.

VI. FAMS update

The Flatbush Ascend Middle School update was skipped for time. Ascend will share the updates with the Board at a future date.

VII. Strategic planning update

Rochelle Dalton reviewed the goals and deliverables for Phase 1 with the Board and shared a summary of their stakeholder engagement and artifact review thus far.

VIII. Executive session: principal hiring

At 7:10 pm, Stanley moved to enter executive session to discuss legal updates and principal hiring for the 2022-23 school year. Jackie seconded and the motion was unanimously approved.

At 7:24 pm, Jackie moved to exit executive session, which Emmanuel seconded and was unanimously approved.

Jackie moved to approve Jahkia Sanders as Principal of Canarsie Ascend Middle School. Nadine seconded, and the motion was carried unanimously.

IX. Adjournment

At 7:26 pm, Stanley moved to adjourn the meeting, which Jackie seconded and was unanimously approved.



Name Emmanuel Fordjour

Date 12/13/2022

**Ascend Public Charter Schools
Meeting of the School Board of Trustees
August 10, 2022
6:00 pm**

Location: Dial-in

Executive Session Minutes

Trustees in attendance

Emmanuel Fordjour, Gamal Walker, Janai Jeter, Jackie Wilson, Nadine Sylvester, Shelly Cleary, Stanley Taylor (all via tele- or videoconference)

Ascend staff in attendance

Emily Acuna, Holly Curtis, Katherine McGrath, Recy Dunn (all via video-conference)

At 7:10 pm, Stanley moved to enter executive session to discuss legal updates and principal hiring for the 2022-23 school year. Jackie seconded and the motion was unanimously approved.

I. Executive Session

Kate shared legal updates with the Board.

Recy spoke with the Board about principal candidates for SY22-23.

II. Adjournment

At 7:24 pm, Jackie moved to exit executive session, which Emmanuel seconded and was unanimously approved.

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Name Emmanuel Fordjour

Date

12/13/2022

Ascend Public Charter Schools
Meeting of the School Board of Trustees
September 14, 2022
6:00 pm

Location: Dial-in

Meeting Minutes

Trustees in attendance

Emmanuel Fordjour, Gamal Walker, Jackie Wilson, Janai Jeter, Nadine Sylvester, Shelly Cleary, Stanley Taylor (all via videoconference)

Ascend staff in attendance

Aaron Obrochta, Anastasia Michals, Carmen Maldonado, Carlos Zayas, Crystal Washington, Dana Evans Muller, Danique Day, Emily Acuna, Holly Curtis, Jonny Masci, Guy Johnson, Justin Moorman, Kate Stewart, Kate McGrath, Korena Johnson, Livia Angiolillo, Maryann Li, Nichole Benjamin, Raul Echeverz, Recy Dunn, Tenille Faria, Zonya Hicks, (all via tele- or videoconference)

Public in attendance

Agaja Reddy, Andrew Holder, Akeshia Craven-Howell, Evan Coughenour, Pamela McRae, Rochelle Dalton, Roxanne McRae, Stephanie Sandeus, Sajous Soy, Taifa Johnson (all via tele- or videoconference)

Stanley called the meeting to order at 6:02. Stanley welcomed staff, Trustees, and families to the meeting and reminded attendees of the purpose and protocol of Public Comment.

I. Public comment

Andre Holder, a parent of two students at Canarsie Ascend Middle School, asked about grading practices, particularly around class participation. He also raised concerns about students not being offered enough independence during the school day, for example, during class transitions.

II. Public comment update

At August's meeting, Victoria Fleary, a Brownsville Ascend Middle School parent, shared concerns with the Board about school security, and asked about any future plans to develop a gifted and talented program or to expand student transportation options.

Dana confirmed that several measures were taken this year to increase the safety and security of school buildings, including upgraded camera systems; increased security presence throughout the building; and conflict resolution, intervention, and de-escalation training for security staff.

Korena shared that although there is no current plan to develop a gifted and talented program, scheduling adjustments were made this year to allow for more 1:1 teaching opportunities. Additionally, middle school students take Algebra 1, allowing them to take regents exams before high school. The Schools team is exploring many exciting partnerships to further enrich Ascend's curriculum, such as an upcoming partnership with Hello World.

Maryann spoke to Ascend's robust transportation support for students, including busses, student MetroCards, and more. For additional information or resources, parents are encouraged to reach out to their school's operations teams.

Shanise Jenkins, a Brownsville Ascend Middle School and Brooklyn Ascend High School parent, shared her concerns with the Board about the high school's capacity and schedule. She asked the Board about funding for extracurricular activities; supports for students' academic outcomes and post-graduation planning; and teacher retention. She also asked about opportunities for students at the high school to earn college credits.

Livia responded to Shanise's concerns about the high school scheduling, sharing that a truncated school day would not be operationally possible, as the building is shared with two other schools, Brownsville Lower and Middle schools. Additionally, we must meet a certain number of Academic minutes which a shortened school day would not provide.

Zonya and Livia spoke to academic supports for students, which include differentiation blocks allowing for 1:1 and small group instruction; a co-teaching model for all high school core classes; a focus on data-driven instruction; and office hours built into the school day when all core teachers are available for 1:1 instruction.

Zonya and Anastasia also assured Ms. Jenkins that Ascend has taken steps to help mitigate industry-wide burnout, including extended wellness days and additional focus on adult development. Roles have also been added at the network level to help ensure school supports serve all learners and that all school roles have a comprehensive development plan.

Livia shared Ms. Jenkins that Brooklyn Ascend High School is offering more AP classes in SY22 than in any prior year. All BAHS students grades 10-12 are enrolled in at least one AP class, and students who pass an AP exam have the opportunity to earn college credits for that course. In addition, BAHS has expanded its postsecondary planning support for upperclassmen to better serve students in pursuing a life of boundless choice.

In response to Ms. Jenkin's question about extracurricular funding, Carlos shared that Ascend pilots extracurricular partnerships at individual schools with the intention to scale them in years to come if partnerships are successful.

Regarding BAHS' capacity, Maryann confirmed that there are plans in place to continue expanding BAHS' footprint to meet demand.

III. Consent agenda

Stanley presented to the Board the minutes of the August 10, 2022 meeting and executive sessions. Shelly moved to approve the meeting minutes and executive session minutes, Nadine seconded, and the motion was carried unanimously.

IV. School and network updates

Financial report and covid stimulus funds update

Shelly summarized the financial highlights from July 2022, which continue to show strong financial performance. Net income is favorable to the budget, and we are tracking favorably against all covenants, SUNY and financial stability metrics.

Carmen shared an update on Ascend's plan to refinance leaseholder debt. After vetting various refinancing opportunities and observing interest rates over time, Ascend and the Board agreed to apply to refinance through Equitable Finance Fund (EFF) this month.

Start of school

Danique provided an update on the first several weeks of school, which have focused on community building, love of reading, and preparation and practice. She shared the investments that have been poured into each of these priorities, such as building classroom culture; establishing strong reading routines and celebrating books; and emphasizing students' roles in their communities.

Student enrollment

Maryann updated the Board on enrollment. We are currently under enrolled by 4%, as we've shifted our enrollment timing and strategy to align with teacher vacancies being filled. The enrollment team is working closely with schools to consider the holistic health of school and support strong student enrollment and teacher onboarding.

Talent

Aaron provided a talent update as the SY22-23 recruitment season, which runs October 1 to September 3, ends. He shared a summary of total hires to date for the year and current total school-based vacancies. Aaron guided the Board towards our hiring priorities, noting that we are using data-driven recruitment approaches to focus our talent efforts on schools with most need. The Board asked questions about school staffing structures, talent trends, and Ascend's internal growth pipeline.

V. Strategic planning update

Evan Coughenour updated the Board on progress towards developing Ascend's five-year Strategic Plan, including a high-level overview of feedback from key stakeholders and a preview of potential strategic priorities and goals.

VI. Executive session: legal updates and principal hiring

At 7:21, Nadine moved to enter executive session to discuss legal updates and principal hiring for the 2022-23 school year. Janai seconded and the motion was unanimously approved.


At 7:28, Jackie moved to exit executive session, which Janai seconded and was unanimously approved.

Shelly moved to approve Johanna Alfonzo as Principal of Central Brooklyn Ascend Lower School. Gamal seconded, and the motion was carried unanimously.

VII. Adjournment

At 7:29, Jackie moved to adjourn the meeting, which Nadine seconded and was unanimously approved.

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Name Emmanuel Fordjour

Date 12/13/2022

**Ascend Public Charter Schools
Meeting of the School Board of Trustees
September 14, 2022
6:00 pm**

Location: Dial-in

Executive Session Minutes

Trustees in attendance

Emmanuel Fordjour, Gamal Walker, Janai Jeter, Nadine Sylvester, Shelly Cleary, Stanley Taylor (all via tele- or videoconference)

Ascend staff in attendance

Emily Acuna, Danique Day, Holly Curtis, Maryann Li, Recy Dunn (all via video-conference)

At 7:21, Nadine moved to enter executive session to discuss legal updates and principal hiring for the 2022-23 school year. Janai seconded and the motion was unanimously approved.

I. Executive Session

Kate shared legal updates with the Board.

Recy and Danique spoke with the Board about principal candidates for SY22-23.

II. Adjournment

At 7:28, Jackie moved to exit executive session, which Janai seconded and was unanimously approved.

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Name Emmanuel Fordjour

Date 12/13/2022

**Ascend Public Charter Schools
Meeting of the School Board of Trustees
October 13, 2022
6:00 pm**

Location: Central Brooklyn Ascend Middle School; Dial-in

Meeting Minutes

Trustees in attendance

Gamal Walker, Janai Jeter, Nadine Sylvester, Stanley Taylor (in person); Jackie Wilson (via videoconference)

Ascend staff in attendance

Agaja Reddy, Alim Uddin, Carlos Zayas, Danique Day, Emily Acuna, Holly Curtis, Hunter Zwack, Kate McGrath, Korena Johnson, Martyn Ecob, Mia Della Petra, Recy Dunn (in person); Jonathan Masci, Kate Stewart, Leyde St. Leger, Maryann Li, Nichole Benjamin, Raul Echeverz, Ria Mehta (via tele- or videoconference)

Public in attendance

Israel Palacios, Viviane Curiel (in person); Akeshia Craven Howell, Diana Duncan-Ramsden, Danni Hinkinson, Evan Coughenour, Johnny Millien, Shanise Jenkins (via tele- or videoconference)

Nadine called the meeting to order at 6:07pm. Nadine welcomed staff, Trustees, and families to the meeting.

I. Public comment update

At September's meeting, Andre Holder, a parent of two students at Canarsie Ascend Middle School, asked about grading practices, particularly around class participation. He also raised concerns about students not being offered enough independence during the school day, for example, during class transitions.

Korena Johnson shared that this year's rubric has shifted so teachers are giving more direct feedback to students, and so benchmark scores account for 50% of final grade, while the other half is split

between checkpoints and assessment tasks. These changes have increased accountability for student work product. Additionally, schools have placed a focus on building strong systems during the first 6 weeks so students can gain independence throughout the year.

II. Consent agenda

Nadine presented to the Board the minutes of the September 14, 2022 meeting and executive sessions. Stanley moved to approve the meeting minutes and executive session minutes, Gamal seconded, and the motion was carried unanimously.

III. Real estate update

Kate shared that amendments have been made to rental schedules for FOA leases to reflect higher occupancy costs due to inflation, and to assign the existing Pitkin and CALS leases to FOA and sublease to ACS, in alignment with other school leases.

The Board asked about potential risks; Kate shared there is no indication of risk in the short term.

Nadine presented to the Board the resolution approving certain real estate transactions. Stanley moved to approve the resolution as written in the pre-read package, Janai seconded, and the motion was carried unanimously.

IV. Public Comment

Shanise Jenkins, a parent at BVMS, shared her concerns with the school's staffing shortages and asked how Ascend is addressing talent concerns. Ms. Jenkins also asked how teachers can be better developed in supporting students with IEPs.

V. School and network updates

Financial report and covid stimulus funds update

Carlos summarized the financial highlights from August 2022, which continue to show strong financial performance. Net income is favorable to the budget, and we are tracking favorably against all covenants, SUNY and financial stability metrics. The Board asked if we are on track to meet refinancing deadlines.

Student enrollment

Maryann updated the Board on student enrollment, which is 5% under budget. She shared that student withdrawals have slowed since the end of September, and that the team is reviewing the annual enrollment budget.

Talent

Recy spoke to Talent updates since September's meeting, noting that we have been thoughtful about the partnership between enrollment and staffing as we consider adjustments to sections to accommodate staffing challenge. Danique offered additional context on tailored adjustments that have been made.

The Board asked about the possibility of inter-school professional development and how it is being messaged to leaders, which Danique confirmed we have implemented at the Pitkin campus between BVMS and BAHS and are socializing with incoming leaders. The Board asked about other retention and staffing initiatives that could be implemented and their tradeoffs.

VI. Academic Outcomes Update

Danique introduced the Academic Outcomes Team, Mia, Korena, Alim, Hunter and Martyn, who shared an overview with the Board of historic state test data and how it has informed curricular and programmatic changes made for SY22-23.

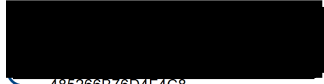
The Board asked about receiving additional AP test result data; how we are making data-driven decisions around post-graduation planning support for students; and how we are sharing academic data with families and supporting at-home conversations about academic outcomes.

VII. Strategic Planning Update

Recy provided a high-level update with the Board on the five-year strategic planning process. As our engagement with Bellwether nears its conclusion, we have aligned on impact goals and are now finalizing the scope of initiatives and key metrics that will drive and measure progress towards them.

I. Adjournment

At 7:31, Stanley moved to adjourn the meeting, which Gamal seconded and was unanimously approved.

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Name Emmanuel Fordjour

Date 7/21/2023

Ascend Public Charter Schools
Meeting of the School Board of Trustees
November 9, 2022
6:00 pm

Location: Flatbush Ascend Lower School; Dial-in

Meeting Minutes

Trustees in attendance

Emmanuel Fordjour, Gamal Walker, Janai Jeter, Nadine Sylvester, Shelly Cleary, (in person); Stanley Taylor, Jackie Wilson (via videoconference)

Ascend staff in attendance

Agaja Reddy, Alim Uddin, Carlos Zayas, Danique Day, Emily Acuna, Holly Curtis, Hunter Zwack, Kate McGrath, Korena Johnson, Maryan Li, Martyn Ecob, Mia Della Petra, Recy Dunn, Ria Mehta (in person)

Public in attendance

Diane Duncan-Ramsden, Early Fleary, Jessica Doolal, Kevon Doolal, Shanelle Loyd (in person)

Nadine called the meeting to order at 6:02 pm.

I. Public comment

Earl Fleary, a parent at Brownsville Ascend Middle School, shared his concerns with the Board about high teacher turnover and insufficient student discipline, transportation options, and communication from school staff at his daughter's school.

Diana Duncan-Ramsden, a parent at Flatbush Ascend Lower School, shared her concerns with the Board about the safety of the nearby intersection at Linden Boulevard and Rogers Avenue, and requested to add a crossing guard at that intersection for student safety. Ms. Duncan-Ramsden shared that the Principal indicated to parents that Ascend Learning denied the prior request for a crossing guard.

Jessica Doolal, a founding parent at East Brooklyn Ascend Lower School, shared that she feels the school has lacked structure and consistency since last year. Her daughter's classroom has fewer teachers than initially planned, and tutoring services were discontinued. She also has concerns about

benchmark performance and IEP assessment policies. Lastly, Ms. Doolal asked about plans for Ascend's recent gift from Mackenzie Scott.

Shanelle Loyd, a parent at Flatbush Ascend Lower School, spoke to the Board about ensuring there are safe transitions for students within the building and during dismissal. Ms. Loyd also asked about the timeline for sharing test scores with families, and the expectation for family engagement at the school level.

II. Response to public comment

At October's meeting, Shanise Jenkins, a parent at BVMS, shared her concerns with the school's staffing shortages and asked how Ascend is addressing talent concerns. Ms. Jenkins also asked how teachers can be better developed in supporting students with IEPs.

Jessie Ziegler, Managing Director of Student Support Services, shared that BVMS teachers were provided professional development earlier this year to review individualized education plans, and will receive ongoing professional development around student support services. The school has also recently hired a part-time Special Services Coordinator to support teachers and students with IEPs.

Recy Dunn, CEO, noted that in response to the nationwide teacher shortage, Ascend has shifted to year-round talent recruitment. We have also worked with other Ascend schools to bring additional staff into BVMS; are leveraging Assistant Teachers; and have hired a new Managing Director of Talent to support our Talent strategy.

III. Consent agenda

Nadine presented to the Board the minutes of the October 13, 2022 meeting and executive sessions. Janai moved to approve the meeting minutes and executive session minutes, Gamal seconded, and the motion was carried unanimously.

IV. School and network updates

Financial report and covid stimulus funds update

Shelly summarized the financial highlights from September 2022, which continue to show strong financial performance. Net income is favorable to the budget, and we are tracking favorably against all covenants, SUNY and financial stability metrics. Public attendees asked questions about COVID fund expenditures and public financial packages, which are available on Ascend's website.

Student enrollment

Maryann updated the Board on student enrollment, which is currently 5% under budget. She also shared that the SY23-24 application has been launched, and that application updates will be shared in future meetings. The Board asked about enrollment targets and investments in enrollment incentives. Maryann noted the importance of the balance between staffing and enrollment to maintain a high quality of instruction.

Academic committee

Janai spoke on behalf of the Academic Committee to share updates about initiatives to increase support for scholars and staff, including increased prep time for teachers and school leaders; new phonics programs and staff training in those programs; increased play in kindergarten; and new math and science curricula.

Talent


Ria and Recy shared a summary with the Board of hires since October 1, in addition to an update on school-based vacancies. The Board asked about placement for mid-year hires, which Ria clarified are determined based on school-identified priorities. The Board also asked about Special Education and ELL roles, which Ria and Recy shared are prioritized, especially through philanthropic partnerships that Ascend is pursuing.

Nadine asked if we have been impacted by the influx of immigrants seeking asylum in New York. Maryann spoke to new families at Bushwick Ascend Lower School and the increased support they have there to provide to families, including a high percentage of multilingual staff. Kate added that Ascend will look into additional support or outreach we can provide to migrant families.

V. Adjournment

At 6:44, Stanley moved to adjourn the meeting, which Shelley seconded and was unanimously approved.



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Name Emmanuel Fordjour

Date 7/21/2023

**Ascend Public Charter Schools
Meeting of the School Board of Trustees
December 14, 2022
6:00 pm**

Location: Central Brooklyn Ascend Lower School; Dial-in

Meeting Minutes

Trustees in attendance

Emmanuel Fordjour, Gamal Walker, Janai Jeter, Nadine Sylvester, Stanley Taylor (in person); Shelly Cleary (via tele- or video-conference)

Ascend staff in attendance

Agaja Reddy, Emily Acuna, Bernard Washington, Hunter Zwack, Holly Curtis, Jessie Ziegler, Jonny Masci, Kate McGrath, Kevin Gibbs, Leyde St. Leger, Nichole Benjamin, Raymond Johnson, Recy Dunn, Shaneka Cordero, Wintanna Abai (in person); Danique Day, Ria Mehta, Zonya Hicks (via tele- or video-conference)

Public in attendance

Jessica Doolal, Sonia Manzo (in person); Diana Duncan-Ramsden, Nigel Brown (via tele- or video-conference)

Stanley called the meeting to order at 6:08 pm.

I. Public comment

Sonia Manzo, a parent at East Flatbush Ascend Charter School (EFACS), shared concerns regarding student safety in the building. Her son has experienced incidents of bullying, and Ms. Manzo is unsatisfied with the school's incident reporting and interventions. Ms. Manzo requested that EFACS provide a safety plan to mitigate the situation.

II. Response to public comment

At November's meeting, Earl Fleary, a parent at Brownsville Ascend Middle School (BVMS), shared his concerns with the Board about high teacher turnover and insufficient student discipline, transportation options, and communication from school staff at his daughter's school.

Zonya Hicks informed the Board that that she met with the Fleary family in December to further discuss their concerns. Zonya helped clarify the changes to instructional and leadership staff with the family, which are intended to have a positive impact on student safety. Raymond Johnson informed the Board that Ascend has taken steps to ensure that transportation routes are appropriately serving students and families.

At November's meeting, Diana Duncan-Ramsden, a parent at Flatbush Ascend Lower School, shared her concerns with the Board about the safety of the nearby intersection at Linden Boulevard and Rogers Avenue, and requested to add a crossing guard at that intersection for student safety. Ms. Duncan-Ramsden shared that the Principal indicated to parents that Ascend Learning denied the prior request for a crossing guard.

Bernard Washington shared that Ascend has since initiated an application for a crossing guard. Flatbush Ascend Lower School is seeking 150 signatures for a petition to support said application, which will be submitted in January, following a mass hiring of crossing guards to help combat the citywide shortage.

At November's meeting, Jessica Doolal, a founding parent at East Brooklyn Ascend Lower School, shared that she feels the school has lacked structure and consistency since last year. Her daughter's classroom has fewer teachers than initially planned, and tutoring services were discontinued. She also has concerns about benchmark performance and IEP assessment policies. Lastly, Ms. Doolal asked about plans for Ascend's recent gift from Mackenzie Scott.

Wintanna Abai spoke with the Board regarding Ms. Doolal's concerns, and shared that changes to the staffing in her daughter's classroom were in the interest of ensuring high-quality instruction. Wintanna also shared that previous tutoring services were reassessed as they weren't found to adequately serve all students. Jessie Ziegler confirmed that the school's staff have been reminded of IEP assessment policies and that school-based staff receive year-round PD regarding student interventions and support services.

Recy spoke to plans for Ascend's recent gift from MacKenzie Scott. Ascend Leadership, Trustees and Directors will meet in January to discuss future plans for said gift, with a focus on sustainable and high-impact initiatives.

At November's meeting, Shanelle Loyd, a parent at Flatbush Ascend Lower School, spoke to the Board about ensuring there are safe transitions for students within the building and during dismissal. Ms. Loyd also asked about the timeline for sharing test scores with families, and the expectation for family engagement at the school level.

Hunter Zwack provided an update regarding scoring timelines. Kevin Gibbs also shared that the Flatbush Ascend Lower School Family Association has been re-launched following November's meeting, to allow us to better engage with FACS Families.

III. Consent agenda

Stanley presented to the Board the minutes of the November 9, 2022 meeting and requested an amendment to reflect that he attended virtually. Pending that amendment, Gamal moved to approve the meeting minutes, Shelly seconded, and the motion was carried unanimously.

IV. Charter renewal update

Jonny and Holly spoke to the Board regarding pending renewal applications for Brooklyn, Bushwick, Canarsie and Cypress Hills Ascend Charter Schools. The SUNY Board of Trustees will meet on December 15 to make a renewal decision, and network leaders will be present on the call to respond to any questions or concerns. Once approved, this will extend all four charters by one year, synchronizing all nine open Ascend charters to an expiration date of summer 2024, at which point we will submit a renewal application for all nine.

Board members asked how long the subsequent renewal would be active; Jonny confirmed it would remain active for five years, meaning we will apply to renew all nine charters again in 2029.

V. School and network updates

Financial report and covid stimulus funds update

Shelly summarized the financial highlights from October 2022. Revenue is unfavorable to the budget due to decreased enrollment, and expenses are favorable to the budget with savings driven by personnel expenses. We are tracking favorably against all covenant, SUNY and financial stability metrics.

Student enrollment update

Recy introduced Shaneka McDonald-Cordero, Director of Student Recruitment, to the Board. Shaneka updated the Board on student enrollment, sharing that we remain 5% under budgeted enrollment. Shaneka also provided an update on SY23-24 applications. Overall applications are trending lower than this last year, but unique applications and Grade K applications are trending higher. Trustees ask about school-specific application trends, outreach methods, and student retention metrics.

Academic committee update

Janai spoke on behalf of the Academic Committee, who are currently focused on academic data, curricular quality control, support for school leaders and Student Support Services, and talent acquisition for SpEd roles. Janai also shared an update on Ascend's High School design. Brooklyn Ascend High School (BAHS) is currently exploring experiential learning opportunities in light of space limitations, as well as prioritizing curriculum and teacher development.

Talent update

Ria shared data with the Board on mid-year hires in November and December, current school-based vacancies, and lead teacher hires. T

Trustees asked about vacancy increases between November and December and their impact on testing. Recy and Danique spoke to staffing strategies that have minimized that impact, such as shifting staff between schools, requesting additional support from Network staff, creative approaches to scheduling, and support from substitute teacher agencies. Recy also shared that benchmark data will be compiled to help identify impact trends.

Trustees also asked about attrition data and communication protocols regarding mid-year staffing changes. Recy confirmed there is a cascading communications plan in place and that an exit survey was recently implemented to better inform attrition data.

Lastly, Recy provided an update on Ascend's compensation remodeling project, sharing a preliminary compensation philosophy and an overview of next steps. Trustees asked for clarity on salary adjustments that were made in SY21-22, which Recy provided.

VI. Strategic Planning update

Recy gave the Board a high-level overview of Ascend's five-year strategic plan, developed with Bellwether. He spoke to Ascend's three goal areas—students, team, and community—the key priorities that Ascend will undertake to achieve our five-year goals, and the metrics that will measure our progress against those goals. Some of those key priorities include refining our K12 instructional core, completing our high school redesign, developing an end-to-end talent strategy, and building strong stakeholder partnerships to support the communities we serve.

VII. Executive session

At 7:08 pm, Nadine moved to enter executive session to discuss principal candidates and Janai seconded and the motion was unanimously approved.

At 7:32, Janai moved to exit executive session, which Nadine seconded and was unanimously approved.

Nadine moved to approve Taniqua Pryor Davis as Principal of Flatbush Ascend Lower School. Janai seconded, and the motion was carried unanimously.

Nadine moved to approve Marvin Walker as Principal of Flatbush Ascend Middle School. Gamal seconded, and the motion was carried unanimously.

VIII. Adjournment

At 7:34, Stanley moved to adjourn the meeting, which Gamal seconded and was unanimously approved.



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Name Emmanuel Fordjour

Date 7/21/2023

**Ascend Public Charter Schools
Meeting of the School Board of Trustees
December 14, 2022
6:00 pm**

Location: Central Brooklyn Ascend Lower School; Dial-in

Executive Session Minutes

Trustees in attendance

Emmanuel Fordjour, Gamal Walker, Janai Jeter, Nadine Sylvester, Stanley Taylor (in person); Shelly Cleary (via tele- or videoconference)

Ascend staff in attendance

Emily Acuna, Holly Curtis, Kate McGrath, Recy Dunn (in person)

At 7:08 pm, Nadine moved to enter executive session to discuss principal candidates, staff developments, and benefits. Janai seconded and the motion was unanimously approved.

I. Executive Session

The Board discussed principal candidates. Kate shared staff and benefits-related updates with the Trustees.

II. Adjournment

At 7:32, Janai moved to exit executive session, which Nadine seconded and was unanimously approved.



Name Emmanuel Fordjour

Date 7/21/2023

Ascend Public Charter Schools
Meeting of the School Board of Trustees
January 18, 2023
5:00 pm

Location: Brooklyn Ascend Lower School; Dial-in

Meeting Minutes

Trustees in attendance

Gamal Walker, Janai Jeter, (in person); Jackie Wilson, Nadine Sylvester, Shelly Cleary (via tele- or video-conference)

Ascend staff in attendance

Agaja Reddy, Carlos Zayas, Danique Day, Emily Acuna, Holly Curtis, Maryann Li, Melissa Cassells, Recy Dunn, Shaneka Cordero, Shannon-Re Ismael (in person); Ria Mehta (via tele- or video-conference)

Public in attendance

Rodney Barrow (in person)

Janai called the meeting to order at 5:34 pm.

I. Public comment

Rodney Barrow, a parent at Brooklyn Ascend Middle School, shared his concerns about Benchmark scoring and inquired about the rationale for timing Benchmarks and weighing their scores in students' final grades.

Danique and Mr. Barrow connected during the meeting to discuss Benchmark scoring and timing.

Cassandra Rochester requested to make public comment, but was not present at the meeting.

II. Response to public comment

At December's meeting, Sonia Manzo, a parent at East Flatbush Ascend Charter School (EFACS), shared concerns regarding student safety in the building. Her son has experienced incidents of

bullying, and Ms. Manzo is unsatisfied with the school's incident reporting and interventions. Ms. Manzo requested that EFACS provide a safety plan to mitigate the situation.

Shannon-Re Ismael, Principal of EFACS, joined January's meeting to share that she spoke with the Manzo family regarding the schools' response to the incidents of concern. Ms. Ismael clarified that Ms. Manzo was offered a classroom change, but declined in light of other factors, and that both families involved in the incidents were able to reach a resolution outside of school. Ms. Ismael is re-establishing appropriate incident response protocol with her staff, including training on problem-solving conversations, bullying interventions and prevention, and will be rolling out several whole-school support interventions in the coming weeks.

III. Consent agenda

Janai presented to the Board the minutes of the December 14, 2022, meeting. Jackie moved to approve the meeting minutes, Nadine seconded, and the motion was carried unanimously.

IV. School and network updates

Financial report and covid stimulus funds update

Shelly summarized the financial highlights from November 2022. Revenue is behind the budget due to grant timing, and expenses are favorable to the budget with savings driven by personnel expenses. We are tracking favorably against all covenant, SUNY and financial stability metrics.

Student enrollment update

Shaneka provided a status update on current enrollment and on SY23-24 applications. Current enrollment is at 99% of the forecasted enrollment, and we are 25% of the way towards our April goal for SY23-24 applications. The Student Recruitment and Enrollment team is prioritizing target recruitment messages for SY23-24 in collaboration with the Marketing and Communications team. The Board asked about enrollment trends among peer charter school networks.

Academic committee update

Janai spoke on behalf of the Academic Committee, sharing that Brooklyn Ascend High School (BAHS) recently met their goal of having 100% of the senior class apply to at least 1 CUNY and 1 four-year college. BAHS is also implemented Saturday school, targeted tutoring, and changes to Advisory to support student success. Ascend's middle schools are focusing on foundational math skills and

reinvesting in pre-algebra courses to ensure a smooth high school transition for eighth graders, in response to academic data and new guidance from the College Board.

Talent update

Ria joined the meeting to discuss Talent updates, sharing that we have hired 79 staff since October 1, and updating the Trustees on current lead teacher and staff vacancies.

V. Executive session

At 5:36pm, Janai moved to enter executive session to discuss principal candidates. Jackie seconded and the motion was unanimously approved.

At 6:11pm, Janai moved to exit executive session, which Shelley seconded and was unanimously approved.

Janai moved to approve Curtis Durham as Principal of BVMS. Jackie seconded, and the motion was carried unanimously.

VI. Adjournment

At 6:13pm, Nadine moved to adjourn the meeting, which Jackie seconded and was unanimously approved.



Name Emmanuel Fordjour

Date 7/21/2023

**Ascend Public Charter Schools
Meeting of the School Board of Trustees
January 18, 2023
5:00 pm**

Location: Brooklyn Ascend Lower School; Dial-in

Executive Session Minutes

Trustees in attendance

Janai Jeter (in-person); Jackie Wilson, Nadine Sylvester, Shelly Cleary (via tele- or video-conference)

Ascend staff in attendance

Danique Day, Holly Curtis, Emily Acuna, Melissa Cassells, Recy Dunn

At 5:36pm, Janai moved to enter executive session to discuss principal candidates. Jackie seconded and the motion was unanimously approved.

I. Executive Session

The Board discussed a principal candidate.

II. Adjournment

At 6:11pm, Janai moved to exit executive session, which Shelley seconded and was unanimously approved.



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Name **Emmanuel Fordjour**

Date **7/21/2023**

**Ascend Public Charter Schools
Meeting of the School Board of Trustees
February 8, 2023
6:00 pm**

Location: Dial-in

Meeting Minutes

Trustees in attendance

Emmanuel Fordjour, Jackie Wilson, Shelly Cleary, Stanley Taylor (via tele- or video-conference)

Ascend staff in attendance

Agaja Reddy, Alieghcia Dodd, Carlos Zayas, Danique Day, Emily Acuna, Holly Curtis, Jonathon Masci, Kate McGrath, Latisha Brown, Maryann Li, Melissa Cassells, O'Sha Williams, Shaneka Cordero, Ria Mehta (via tele- or video-conference)

Public in attendance

Aiden Johnson, Lasana Tunica-El (via tele- or video-conference)

Stanley called the meeting to order at 6:06 pm.

I. Public comment

O'Sha Williams, a Teacher at Canarsie Ascend Middle School, shared her concerns about the test prep curriculum and its impact on both students and teachers. Teacher O requested that a different approach be considered for next year, taking student and teacher input into account.

Aiden Johnson, a student at Canarsie Ascend Middle School, shared his concerns about adjustments to the school day to accommodate the test prep curriculum. Mr. Johnson spoke to the Board about class length and its impact on student achievement and joy.

II. Response to public comment

At January's meeting, Rodney Barrow, a parent at Brooklyn Ascend Middle School, shared his concerns about Benchmark scoring and inquired about the rationale for timing Benchmarks and

weighing their scores in students' final grades. Danique and Mr. Barrow connected during the meeting to discuss Benchmark scoring and timing.

III. Consent agenda

Stanley presented to the Board the minutes of the January 18, 2023, meeting. Jackie moved to approve the meeting minutes, Shelly seconded, and the motion was carried unanimously.

IV. Management Agreement

Kate reviewed proposed changes to the SY23-24 management agreement between Ascend Charter Schools and Ascend Learning for the Trustees. The Trustees asked about approval protocol and timelines, and requested to postpone the vote to approve to the March meeting.

V. School and network updates

Financial report and covid stimulus funds update

Shelly summarized the financial highlights from December 2022. Revenue is behind the budget due to lower GenEd and SpEd revenue. Expenses are favorable to the budget with savings driven by personnel expenses. We are tracking favorably against all covenant, SUNY and financial stability metrics.

Student enrollment update

Shaneka provided a status update on current enrollment and on SY23-24 applications. We are 98% enrolled against the budget and applications for SY23-24 are over 40% to April targets. The Student Recruitment and Enrollment team has launched local CBO engagements, public library tabling, open houses and school tours, and have since seen increased application momentum.

Academic committee update

Danique spoke on behalf of the Academic Committee, sharing that schools are focused on literacy and instilling the joy of reading in Ascend students. Danique shared reading level data with the Trustees. In light of data variance, the Schools team is leveraging a partnership with The New Teacher Project (TNTP) to ensure equitable instruction across grades and schools.

Talent update

Ria joined the meeting to discuss Talent updates. Since the January meeting, the Talent team has launched the early hiring process for SY23-24, with over 300 applications in 3 days. The Board asked

about Special Education hiring priorities, and Ria shared that her team has increased their recruitment efforts towards these roles through career fairs, increased LinkedIn engagement, and more.


VI. Executive session

At 6:35 pm, Shelly moved to enter executive session for a quarterly legal update. Jackie seconded and the motion was unanimously approved.

At 6:49 pm, Shelly moved to exit executive session, which Jackie seconded and was unanimously approved.

VII. Adjournment

At 6:50 pm, Jackie moved to adjourn the meeting, which Shelly seconded and was unanimously approved.


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6/6/2023

Name Emmanuel Fordjour

Date

**Ascend Public Charter Schools
Meeting of the School Board of Trustees
February 8, 2023
6:00 pm**

Location: Dial-in

Executive Session Minutes

Trustees in attendance

Emmanuel Fordjour, Jackie Wilson, Shelly Cleary, Stanley Taylor (via tele- or video-conference)

Ascend staff in attendance

Holly Curtis, Kate McGrath, Maryann Li (via tele- or video-conference)

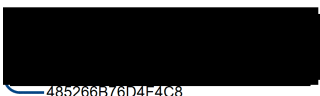
At 6:35pm, Shelly moved to enter executive session to discuss principal candidates. Jackie seconded and the motion was unanimously approved.

I. Executive Session

Kate shared a quarterly legal update with the Trustees.

II. Adjournment

At 6:49 pm, Shelly moved to exit executive session, which Jackie seconded and was unanimously approved.


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6/6/2023

Name Emmanuel Fordjour

Date

**Ascend Public Charter Schools
Meeting of the School Board of Trustees
March 8, 2023
6:00 pm**

Location: East Brooklyn Ascend Lower School, 260 Shepherd Avenue; Dial-in

Meeting Minutes

Trustees in attendance

Emmanuel Fordjour, Shelly Cleary, Nadine Sylvester (in person); Janai Jeter, Jackie Wilson, Stanley Taylor (via tele- or video-conference)

Ascend staff in attendance

Carlos Zayas, Emily Acuna, Holly Curtis, Jonathon Masci, Kate McGrath, Maryann Li, Melissa Cassells, O'Sha Williams, Recy Dunn, Shaneka Cordero, Jahkia Sanders (in person); Agaja Reddy, Darielle Petrucci, Korena Johnson, Raymond Johnson, Ria Mehta (via tele- or video-conference)

Public in attendance

Lasana Tunica-El, Tasha Popp, Selina Ip (in person); Ericer Brooks (via tele- or video-conference)

Nadine called the meeting to order at 6:02 pm.

I. Public comment

O'Sha Williams, a Teacher at Canarsie Ascend Middle School, shared her concerns about student and family visibility in the Illuminate grading portal.

II. Response to public comment

At February's meeting, O'Sha Williams, a Teacher at Canarsie Ascend Middle School, shared her concerns about the test prep curriculum and its impact on both students and teachers. Teacher O requested that a different approach be considered for next year, taking student and teacher input into account. Canarsie Ascend Middle School Principal Jahkia Sanders joined the meeting to share that she & Teacher O discussed her test prep concerns and aligned on their commitment to

successful student outcomes. Principal Sanders also shared that she and Teacher O discussed potential growth opportunities in test prep.

At February's meeting Aiden Johnson, a student at Canarsie Ascend Middle School, shared his concerns about adjustments to the school day to accommodate the test prep curriculum. Mr. Johnson spoke to the Board about class length and its impact on student achievement and joy. Principal Sanders informed the Board that she and Mr. Johnson met to discuss his concerns and that she is working closely with his teachers to incorporate more joy into his test prep periods.

III. Consent agenda

Nadine presented to the Board the minutes of the February 8, 2023, meeting. Shelly moved to approve the meeting minutes, Emmanuel seconded, and the motion was carried unanimously.

IV. Management Agreement

Kate reminded the Board of the proposed changes to the SY23-24 management agreement between Ascend Charter Schools and Ascend Learning.

Nadine presented to the Board the SY23-24 AL-ACS Management Agreement. Stanley moved to approve the Agreement as written in the pre-reads, Jackie seconded, and the vote was carried unanimously.

V. School and network updates

Financial report and covid stimulus funds update

Shelly summarized the financial highlights from January 2023. Revenue and Expenses are unfavorable to the budget, with losses driven by lower GenEd and SpEd Revenue and non-personnel expenses. The Board asked about COVID stimulus funds.

Student enrollment update

Shaneka provided a status update on current enrollment and on SY23-24 applications. We are 97.2% enrolled against the budget and applications for SY23-24 are over 40% to April targets. The Board asked about grade-specific enrollment goals and application variance between schools, which Shaneka and Maryann were able to provide further detail on.

Academic committee update

Janai spoke on behalf of the Academic Committee to share updates about the SY23-24 opening of Flatbush Ascend Middle School, Ascend's literacy partnership with the The New Teacher Project, and leader development partnership with the Noble Story Group. Janai also announced that 100% of Brooklyn Ascend High School's senior class is on track to graduate on time. The Board asked about BAHS' approach to boundless choice in post-graduation planning, which we will provide future reporting on.

Talent update

Melissa spoke to the Board about hiring updates for SY22-23 and SY23-24, including outcomes from recently launched early hiring days.

VI. Public Comment

As Board Chair, Nadine requested privilege to hear public comment from Tasha Popp, a parent at Brownsville Ascend Lower School. Tasha asked the Board about the rationale behind benchmark scoring.

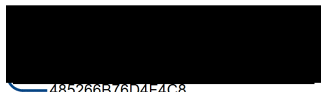
VII. Executive session

At 6:40 pm, Stanley moved to enter executive. Jackie seconded and the motion was unanimously approved.

At 6:43 pm, Shelly moved to exit executive session, which Jackie seconded and was unanimously approved.

VIII. Adjournment

At 6:43 pm, Shelly moved to adjourn the meeting, which Emmanuel seconded and was unanimously approved.

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Name Emmanuel Fordjour

Date 4/19/2023

**Ascend Public Charter Schools
Meeting of the School Board of Trustees
March 8, 2023
6:00 pm**

Location: East Brooklyn Ascend Lower School, 260 Shepherd Avenue; Dial-in

Executive Session Minutes

Trustees in attendance

Emmanuel Fordjour, Shelly Cleary, Nadine Sylvester (in person); Janai Jeter, Jackie Wilson, Stanley Taylor (via tele- or video-conference)

Ascend staff in attendance

Carlos Zayas, Emily Acuna, Holly Curtis, Kate McGrath, Maryann Li, Melissa Cassells, Recy Dunn (in person)

At 6:40 pm, Stanley moved to enter executive. Jackie seconded and the motion was unanimously approved.

I. Executive Session

The Board agreed there were no topics to discuss in executive session.

II. Adjournment

At 6:43 pm, Stanley moved to exit executive session, which Jackie seconded and was unanimously approved.


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Name Emmanuel Fordjour

Date 4/19/2023

**Ascend Public Charter Schools
Meeting of the School Board of Trustees
April 12, 2023
6:00 pm**

Location: Dial-in

Meeting Minutes

Trustees in attendance

Emmanuel Fordjour, Jackie Wilson, Janai Jeter, Nadine Sylvester, Shelly Cleary, Stanley Taylor (via tele- or video-conference)

Ascend staff in attendance

Anastasia Michals, Dana Evans Muller, Danique Day, Emily Acuna, Jonathan Masci, Kate McGrath, Maryann Li, Melissa Cassells, O'Sha Williams, Recy Dunn, Zonya Hicks (via tele- or video-conference)

Public in Attendance

Diana Duncan Ramsden, Jamila Tannis, Quiana Randall, Ruth Tekle, Shanielle Lloyd, Shanise Jenkins, Tasha Bernard (via tele- or video-conference)

Nadine called the meeting to order at 6:02 pm.

I. Public comment

Shanise Jenkins, a parent at BVMS and BAHS, asked the Board about staff retention efforts, school safety, and family engagement efforts at both schools.

II. Response to public comment

At the March meeting, O'Sha Williams, a Teacher at Canarsie Ascend Middle School, shared her concerns about student and family visibility in the Illuminate grading portal. Zonya Hicks, Managing Director of Canarsie Ascend Middle School, shared that she has since had an opportunity to meet

with Teacher O and to respond to her concerns. Zonya also shared that parents and students have additional grading visibility through weekly progress reports and conversations with teachers.

At the March meeting, Tasha Popp, a parent at Brownsville Ascend Lower School, asked the Board about the rationale behind benchmark scoring. Anastasia Michals, Managing Director of Brownsville Ascend Lower School, joined the meeting to share that the school's leadership met with Ms. Popp to clarify benchmark scoring and that changes to grading this year are intended to reflect student work more accurately.

III. Consent agenda

Nadine presented to the Board the minutes of the March 8, 2023, meeting. Stanley moved to approve the meeting minutes, Jackie seconded, and the motion was carried unanimously.

IV. EBACS & EFACS charter revisions

Kate provided an overview of the details and purpose of the revisions to EBACS and EFACS' respective charters.

Nadine presented to the Board the draft Resolution to revise EBACS and EFACS' charters. Stanley moved to approve the Agreement as written in the pre-reads, Jackie seconded, and the vote was carried unanimously.

Nadine presented a request to delay school and network updates to the May meeting. Stanley moved to delay school and network updates, Jackie seconded, and the vote was carried unanimously.

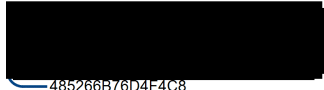
V. Executive session

At 6:16 pm, Nadine moved to enter executive session. Stanley seconded and the motion was unanimously approved.

At 9:01 pm, Shelly moved to exit executive session, which Jackie seconded and was unanimously approved.

VI. Adjournment

At 9:01 pm, Stanley moved to adjourn the meeting, which Jackie seconded and was unanimously approved.

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Name Emmanuel Fordjour

Date 6/6/2023

**Ascend Public Charter Schools
Meeting of the School Board of Trustees
April 12, 2023
6:00 pm**

Location: Dial-in

Executive Session Minutes

Trustees in attendance

Emmanuel Fordjour, Jackie Wilson, Janai Jeter, Nadine Sylvester, Shelly Cleary, Stanley Taylor (via tele- or video-conference)

Directors in attendance

Julia Bator, Isabel Geathers

Ascend staff in attendance

Carlos Zayas, Emily Acuna, Danique Day, Holly Curtis, Kate McGrath, Maryann Li, Melissa Cassells, Recy Dunn (via tele- or video-conference)


At 6:16 pm, Nadine moved to enter executive session. Stanley seconded and the motion was unanimously approved.

I. Executive Session

The Trustees, Julia and Isabel discussed legal issues with the Executive Team.

II. Adjournment

At 9:01 pm, Shelly moved to exit executive session, which Jackie seconded and was unanimously approved.


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Name Emmanuel Fordjour

Date 6/6/2023

**Ascend Public Charter Schools
Meeting of the School Board of Trustees
May 17, 2023
6:30 pm**

Location: Flatbush Ascend Lower School, 123 Linden Boulevard; Dial-in

Meeting Minutes

Trustees in attendance

Emmanuel Fordjour, Jackie Wilson, Janai Jeter, Nadine Sylvester, Stanley Taylor (in person); Gamal Walker (via tele- or video-conference)

Ascend staff in attendance

Chenell Shepherd, Curtis Durham, Danique Day, Emily Acuna, Jonathan Masci, Kate McGrath, Maryann Li, Melissa Cassells, Shaneka Cordero, Shaquise Elie, Recy Dunn (in person); Agaja Reddy, Dana Evans-Muller, Nina Blalock, Raymond Johnson

Public in Attendance

Carine Dieujuste, Diana Duncan-Ramsden, Jummai Jegede, Tamara Gonzalez, Laurin Dieujuste, Nicole Hope, Victor Jegede (in person); Allana Pitterson, Denise Aris, Jamila Tannis, Jean Geraud Pierre, Nicole Hope, Ruth Tekle, Taifa Johnson, Tamara Gonzalez

Nadine called the meeting to order at 6:34pm.

I. Public comment

Ruth Tekle, a parent at Cypress Hills Ascend Lower School, spoke to the Board about her son's experience at Ascend, sharing her concerns about school culture, communication within the school and with families, turnover, grading policies and veracity, internal assessments, and the school calendar.

Allana Pitterson, a parent at Flatbush Ascend Lower School, asked the Board about data-related professional development for leaders; family engagement expectations for leaders; curriculum visibility for families; additional student supports; extracurricular activities; and benchmark content.

Carine Dieujuste, a parent at Canarsie Ascend Middle School, shared her concerns about her daughter's academic outcomes, student supports, and grading visibility for families.

Tamara Gonzalez, a parent at Flatbush Ascend Lower School, shared her concerns about family engagement and teacher hiring, development, and turnover, and echoed other parents' comments.

Nicole Hope, a parent at East Flatbush Ascend Lower School, shared her concerns about school culture, leader and teacher turnover, family engagement, and echoed other parents' comments.

II. Response to public comment

At April's meeting, Shanise Jenkins, a parent at Brownsville Ascend Middle School and Brooklyn Ascend High School, asked the Board about staff retention efforts, school safety, and family engagement efforts at both schools.

Curtis Durham, Principal at Brownsville Ascend Middle School, spoke to the Trustees about actions taken to resolve Ms. Jenkins' concerns. Mr. Durham met with Ms. Jenkins to discuss her concerns. Mr. Durham is working closely with the Principal of Brooklyn Ascend High School to ensure an improved and collaborative culture throughout the building, and with the building's security team and NYPD to improve safety in the building. In addition, the school is moving towards an in-person parent-teacher conference model in line with Ascend's values.

Trustees asked Mr. Durham for more detail about action steps to address retention and safety. Mr. Durham shared his approach towards staff placement and professional development in line with staff's personal and professional goals. He also shared that he has increased staff presence at arrival and dismissal to facilitate stronger relationships between leadership, staff and family.

III. Consent agenda

Nadine presented to the Board the agenda of the May 17, 2023 meeting. Stanley moved to adopt the meeting agenda, Janai seconded, and the motion was carried unanimously.

Nadine presented to the Board the sublease at 1833 Nostrand Avenue as written in the pre-read package. Stanley moved to approve the sublease, Jackie seconded, and the motion was carried unanimously.

Nadine presented to the Board the minutes of the April 12, 2023, meeting. Stanley moved to approve the meeting minutes, Janai seconded, and the motion was carried unanimously.

I. School and network updates

Financial report and covid stimulus funds update

Carlos summarized the financial highlights from March 2023. Revenue is unfavorable to the budget, with losses driven by lower GenEd and SpEd Revenue and non-personnel expenses. Expenses are favorable to the budget, with savings driven by personnel expenses. We have communication to network staff and school leaders to slow spending. We are tracking favorably against all covenant, SUNY and financial stability metrics with the exception of our internal revenue and net income variance metric.

The Board asked questions about the parameters, management, and impact of the communicated spending freeze.

Student enrollment update

Shaneka reviewed recent enrollment and application data with the Board. We are 4% under enrolled for the current school year. Applications are tracking lower than last year, but acceptances and registrations are tracking higher. The Student Enrollment team is rolling out a data-based strategy to increase offers and is investing in a high level of individualized support to convert acceptances to registrations.

The Board asked about Intent to Return Survey data and Family Survey data, which the Executive Team committed to sharing back once available.

Academic committee update

Danique spoke on behalf of the Academic Committee and previewed changes to the calendar for School Year 2023-24, which has been developed based on feedback from staff and families with the intent to increase instructional calendars, align the schedule across all grades, and maintain our commitment to preventing burnout.

The Board asked about our approach to Election Day and accommodations for staff to vote.

Talent update

Melissa presented an update on the Talent team with the Board. Ria Mehta has transitioned out of her role as Managing Director of Talent. Melissa introduced Chenell Sheppard, Director of Talent, who will be taking on additional responsibilities to support the team’s capacity. The team is currently focused on improving their sourcing pool; fully staffing teachers and leaders in advance of summer training; and retention efforts. Melissa also provided an overview of progress towards hiring against projected teacher and AP vacancies for school year 2023-24.

Melissa then spoke to the Board about hiring strategies, which include redefining our sourcing strategy and re-investing in AP hiring and teacher retention. The Board asked about retention initiatives, partnerships with teachers colleges, and communication with the Trustees about open positions.

II. Executive session

At 7:40 pm, Nadine moved to enter executive session.

At 8:40pm, Janai moved to exit executive session, which Jackie seconded and was unanimously approved.

III. Adjournment

At 8:41 pm, Stanley moved to exit executive session, which Jackie seconded and was unanimously approved.

[Redacted Signature]

Name Emmanuel Fordjour Date 7/8/2023

**Ascend Public Charter Schools
Meeting of the School Board of Trustees
May 17, 2023
6:30 pm**

Location: Flatbush Ascend Lower School, 123 Linden Boulevard; Dial-in

Executive Session Minutes

Trustees in attendance

Emmanuel Fordjour, Jackie Wilson, Janai Jeter, Nadine Sylvester, Stanley Taylor (in person); Gamal Walker (via tele- or video-conference)

Ascend staff in attendance

Carlos Zayas, Emily Acuna, Danique Day, Holly Curtis, Kate McGrath, Maryann Li, Melissa Cassells, Recy Dunn (via tele- or video-conference)

At 7:40 pm, Nadine moved to enter executive session.

I. Executive Session

The Board and the Executive Team spoke about family concerns, personnel, and Board nominations.

II. Adjournment

At 8:40pm, Janai moved to exit executive session, which Jackie seconded and was unanimously approved.

[Redacted Signature]

485266B76D4F4C8...

Name **Emmanuel Fordjour**

Date **7/8/2023**

Ascend Public Charter Schools
Meeting of the School Board of Trustees
June 15, 2023
6:00 pm

Location: Dial-in

Meeting Minutes

Trustees in attendance

Emmanuel Fordjour, Gamal Walker, Janai Jeter, Nadine Sylvester, Stanley Taylor (via tele- or video-conference)

Directors in attendance

Isabel Geathers, Julia Bator (via tele- or video-conference)

Ascend staff in attendance

Alim Uddin, Anastasia Michals, Andrea Pineda Madrigal, Chenell Shepherd, Emily Acuna, Holly Curtis, Justin Moorman, Kate McGrath, Kate Stewart, Korena Johnson, Leyde St Leger, Maryann Li, Melissa Cassells, Nina Blalock, Recy Dunn, Raymond Johnson, Rebecca Goldman, Shaquise Elie (via tele- or video-conference)

Public in Attendance

Amilcar David, Cecilia, Diana Ramsden, FACS Newton, FACS Zuriel, FACS Treq, Jamila Tannis, Mario Moses, Ms. Preston, Ms. Laburda, Natasha Moses, Natalie Mitchell, Noreen James, Nicole Hope, Nicole Knight, Roxanne P, Pat, Pamela Banton, Ruth Tekle, Shannon Davenport, Seraphine Lin, Simone (FACS parent), Sherley, Talitah Granderson, T Senier, Vanessa Wallace, (via tele- or video-conference)

Nadine called the meeting to order at 6:03 pm.

I. Response to public comment

At May's meeting:

Ruth Tekle, a parent at Cypress Hills Ascend Lower School, spoke to the Board about her son's experience at Ascend, sharing her concerns about school culture, communication within the school and with families, turnover, grading policies and veracity, internal assessments, and the school calendar.

Allana Pitterson, a parent at Flatbush Ascend Lower School, asked the Board about data-related professional development for leaders; family engagement expectations for leaders; curriculum visibility for families; additional student supports; extracurricular activities; and benchmark content.

Carine Dieujuste, a parent at Canarsie Ascend Middle School, shared her concerns about her daughter's academic outcomes, student supports, and grading visibility for families.

Tamara Gonzalez, a parent at Flatbush Ascend Lower School, shared her concerns about family engagement and teacher hiring, development, and turnover, and echoed other parents' comments.

Nicole Hope, a parent at East Flatbush Ascend Lower School, shared her concerns about school culture, leader and teacher turnover, family engagement, and echoed other parents' comments.

On June 15, Ascend responded with a presentation sharing feedback we've heard from public comment and family surveys, and improvements we are making in SY23-24 in response.

Recy spoke to improvements to school culture and community. Ascend will develop a family engagement plan to ensure each school is consistently holding academic events, meetings, and touch points with families. Ascend is creating an Assistant Principal of Student Services role at the school level and developing a multilingual learner academic support plan to better serve our ELL students and students with IEPs. Family engagement and interaction will be part of future leader development, and there will be centralized supports put in place in this area.

Anastasia shared curricular investments and improvements for SY23-24, including different curricular offering that will provide teachers and families with concrete resources. Literacy professional development will be increased so that every teacher approaches reading instruction and intervention. The Schools team is working to improve systems for family communication and visibility around student progress. The Schools team will also have more time in schools next year for live-coaching, training and observation. Ascend is also committed to ensuring assessments are standards-aligned and match classroom pacing.

Alim provided an update on grading for SY23-24. In the next school year, students will have more opportunities to demonstrate mastery and academic growth. Ascend will also work to reduce subjectivity in grading students. Students will have opportunities for credit from homework, quizzes, and character & citizenship. The design will be improved to help parents better understand how grades are broken down, and Ascend is committed to improving training and communication about report cards for staff and families.

II. Public comment

Diana Duncan-Ramsden, a parent at FACS, shared her concerns about inconsistent and unstructured school town halls, as well as school leader communication. She also expressed dissatisfaction with communication about her son's first year at FAMS in SY23-24.

Nicole Hope, a parent at EFACS, echoed her concerns from May's meeting, and added her dissatisfaction with the school's parent association. She requested an improved and consistent governance structure for Ascend's family associations.

Nicole Knight, a parent at FACS, shared her concern's about her son, and the school overall's, academic performance. She also expressed dissatisfaction with family communication from the school's leader and echoed Ms. Duncan-Ramsden's sentiment about the school's town halls.

Natasha Moses, a parent at FACS, also shared her concerns about the school's culture, particularly around family communication and engagement from the school leader.

Pamela Banton, a parent at EFACS and a member of its Family Association Board, shared concerns about network-wide turnover, staff diversity, and school culture. She also shared concerns about Ascend's budget and policies around family fundraising.

Talita Granderson, a parent at FACS, also expressed her dissatisfaction with the school's culture, leadership, and family engagement.

Rebecca Goldman, a Clinician at CBACS, shared her concerns about staff turnover and its impact on students, families, and school culture.

Mario Moses, a parent at CHACS, shared his concerns about report cards and grading, assessments, and school culture.

Wilma Hayams Rodriguez, a parent at FACS, echoed others' concerns about school culture and leadership as well as family engagement. She also shared concerns about the school's approach to student services.

III. Consent agenda

Nadine presented to the Board the minutes of the May 17, 2023, meeting. Janai moved to approve the meeting minutes, Emmanuel seconded, and the motion was carried unanimously.

IV. FY24 ACS budget

Recy presented to the Board the FY24 ACS budget, sharing how we plan to steward our funds during an inflection point in the education sector to attain a sustainable financial and operational model. Key drivers in the FY24 budget include the assumption of flat enrollment, increased per-pupil funding and rental assistance, and strategic use of the Scott gift Ascend received. Ascend has also right-sized the school staffing model to better align with current and projected enrollment and prioritized increasing school-level staff salaries to ensure competitive pay. Ascend is also committed to auditing and improving financial systems, controls and forecasting. Recy then turned the presentation to Gamal to share his work with interim CFO Carlos Zayas on the budget.

I. Executive session

At 7:05 pm, Stanley moved to enter executive session, which Janai seconded and was unanimously approved.

At 8:44 pm, Stanley moved to exit executive session, which Emmanuel seconded and was unanimously approved.


Nadine presented to the Board a vote to approve Hannah Chapman as Principal of East Flatbush Ascend Charter School. Janai moved to approve the appointment, Emmanuel seconded, Stanley abstained, and the motion was carried unanimously.

Stanley presented to the Board the FY24 ACS budget. Janai moved to approve the budget, Emmanuel seconded, and the motion was carried unanimously.

The SY23-24 ACS Board of Trustees roster will include Emmanuel and Gamal as co-chairs, Gamal as interim treasurer, Janai as secretary, and Jackie as a trustee. Nadine and Stanley's terms will come to an end on June 30, 2023. Stanley moved to approve the SY23-24 slate of Trustees, which Nadine seconded and was unanimously approved.

II. Adjournment

At 8:47 pm, Nadine moved to adjourn the meeting, which Stanley seconded and was unanimously approved.

A black rectangular redaction box covers the signature of Janai Jeter. To the left of the box is a blue circular mark, likely a checkmark or a part of a signature.

Name Janai Jeter

Date 7/20/2023

**Ascend Public Charter Schools
Meeting of the School Board of Trustees
June 15, 2023
6:00 pm**

Location: Dial-in

Executive Session Minutes

Trustees in attendance

Emmanuel Fordjour, Gamal Walker, Janai Jeter, Nadine Sylvester, Stanley Taylor (via tele- or video-conference)

Directors in attendance

Julia Bator (via tele- or video-conference)

Ascend staff in attendance

Andrea Pineda Madrigal, Chenell Shepherd, Emily Acuna, Holly Curtis, Kate McGrath, Kate Stewart, Maryann Li, Melissa Cassells, Recy Dunn (via tele- or video-conference)

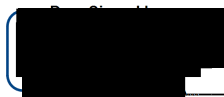
At 7:05 pm, Stanley moved to enter executive session, which Janai seconded and was unanimously approved.

I. Executive Session

The Board and the Executive Team spoke about the FY24 ACS budget, forward planning, principal candidates, family engagement, and student services.

II. Adjournment

At 8:44 pm, Stanley moved to exit executive session, which Emmanuel seconded and was unanimously approved.



Name Janai Jeter

Date 7/20/2023

Disclosure of Financial Interest by a Current or Former Trustee
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Trustee Name:

Name of Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Gamal Walker

Name of Charter School Education Corporation:

Ascend Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Interim Co-Chair

Chair-Finance Cmte.

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**


Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:



Home Telephone:

Home Address:



07/24/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Name of Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

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Business Address:

[REDACTED] _____

E-mail Address:

[REDACTED] _____

Home Telephone:

[REDACTED] _____

Home Address:

[REDACTED] _____

[REDACTED]

Signature

Date

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Jarai Jeter

Name of Charter School Education Corporation:

Ascend Charter Schools.

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Secretary
Parent Representative.

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

Parent - of Flatbush Ascend Lower School child.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ None

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)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

N/A

Business Address:

N/A

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

Signature

7/28/23

Date

Acceptable signature formats include:

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Shelly Cleary

Name of Charter School Education Corporation:

Ascend Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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)	Name of person holding interest or engaging in transaction and relationship to you

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

Signature

7/31/23

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

STANLEY J. TAYLOR, JR

Name of Charter School Education Corporation:

ASCEND

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

VICE CHAIR

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

Signature

7/28/2023

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**CUSTOMER DETAILS**

Customer Name: Friends of Ascend Charter Schools, Inc
Building Name: Lefferts Gardens Ascend Lower School
Building Address: 123 Linden Boulevard, Brooklyn, N.Y. 11226

SERVICE PROVIDER INFORMATION

Name: Tesco Fire Services Inc.
Office Address: 51-05 Flushing Ave., Suite # 208 Maspeth, N.Y. 11378
Office Phone: 1-917-705-9658

INSPECTION DETAILS

Work Order # 11101
Date: 03/13/2023
Frequency: Semi Annual

INSPECTOR DETAILS

Name: Miguel Mejia
License: FDNY S98 # 91494021

Deficiencies / Recommendations

1.	List of other deficiencies you have found during this inspection.	Not Answered
2.	Recommendations noted and explained to the customer.	Not Answered

INSPECTION RESULTS SUMMARY

DEVICE TYPE	INVENTORY COUNT	PASSED	FAILED	CANNOT INSPECT	NOT INSPECTED	% INSPECTED
AHU Fan Damper	9	9	0	0	0	100
AHU Fan Shutdown	6	6	0	0	0	100
Battery	2	2	0	0	0	100
CO Detector	25	25	0	0	0	100
Control Module	6	6	0	0	0	100
Door Holder	1	1	0	0	0	100
Duct Detector	19	19	0	0	0	100
Heat Detector	1	1	0	0	0	100
Monitor Device	4	4	0	0	0	100
Panel	2	2	0	0	0	100
Pull Station	9	9	0	0	0	100
Relay Module	7	7	0	0	0	100
Smoke Detector	27	26	1	0	0	100
Tamper Switch	2	2	0	0	0	100
Water Flow Switch	2	2	0	0	0	100

DEVICE DEFICIENCIES

LOCATION	DESCRIPTION	ADDRESS	DEVICE	MAKE	MODEL	BARCODE	DATE OF TEST	TYPE	IMAGES
—	3rd Floor Hallway next to printer room	—	Smoke Detector	—	—	—	03/13/2023	FUNCTIONAL FAILURE,VISUAL FAILURE	—

FAILURE REASON: No smoke on base no trouble on panel



FACP PANEL

#	LOCATION	DESCRIPTION	MANUFACTURER	MODEL	DEVICE	TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
1	1FL	FACP on Security Desk by Entrance	Gamewell-FCI	E3	FACP Panel	FACP	—	Miguel E Mejia R	03/07/2023	Passed
Is the panel in a normal condition at the start of the inspection?										Yes
Alarm, Supervisory, and Trouble Signals (Inputs)										Yes
Circuit Supervisory (Including Opens, Shorts & Ground Faults)										Yes
Alarm verification sequence verified										Not Answered
Power Supply Supv - Loss Of Ac Power/Batts										Yes
Fuses/Lamps/LED Tested & Verified										Yes
Interface Equip Verification Of Required Signals										Not Answered
Main Power Supply Tested Under Full Load										Not Answered
Amplifier/Tone Generators Verified										Not Answered
Call-In Signal Silence - Visual & Audible										Not Answered
Off-Hook Indicator Verified										Not Answered
Phone Jacks										Not Answered
Phone Sets Verified										Not Answered
Syst Perf- 5 Handset Quality & Clarity Verified										Not Answered
Door Holders										Not Answered
Remote Annunciator(S) - Operation/Verification										Not Answered
Initiating Devices Test										Not Answered
Elevator Recall Function & Shunt Trip Operation										Not Answered
HVAC Shut Down										Not Answered
Masterbox / Central Station Connection Tested										Yes
Masterbox / Central Station Account #										755345
Alarm Notification Appliances Tested										Not Answered
Signals Sounded Per Customer Request										Not Answered
Multiplex Communications Tested										Not Answered
Primary Power- Nominal Voltage										120
Primary Power- Amps										30
Primary Power- Location										Cellar ATS Room
Primary Power- Overcurrent Protection Type/Amps										Fuse 30 Amps
Disconnecting means location										Fuse cut out located in Cellar ATS Room

NAC PANEL

#	LOCATION	DESCRIPTION	MANUFACTURER	MODEL	DEVICE	TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
1	—	BPS Panel	Honeywell	HPFF8	NAC Panel	NAC	—	Miguel E Mejia R	03/07/2023	Passed



BATTERY							
#	LOCATION	DESCRIPTION	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
1	1FL	BPS Batteries	Battery	—	Miguel E Mejia R	03/07/2023	Passed
Quantity (Enter 2 if answering for a set)							2
Amp hour rating							7
Visual inspection							Pass
Batteries less than 5 years?							Not Answered
Manufacturer Date Code							Not Answered
Battery Install Date							Not Answered
Voltage with charger							27.6
Voltage without charger							27.4
Load Voltage Test							Pass
Load Voltage Test Results (%)							99
2	1FL	FACP Batteries	Battery	—	Miguel E Mejia R	03/07/2023	Passed
Quantity (Enter 2 if answering for a set)							2
Amp hour rating							7
Visual inspection							Pass
Batteries less than 5 years?							Not Answered
Manufacturer Date Code							Not Answered
Battery Install Date							Not Answered
Voltage with charger							27.6
Voltage without charger							27.5
Load Voltage Test							Pass
Load Voltage Test Results (%)							99

**AHU FAN DAMPER**

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
1	1FL	1FL Damper Relay #1	L1M006	AHU Fan Damper	—	Miguel E Mejia R	03/07/2023	Passed
2	1FL	1FL Damper Relay #2	L1M007	AHU Fan Damper	—	Miguel E Mejia R	03/07/2023	Passed
3	1FL	1FL SPF-S-1 Damper Relay	L1M013	AHU Fan Damper	—	Miguel E Mejia R	03/07/2023	Passed
4	3FL	3FL Mechanical Room Damper Relay #1	L1M028	AHU Fan Damper	—	Miguel E Mejia R	03/07/2023	Passed
5	3FL	3FL Mechanical Room Damper Relay #2	L1M029	AHU Fan Damper	—	Miguel E Mejia R	03/07/2023	Passed
6	3FL	3FL SPF-S-2 Damper Relay	L1M034	AHU Fan Damper	—	Miguel E Mejia R	03/07/2023	Passed
7	3FL	3FL SPF-S-3 Damper Relay	L1M073	AHU Fan Damper	—	Miguel E Mejia R	03/07/2023	Passed
8	—	Top of Elevator	L1M066	AHU Fan Damper	—	Max Bissoondial	03/07/2023	Passed
9	—	Top of stair	L1M065	AHU Fan Damper	—	Max Bissoondial	03/07/2023	Passed

AHU FAN SHUTDOWN

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
1	1FL	1FL MAU-1-1 Fan Shut down	L1M092	AHU Fan Shutdown	—	Miguel E Mejia R	03/07/2023	Passed
2	1FL	1FL SPF-S-1 Fan Shut Down	L1M009	AHU Fan Shutdown	—	Miguel E Mejia R	03/07/2023	Passed
3	3FL	3FL MAU-1 Fan Shut Down	L1M026	AHU Fan Shutdown	—	Miguel E Mejia R	03/07/2023	Passed
4	3FL	3FL MAU-2 Fan Shut Down	L1M027	AHU Fan Shutdown	—	Miguel E Mejia R	03/07/2023	Passed
5	3FL	3FL SPF-S-2 Fan Shut Down	L1M030	AHU Fan Shutdown	—	Miguel E Mejia R	03/07/2023	Passed
6	3FL	3FL SPF-S-3 Fan Shut Down	L1M071	AHU Fan Shutdown	—	Miguel E Mejia R	03/07/2023	Passed

CO DETECTOR

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
1	1FL	1FL By Bathroom CO Detector	L1M055	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
2	1FL	1FL By Kitchen CO Detector	L1M054	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
3	1FL	1FL By Stair F CO detector	L1M052	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
4	1FL	1FL Cafeteria CO detector	L1M051	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
5	1FL	1FL Corridor by Elevator CO Detector	L1M050	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
6	1FL	1FL Corridor by Stair	L1M091	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
7	1FL	1FL Lobby CO detector	L1M090	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
8	1FL	1FL Stair D CO Detector	L1M053	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
9	3FL	3FL Corridor By Class Room CO detector #1	L1M057	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed



CO DETECTOR

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
10	3FL	3FL Corridor By Class Room CO detector #2	L1M058	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
11	3FL	3FL Corridor By Class Room CO detector #3	L1M059	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
12	3FL	3FL Corridor by Elevators CO detector	L1M081	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
13	1FL	3FL Corridor By I.T. Room CO Detector	L1M056	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
14	3FL	3FL Corridor by Room 302 CO detector	L1M087	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
15	3FL	3FL Corridor by Room 307 CO detector	L1M086	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
16	3FL	3FL Corridor by Room 315 CO detector	L1M083	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
17	3FL	3FL Corridor by Room 316 CO detector	L1M085	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
18	3FL	3FL Corridor by Room 318 CO detector	L1M084	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
19	3FL	3FL Corridor by Room 326 CO detector	L1M082	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
20	3FL	3FL Corridor by Room 327 CO detector	L1M080	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
21	3FL	3FL Corridor by Room 337 CO detector	L1M089	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
22	3FL	3FL Corridor by Room 341 CO detector	L1M088	CO Detector	—	Miguel E Mejia R	03/07/2023	Passed
23	3FL	3rd floor by corr stair C	L1M060	CO Detector	—	Max Bissoondial	03/07/2023	Passed
24	3FL	3rd floor corr by stair C number 2	L1M061	CO Detector	—	Max Bissoondial	03/07/2023	Passed
25	3FL	3rd floor corridor by bathroom	L1M062	CO Detector	—	Max Bissoondial	03/07/2023	Passed

CONTROL MODULE

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
1	1FL	1FL Horn/Strobe Circuit A	L1M037	Control Module	—	Miguel E Mejia R	03/07/2023	Passed
2	1FL	1FL Horn/Strobe Circuit B	L1M038	Control Module	—	Miguel E Mejia R	03/07/2023	Passed
3	3FL	3FL Horn/Strobe Circuit A	L1M039	Control Module	—	Miguel E Mejia R	03/07/2023	Passed
4	3FL	3FL Horn/Strobe Circuit B	L1M040	Control Module	—	Miguel E Mejia R	03/07/2023	Passed
5	3FL	3FL Horn/Strobe Circuit C	L1M041	Control Module	—	Miguel E Mejia R	03/07/2023	Passed



CONTROL MODULE

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
6	3FL	3FL Horn/Strobe Circuit D	L1M042	Control Module	—	Miguel E Mejia R	03/07/2023	Passed

DOOR HOLDER

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
1	3FL	3FL I.T. Room Door Release	L1M094	Door Holder	—	Miguel E Mejia R	03/07/2023	Passed

DUCT DETECTOR

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
1	1FL	1FL Bathroom FSD	L1S029	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered
2	1FL	1FL by Stair F FSD	L1S022	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered
3	1FL	1FL Closet #1 FSD	L1S023	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered
4	1FL	1FL Closet#2 FSD	L1S025	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered
5	1FL	1FL GYM Area #1 FSD	L1S031	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered
6	1FL	1FL GYM Area #2 FSD	L1S032	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered



DUCT DETECTOR								
#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
7	1FL	1FL GYM Area #3 FSD	L1S033	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered
8	1FL	1FL GYM Area #4 FSD	L1S034	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered
9	1FL	1FL GYM Area #5 FSD	L1S035	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered
10	1FL	1FL GYM Area #6 FSD	L1S036	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered
11	1FL	1FL GYM Entry#1 FSD	L1S024	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered
12	1FL	1FL GYM FSD	L1S021	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered
13	1FL	1FL Storage Room FSD #1	L1S026	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered
14	1FL	1FL Storage Room FSD #2	L1S027	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered



DUCT DETECTOR

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
15	1FL	1FL Storage Room FSD #3	L1S028	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered
16	3FL	3FL MAU-1 Return	L1S057	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered
17	3FL	3FL MAU-1 Supply	L1S056	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered
18	3FL	3FL MAU-2 Return	L1S059	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered
19	3FL	3FL MAU-2 Supply	L1S058	Duct Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Differential Test								Not Answered
Device Cleaned								Not Answered

HEAT DETECTOR

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
1	1FL	1FL Kitchen	L1S004	Heat Detector	—	Dong Jin Park	03/07/2023	Passed

MONITOR DEVICE

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
1	1FL	Alarm to Building FACP	L1M018	Monitor Device	—	Miguel E Mejia R	03/07/2023	Passed
2	1FL	Booster Power Supply Common Trouble	L1M045	Monitor Device	—	Miguel E Mejia R	03/07/2023	Passed
3	Cellar	Cellar 24Volt Power Loss	L1M023	Monitor Device	—	Miguel E Mejia R	03/07/2023	Passed
4	1FL	Purge Key Active	L1M036	Monitor Device	—	Miguel E Mejia R	03/07/2023	Passed



PULL STATION

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
1	1FL	1FL Exit to Building (By kitchen)	L1M003	Pull Station	—	Miguel E Mejia R	03/07/2023	Passed
2	1FL	1FL Exit to Building (Stair D)	L1M004	Pull Station	—	Miguel E Mejia R	03/07/2023	Passed
3	1FL	1FL Main Entrance	L1M005	Pull Station	—	Miguel E Mejia R	03/07/2023	Passed
4	1FL	1FL Stair F Lobby	L1M001	Pull Station	—	Miguel E Mejia R	03/07/2023	Passed
5	1FL	1FL Stair F Lobby	L1M002	Pull Station	—	Miguel E Mejia R	03/07/2023	Passed
6	3FL	3FL Corridor	L1M020	Pull Station	—	Miguel E Mejia R	03/07/2023	Passed
7	3FL	3FL Stair C	L1M019	Pull Station	—	Miguel E Mejia R	03/07/2023	Passed
8	3FL	3FL Stair D	L1M021	Pull Station	—	Miguel E Mejia R	03/07/2023	Passed
9	3FL	3FL Stair F	L1M022	Pull Station	—	Miguel E Mejia R	03/07/2023	Passed

RELAY MODULE

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
1	1FL	1FL SPF-S-1 Damper Status Relay	L1M014	Relay Module	—	Miguel E Mejia R	03/07/2023	Passed
2	1FL	1FL SPF-S-1 Fan Status Relay	L1M010	Relay Module	—	Miguel E Mejia R	03/07/2023	Passed
3	3FL	3FL SPF-S-2 Damper Status Relay	L1M035	Relay Module	—	Miguel E Mejia R	03/07/2023	Passed
4	3FL	3FL SPF-S-2 Fan Status Relay	L1M031	Relay Module	—	Miguel E Mejia R	03/07/2023	Passed
5	3FL	3FL SPF-S-3 Damper Status Relay	L1M074	Relay Module	—	Miguel E Mejia R	03/07/2023	Passed
6	3FL	3FL SPF-S-3 Fan Status Relay	L1M072	Relay Module	—	Miguel E Mejia R	03/07/2023	Passed
7	1FL	Elevator recall	L1M064	Relay Module	—	Max Bissoondial	03/07/2023	Passed

SMOKE DETECTOR

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
1	1FL	1FL Above FACP	L1S001	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
2	1FL	1FL Bike Storage	L1S008	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
3	1FL	1FL Cafeteria #1	L1S005	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered



SMOKE DETECTOR

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
4	1FL	1FL Cafeteria #2	L1S007	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
5	1FL	1FL Cafeteria #3	L1S067	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
6	1FL	1FL Elev Lobby	L1S002	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
7	1FL	1FL GYM #1	L1S011	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
8	1FL	1FL GYM #2	L1S012	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
9	1FL	1FL Janitor Closet	L1S010	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
10	1FL	1FL Main Office	L1S018	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
11	1FL	1FL Meeting Room	L1S017	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
12	1FL	1FL Nurse Suite	L1S020	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
13	1FL	1FL Office	L1S019	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered



SMOKE DETECTOR

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
14	1FL	1FL Storage	L1S009	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
15	3FL	3FL Closet #1	L1S044	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
16	3FL	3FL Closet #2	L1S048	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
17	3FL	3FL Electrical Closet	L1S047	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
18	3FL	3FL Elevator Lobby	L1S039	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
19	3FL	3FL IT Room	L1S040	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
20	3FL	3FL Janitor Closet #1	L1S041	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
21	3FL	3FL Janitor's Closet #2	L1S050	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
22	3FL	3FL Library	L1S051	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
23	3FL	3FL Mechanical Room	L1S070	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered



SMOKE DETECTOR

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
24	—	3rd Floor Hallway next to printer room		Smoke Detector	—	Miguel E Mejia R	03/13/2023	Failed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
Notes: • Needs to be del								
Reason for failure: (Functional Failure, Visual Failure) No smoke on base no trouble on panel								
25	Cellar	Cellar Elevator Control Room	L1S069	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
26	3FL	Top of Elevator Shaft	L1S068	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered
27	3FL	Top of Stair F	L1S055	Smoke Detector	—	Dong Jin Park	03/07/2023	Passed
Sensitivity Range								Not Answered
Sensitivity Value								Not Answered
Device Cleaned								Not Answered

TAMPER SWITCH

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
1	1FL	1FL Bike Storage Tamper	L1M016	Tamper Switch	—	Miguel E Mejia R	03/07/2023	Passed
2	3FL	3FL Stair D Tamper		Tamper Switch	—	Miguel E Mejia R	03/07/2023	Passed

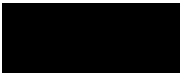
WATER FLOW SWITCH

#	LOCATION	DESCRIPTION	ADDRESS	DEVICE TYPE	BARCODE	INSPECTOR	DATE OF TEST	RESULT
1	1FL	1FL Bike Storage Water Flow	L1M017	Water Flow Switch	—	Miguel E Mejia R	03/07/2023	Passed
Time Delay (in seconds)								Not Answered
2	3FL	3FL Stair D waterflow		Water Flow Switch	—	Miguel E Mejia R	03/07/2023	Passed
Time Delay (in seconds)								Not Answered

Notification Devices

There are no devices contained in this section



Inspector Signature		Inspector Name	Miguel Mejia	DATE	03/13/2023
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APPENDICES





FLATBUSH ASCEND
LOWER SCHOOL



FLATBUSH ASCEND
MIDDLE SCHOOL

Flatbush Ascend Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

By Jonathan Masci

123 Linden Boulevard, Brooklyn, NY 11226

718-744-6099

347-941-1140

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Jonathan Masci, Senior Manager of Strategic Initiatives for Ascend Learning, prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Emmanuel Fordjour	Co-Chair	Hiring, Nominating
Gamal Walker	Co-Chair, Interim Treasurer	Finance
Janai Jeter	Secretary	Academic, Hiring
Jackie Wilson	Trustee	Hiring, Nominating
Courtenaye Jackson	Trustee	
Gaby Ramos-Solomon	Trustee	
Anthony Rose	Trustee	
Taiesha Seales	Trustee	

S'Ken Evans has served as interim principal of the lower and middle schools since September 2023.

SCHOOL OVERVIEW

Flatbush Ascend Charter School (Flatbush Ascend) opened in 2019. Ascend schools exist to serve every student – to help them embody their inherent excellence by providing rich, joyful learning experiences that unlock a life of boundless choice. Our schools honor, nurture, and challenge the whole child. We foster critical thinking skills and a love of learning through our inquiry-based learning approach, Responsive Classroom model, and anti-racist education. We are deeply committed to advancing educational equity for all of our students. In school year 2022-23 (SY23), Flatbush Ascend served students in grades K-4. As of BEDS Day in SY23, Flatbush Ascend enrolled 243 students.

Flatbush Ascend is located in New York City Community School District 17 (CSD 17). In SY23, 93 percent of Flatbush Ascend students were eligible for free and reduced-price lunch, 94.3 percent were black or Latino, 7 percent were special education students, and 1.2 percentage were multilingual learners (MLLs).

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
2020-21	46	42	21											109
2021-22	45	53	45	25										168
2022-23	63	56	48	52	24									243

GOAL 1: ENGLISH LANGUAGE ARTS

Flatbush Ascend Charter School students will meet grade level expectations in English.

BACKGROUND

As a network committed to diversity, equity, inclusion, and anti-racism (DEIA), we are driven to eradicate illiteracy to enable lives of boundless choice for all of our students. These shifts revolve around three pillars:

1. *Complexity*: Daily practice with complex text and its academic language.
2. *Evidence*: Daily reading, writing, and speaking grounded in evidence from text, both literary and informational.
3. *Knowledge building*: Building knowledge in each unit through content-rich nonfiction.

In the 2022-23 school year, Ascend began a shift toward Science of Reading-based curricular materials, piloting several different programs including the Wilson Reading System and Success for All. Based on

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

the pilot results, starting in the 2023-24 school year, we will implement the Success for All program in foundational skills, including phonics, phonemic awareness, and shared stories in leveled groups. SFA's Kinder Phonics is a systematic, sequential phonics program that makes learning fun, fast, and easy. In addition to engaging instruction, students have daily opportunities to practice working on phonemic skills and strategies and apply what was learned when reading phonetically regular text. Kinder Phonics helps teachers develop confident, independent, strategic readers that are prepared for the first grade and beyond. SFA's FastTrack Phonics is a fun, fast-paced, and systematic phonics program that builds students' skills in phonemic awareness, letter-sound correspondence, and word-level blending and segmenting. It can be used with a range of learners: from beginners with little or no phonetic knowledge to students with more advanced skills. The lessons are appropriate for varied age groups, and they are flexible enough to be customized to the needs of a particular student, class, or group. During their 20-minute daily lessons, children master the basics of reading with phonemic awareness, letter-sound correspondence, word-level blending, and spelling practice. For teachers it provides detailed guides for each interactive session, making lesson planning a breeze. The program integrates direct teaching, using puppets, video, and colorful picture cards, with whole-class interaction and partner practice.

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. Additionally, read-aloud texts have been organized into themed text sets. Each set of texts has been carefully curated around a connecting idea, central theme, or study of a particular author, illustrator, or genre.

Also in the 2023-24 school year, we will expand our use of the Insight Humanities curriculum to grades K-6. Insight Humanities, created by Lavinia Group, is a multicultural, project-based curriculum that integrates reading, writing, and social studies. Teachers are provided with everything they need to successfully teach—a comprehensive unit overview, writing exemplars, scripted daily lesson plans, project samples, and booklists. All units are thematically linked to the content focus throughout the year and work backward from inquiry-based essential questions.

In the *Shared Text* component, implemented in grades 3-8, the teacher leads students to understand and then write about the deeper meaning of a short, complex text. Students then answer Common

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Core-style comprehension questions. Texts fall into a range of genres including fiction, non-fiction, and poetry.

Small group instruction is taught in small groups of students who are focused on common skills, 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, builds on learning in grades K-4 with continued use of the Insight Humanities curriculum. Using a diverse selection of engaging texts, students apply their close reading skills with the goal of arriving at the deepest level of meaning. This program provides students with multiple opportunities to practice their reading skills in different contexts, so they exceed standards of 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, a social justice unit focused on either a narrative, informational, or opinion text was added to each grade. In SY22, the ELA reading list was adjusted to increase student exposure to a diverse range of characters and authors, and project-based learning components were added to every grade.

In SY22, we adopted Renaissance Learning to reinvigorate our independent reading initiative. With the support of teachers, students are expected to select and read choice books throughout the day and each evening. Renaissance Learning provides metrics that can be used by families, students, teachers, and schools to track and target support as students explore new topics and stories. In addition to physical libraries, students will have access to nonfiction, fiction, and leveled current events.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam Number of Students Tested and Not Tested

Grade		Not Tested	
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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Total Tested	Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Total Enrolled
3	46	0	6	0	0	0	1	53
4	23	0	1	0	0	0	0	24
All	69	0	7	0	0	0	1	77

Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	46	21	45.7%	36	17	47.2%
4	23	16	69.6%	15	11	73.3%
All	69	37	53.6%	51	28	54.9%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	47.2%	36	43.9%	640
4	73.3%	15	50.2%	669
All	54.9%	51	47.1%	1309

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	95.2%	52.4	29.9	1.22
All	95.2%	52.4	29.9	1.22

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁴ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

Ascend schools evaluate student growth and achievement using our internal benchmark assessments. In school year 2022-23, five benchmark assessments were administered throughout the year. Students are assessed on *mastery*, which requires that a student score at least 80% correct.

Overall, benchmark performance stayed essentially flat from the beginning to the end of the year. In particular, students in grades 1, 2, and 4 showed growth, while students in kindergarten experienced a decrease in performance.

Grades	BM1	BM3	BM5
K	33.3%	28.1%	0.0%
1	26.4%	49.1%	43.1%
2	47.8%	21.3%	57.5%
3	0.0%	12.2%	3.9%
4	0.0%	22.7%	20.8%
FACS	24.0%	27.7%	23.5%

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Internally developed

SUMMARY OF THE ELA GOAL

The school met the comparative measures, but did not meet the absolute measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not meet
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a	Met

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

On measure 4, students in grade 4 significantly outperformed their district peers, while the margin among grade 3 students was smaller. Harmonization of the ELA curriculum as described in the Background section will contribute to greater consistency in performance across grades.

ADDITIONAL CONTEXT AND EVIDENCE

Ascend takes data and testing integrity seriously. In school year 2023, we formed the Academic Outcomes Team (AOT) and hired for the position of Director of Academic Operations. Together, this role and AOT work together to ensure that consistent exam security procedures are implemented across the network. These measures include custody logging for testing materials, technology restrictions for staff in testing rooms, and consistent staffing within each testing location.

ELA ACTION PLAN

At Ascend, we believe that literacy is a critical social justice issue, and we focus our efforts accordingly. As discussed above in the "Background" section, we are continuing our work to integrate the Science of Reading into our literacy instruction. This includes fully implementing the Success for All program in foundational skills across our lower schools. We will also utilize the Insight Humanities curriculum in grades K-6, the Close Reading Mastery program in grades 2-8, and Fishtank ELA in grades 7-11.

GOAL 2: MATHEMATICS

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

BACKGROUND

Instructional shifts in math in school year 2023-24 will revolve around the following three pillars:

1. *Problem-based approach: Create moments of active instruction, where students are doing most of the thinking and mental lift in the classroom.*
2. *Discourse: Develop procedural fluency and conceptual understanding through the discussion of ideas between students.*
3. *Rigor: Work that sets the bar for ensuring tasks and learning focus around procedural fluency, conceptual understanding, and application.*

The math curriculum features *Cognitively Guided Instruction (CGI)*. CGI has significantly improved performance at many leading New York City charter schools.

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Across the K-8 math curriculum, Ascend has introduced the TEACH Culturally Responsive Mathematics Teaching (CRMT) framework. This framework centers math instruction around knowing and valuing every learner and is designed to ensure that every student can not only enjoy success with math, but also see math as a tool they can use to examine the world. The teaching and learning team has embedded principles of the CRMT into lower and middle school math curricula and provides a lesson analysis tool with each unit guide to help teachers apply these CRMT principles in their lesson plans and teaching practices.

Across grades K-5, Ascend will implement Illustrative Math as our core program. The Illustrative Mathematics curriculum offers a rigorous, engaging, and comprehensive program that fosters a deep understanding of math concepts and encourages critical thinking. Aligned with Common Core State Standards, it provides a logical progression of ideas from grade to grade, forming a robust foundation for future studies and life skills. This curriculum highlights math's practical relevance and encourages student-led learning, promoting active engagement and inclusivity for all students, regardless of their background or previous math experience. It includes diverse activities and assessments to address individual student needs, ensuring every student can flourish and reach their mathematical potential. Each lesson offers support for all learners, incorporating challenge questions for advanced students, and differentiated instruction for ELL/MLL students and those with learning differences.

All students in grades K-8 will also develop foundational skills in math fluency, such as number stories in K-4.

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 also reinforce fluency; students practice math routines to build automaticity in computation.

Students also have daily practice with math routines that reinforce fluency; students practice math routines to build automaticity and efficiency in computation.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	46	0	7	0	0	0	0	N/A	53
4	23	0	1	0	0	0	0	N/A	24
All	69	0	8	0	0	0	0	N/A	77

Performance on 2022-23 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	46	28	60.9%	36	24	66.7%
4	23	18	78.3%	15	13	86.7%
All	69	46	66.7%	51	37	72.5%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2022-23 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	66.7%	36	55.4%	650
4	86.7%	15	51.1%	679
All	72.5%	51	53.2%	1329

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	95.2%	66.7	29.6	1.90
All	95.2%	66.7	29.6	1.90

Math Measure 5 - Growth

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

Ascend schools evaluate student growth and achievement using our internal benchmark assessments. In school year 2022-23, five benchmark assessments were administered throughout the year. Students are assessed on *mastery*, which requires that a student score at least 80% correct.

Across grades, benchmark performance decreased throughout the year.

Grades	BM1	BM3	BM5
K	88.7%	4.9%	6.4%
1	39.6%	20.8%	4.0%
2	14.9%	4.3%	12.8%
3	14.0%	20.8%	10.2%
4	30.4%	29.2%	33.3%
FACS	41.3%	14.2%	10.7%

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **Internally developed**

SUMMARY OF THE MATHEMATICS GOAL

The school met the comparative measures, but did not meet the absolute measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Did not meet
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

On measure 3, students in grade 4 significantly outperformed their district peers, while in grade 3 the margin was smaller. Harmonization of the math curriculum as described in the Background section will contribute to greater consistency in performance across grades.

ADDITIONAL CONTEXT AND EVIDENCE

Ascend takes data and testing integrity seriously. In school year 2023, we formed the Academic Outcomes Team (AOT) and hired for the position of Director of Academic Operations. Together, this role and AOT work together to ensure that consistent exam security procedures are implemented across the network. These measures include custody logging for testing materials, technology restrictions for staff in testing rooms, and consistent staffing within each testing location.

MATHEMATICS ACTION PLAN

As discussed above in the "Background" section, Ascend is making three conceptual shifts in math instruction going into the 2023-24 school year, centering our professional development on developing a problem-based approach, discourse to develop fluency, and rigor of instruction. The Illustrative Math program used across K-5 and 9-11 will increase consistency of instruction, with a plethora of materials available to teachers to best support all learners. Amplify Math in grades 6-8 and AP Precalculus and Calculus in grade 12 will provide a coherent trajectory that reinforces the development of core math skills needed to ensure a life of boundless choice.

GOAL 3: SCIENCE

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

BACKGROUND

Since SY19, K-8 science units have been 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).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Designed to engage scholars in inquiry-based tasks that promote a deep conceptual understanding of grade-level standards, science instruction 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 with 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 act on social justice issues.

In SY21, Ascend began offering a Living Environment Regents course to 8th grade students at all of our middle schools. Earning a Regents credit in 8th grade empowers students to take more advanced science classes in high school, setting them up for success as they compete with peers across the state. This transition aligns with New York State's mission of preparing science students for college and career readiness in STEM fields.

Beginning in SY23, we piloted two new middle school science components. First, we are using OpenSciEd in grades 6 and 7. Second, we offer a computer science elective.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school did not administer the New York State Testing Program science assessment during the 2022-23 school year. The Grade 4 assessment was canceled at the state level.

Charter School Performance on 2022-23 State Science Exam By Students Enrolled in At Least Their 2nd Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	0	N/A	N/A
All	0	N/A	N/A

Science Measure 2 - Comparative

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

This measure cannot be evaluated as the school did not administer the science assessment.

2022-23 State Science Exam

Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	0	N/A	N/A	N/A	N/A	N/A
All	0	N/A	N/A	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The standard measures cannot be evaluated as the school did not administer the New York State Testing Program science assessment.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

EVALUATION OF THE SCIENCE GOAL

The standard measures cannot be evaluated as the school did not administer the New York State Testing Program science assessment.

ADDITIONAL CONTEXT AND EVIDENCE

Ascend takes data and testing integrity seriously. In school year 2023, we formed the Academic Outcomes Team (AOT) and hired for the position of Director of Academic Operations. Together, this role and AOT work together to ensure that consistent exam security procedures are implemented across the

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

network. These measures include custody logging for testing materials, technology restrictions for staff in testing rooms, and consistent staffing within each testing location.

Ascend administers a science benchmark exam only in grades 5-8, so the school did not administer the benchmark.

ACTION PLAN

The cancellation of the grade 4 science assessment limits somewhat our insights into science performance. While 8th grades showed growth on the Living Environment Regents, the middle school did not demonstrate within-year growth on the internal benchmark assessments. We continue to evaluate our science curriculum as we look forward to the new grade 5 assessment this school year.

GOAL 4: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing ⁵

ADDITIONAL CONTEXT AND EVIDENCE

The school has maintained a "Good Standing" status during each year of the current Accountability Period.

⁵ This accountability status is preliminary.



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

Charter School Name:	Lefferts Gardens Ascend Charter School	▼
Audit Period:	2022-23	▼
Prior Period:	2021-22	▼
Report Due Date:	Wednesday, November 1, 2023	▼
School Fiscal Contact Name:	enter name	
School Fiscal Contact Email:	enter email address	
School Fiscal Contact Phone:	enter phone number	
School Audit Firm Name:	enter firm name	
School Audit Contact Name:	enter name	
School Audit Contact Email:	enter email address	
School Audit Contact Phone:	enter phone number	

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

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

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

ASSETS

2021-22

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LEFFERTS GARDENS ASCEND CHARTER SCHOOL

Statement of Activities

as of June 30, 2023

	2022-23			2021-22	
	Without Donor Restrictions	With Donor Restrictions	Total	Total	
REVENUE, GAINS AND OTHER SUPPORT					
Public School District					
Resident Student Enrollment	\$ 4,295,985		\$ 4,295,985	\$ 2,792,314	
Students with disabilities	362,628	-	362,628	231,188	
Grants and Contracts					
State and local	9,279	-	9,279	8,249	
Federal - Title and IDEA	530,678	-	530,678	111,837	
Federal - Other	578,441	-	578,441	595,996	
Other	-	-	-	-	
NYC DoE Rental Assistance	1,294,346	-	1,294,346	835,491	
Food Service/Child Nutrition Program	-	-	-	-	
TOTAL REVENUE, GAINS AND OTHER SUPPORT	7,071,357	-	7,071,357	4,575,075	
EXPENSES					
Program Services					
Regular Education	\$ 4,987,827	\$ -	\$ 4,987,827	\$ 5,372,979	
Special Education	1,381,866	-	1,381,866	302,835	
Other Programs	-	-	-	-	
Total Program Services	6,369,693	-	6,369,693	5,675,814	
Management and general	1,203,156	-	1,203,156	951,902	
Fundraising	-	-	-	-	
TOTAL OPERATING EXPENSES	7,572,849	-	7,572,849	6,627,716	
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(501,492)	-	(501,492)	(2,052,641)	
SUPPORT AND OTHER REVENUE					
Contributions					
Foundations	\$ 149,996	\$ -	\$ 149,996	\$ -	
Individuals	11,400	-	11,400	27	
Corporations	-	-	-	-	
Fundraising	-	-	-	-	
Interest income	24,829	-	24,829	1,032	
Miscellaneous income	-	-	-	2	
Net assets released from restriction	-	-	-	-	
TOTAL SUPPORT AND OTHER REVENUE	186,225	-	186,225	1,061	
CHANGE IN NET ASSETS	(315,267)	-	(315,267)	(2,051,580)	
NET ASSETS BEGINNING OF YEAR	(4,982,658)	-	(4,982,658)	(2,931,078)	
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-	
NET ASSETS END OF YEAR	\$ (5,297,925)	\$ -	\$ (5,297,925)	\$ (4,982,658)	

LEFFERTS GARDENS ASCEND CHARTER SCHOOL

Statement of Cash Flows

as of June 30, 2023

	2022-23	2021-22
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ -	\$ -
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ -	\$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ -	\$ -

LEFFERTS GARDENS ASCEND CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2023

		2022-23							2021-22	
		Program Services				Supporting Services				
No. of Positions		Regular	Special Education	Other Education	Total	Management		Total	Total	
		Education				Fund-raising	and General			
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	5.00	192,142	63,112	-	255,254	-	255,310	255,310	510,564	540,621
Instructional Personnel	24.00	1,651,591	456,653	-	2,108,244	-	-	-	2,108,244	1,717,422
Non-Instructional Personnel	1.00	-	-	-	-	-	11,422	11,422	11,422	24,617
Total Salaries and Staff	30.00	1,843,733	519,765	-	2,363,498	-	266,732	266,732	2,630,230	2,282,660
Fringe Benefits & Payroll Taxes		327,767	105,454	-	433,221	-	54,116	54,116	487,337	414,464
Retirement		5,564	1,828	-	7,392	-	938	938	8,330	34,513
Management Company Fees		274,170	50,347	-	324,517	-	466,988	466,988	791,505	512,694
Legal Service		-	-	-	-	-	-	-	-	-
Accounting / Audit Services				-	-	-		-	-	3,535
Other Purchased / Professional / Consulting Services		435,848	51,669	-	487,517	-	44,860	44,860	532,377	191,873
Building and Land Rent / Lease / Facility Finance Interest		19,923	6,544	-	26,467	-	3,358	3,358	29,825	2,485,225
Repairs & Maintenance		64,461	21,173	-	85,634	-	10,866	10,866	96,500	-
Insurance		22,854	7,495	-	30,349	-	3,838	3,838	34,187	19,151
Utilities		1,404,398	461,298	-	1,865,696	-	236,728	236,728	2,102,424	-
Supplies / Materials		228,631	40,217	-	268,848	-	48,059	48,059	316,907	272,697
Equipment / Furnishings		8,725	2,866	-	11,591	-	1,471	1,471	13,062	37,738
Staff Development		25,418	6,390	-	31,808	-	10,546	10,546	42,354	19,162
Marketing / Recruitment		6,657	2,007	-	8,664	-	913	913	9,577	6,767
Technology		131,472	43,062	-	174,534	-	22,098	22,098	196,632	116,753
Food Service		20,698	6,731	-	27,429	-	3,410	3,410	30,839	1,955
Student Services		251	82	-	333	-	42	42	375	23,150
Office Expense		2,333	766	-	3,099	-	393	393	3,492	2,523
Depreciation		141,836	46,588	-	188,424	-	23,908	23,908	212,332	156,361
OTHER		23,088	7,584	-	30,672	-	3,892	3,892	34,564	46,495
Total Expenses		\$ 4,987,827	\$ 1,381,866	\$ -	\$ 6,369,693	\$ -	\$ 1,203,156	\$ 1,203,156	\$ 7,572,849	\$ 6,627,716



Certificate of Occupancy

CO Number: 3116661-0000002

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. This document or a copy shall be available for inspection at the building at all reasonable times.

A.	Borough: BROOKLYN	
	Address: 123 LINDEN BLVD	
B.	Building Identification	
	Number(BIN): 3116661	
C.	Block Number: 5084	
	Lot Number(s): 84	
D.	Additional Lot Number(s):	
	Application Type: NB - NEW BUILDING	

This building is subject to this Building Code: 2014		
This Certificate of Occupancy is associated with job# 321228603-01		
Construction Classification: I-B: 2 HOUR PROTECTED - NON-COMBUST		
Building Occupancy Group classification: R-2 - RESIDENTIAL: APARTMENT HOUSES		
Multiple Dwelling Law Classification: HAEA		

No. of stories: 26	Height in feet: 287	No. of dwelling units: 467
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C.	Fire Protection Equipment: Fire Alarm System, Sprinkler System, Standpipe System	
D.	Parking Spaces and Loading Berths:	
	Open Parking Spaces: Not Available. Enclosed Parking Spaces: 293. Total Loading Berths: Not available	

E.	This Certificate is issued with the following legal limitations:	
	Restrictive Declaration: 2017000422958, 2017000422957 Zoning Exhibit: 2017000422960, 2017000439208, 2017000422961, 2017000422968 BSA Calendar Number(s): None CPC Calendar Number(s): None	

Borough Comments:	
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rough Commissioner

Commissioner

Acting Commissioner of Buildings



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type
Cellar	S-2	4	OG	2B		321228603	Final
Description of Use:	Parking Garage ACCESSORY ATTENDED PARKING FOR 77 SPACES (24 HOURS, 7 DAYS A WEEK ATTENDANT) Exceptions:						
Cellar	F-2	14	OG	2B		321228603	Final
Description of Use:	Mechanical and/or electrical equipment rooms GAS, WATER & ELECTRIC METER RMS. FIRE PUMP RM, DETENTION TANK, COMPACTOR RM, JANITORS RM. EMR, ATS & IT RMS. STORAGE Exceptions:						
Cellar	R-2	159	OG	2B		321228603	Final
Description of Use:	Apartment House LAUNDRY ROOM, FITNESS ROOM, GAME ROOMS, ART STUDIO, SCREEN ROOM, BUSINESS CENTER, PARTY ROOM, SUPERS OFFICE & WORK SHOP, PET ROOM. Exceptions:						
Cellar	R-2	100	OG	2B	N/A	321228603	Final
Description of Use:	Apartment House SPA, STEAM & SAUNA ROOMS, LOUNGE & WOMENS LOCKER ROOMS, LOUNGE MEN AND WOMENS LOCKER ROOMS, STORAGE, POOL, MECHANICAL ROOM. Exceptions:						
Cellar	R-2	54	OG	2B		321228603	Final
Description of Use:	Apartment House SWIMMING POOL Exceptions:						
Floor 1	F-2	4	100	2B		321228603	Final
Description of Use:	Mechanical and/or electrical equipment rooms KITCHEN, BIKE STORAGE, STORAGE Exceptions:						
Floor 1	B	6	100	4A		321228603	Final
Description of Use:	Offices MAIN OFFICE, OFFICE, METING ROOM & NURSE SUITE Exceptions:						
Floor 1	A-3	179	100	2B		321228603	Final

DOCUMENT CONTINUES ON NEXT PAGE

	<div> <div> Description of Cafeteria - school up to grade 12 EDU </div> <div> CAETERIA </div> <div> Exceptions: </div> </div>
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Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type
Floor 1	A-3	350	100	2B		321228603	Final
Description of Use:	Health Club/ Gym/ Fitness Center GYM			Exceptions:			
Floor 2	S-2	4	100	2B,4C		321228603	Final
Description of Use:	Parking Garage ACCESSORY ATTENDED PARKING - 158 SPACES (24 HOURS, 7 DAYS A WEEK ATTENDANT)			Exceptions:			
Floor 2	F-2	NA	75	2B		321228603	Final
Description of Use:	Mechanical and/or electrical equipment rooms GENERATOR ROOM			Exceptions:			
Floor 3	F-2	6	75	2b		321228603	Final
Description of Use:	Mechanical and/or electrical equipment rooms MECHANICAL ROOM			Exceptions:			
Floor 3	E	292	100	3A		321228603	Final
Description of Use:	Schools COMMUNITY FACILITY - SCHOOL			Exceptions:			
Floor 4	R-2	417	100	2B		321228603	Final
Description of Use:	Apartment House TENANT LOUNGE(1246 SQ FT), KIDS RM(467 SQ FT), KIDS PLAYROOM, READ WORK SPACE, DOG RUN & OUTDOOR REC. AREA (279 PERSONS). ACCESSORY STORAGE, MECHANICAL ROOM			Exceptions:			
Floor 5	R-2	N/A	40	2A	24	321228603	Final
Description of Use:	Apartment House TWENTY FOUR (24) CLASS A DWELLING UNITS			Exceptions:			
Floor 6	R-2	N/A	40	2A	24	321228603	Final
Description of Use:	Apartment House			Exceptions:			

DOCUMENT CONTINUES ON NEXT PAGE

TWENTY FOUR (24) CLASS A DWELLING UNITS



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type
Floor 7	R-2	N/A	40	2A	24	321228603	Final
Description of Use:	Apartment House TWENTY FOUR (24) CLASS A DWELLING UNITS				Exceptions:		
Floor 8	R-2	N/A	40	2A	24	321228603	Final
Description of Use:	Apartment House TWENTY FOUR (24) CLASS A DWELLING UNITS				Exceptions:		
Floor 9	R-2	N/A	40	2A	24	321228603	Final
Description of Use:	Apartment House TWENTY FOUR (24) CLASS A DWELLING UNITS				Exceptions:		
Floor 10	R-2	N/A	40	2A	24	321228603	Final
Description of Use:	Apartment House TWENTY FOUR (24) CLASS A DWELLING UNITS				Exceptions:		
Floor 11	R-2	N/A	40	2A	24	321228603	Final
Description of Use:	Apartment House TWENTY FOUR (24) CLASS A DWELLING UNITS				Exceptions:		
Floor 12	R-2	N/A	40	2A	24	321228603	Final
Description of Use:	Apartment House TWENTY FOUR (24) CLASS A DWELLING UNITS				Exceptions:		
Floor 13	R-2	N/A	40	2A	24	321228603	Final
Description of Use:	Apartment House TWENTY FOUR (24) CLASS A DWELLING UNITS				Exceptions:		
Floor 14	R-2	N/A	40	2A	24	321228603	Final
Description of Use:	Apartment House TWENTY FOUR (24) CLASS A DWELLING UNITS				Exceptions:		

Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type
Floor 15	R-2	N/A	40	2A	24	321228603	Final
Description of Use: Apartment House							
TWENTY FOUR (24) CLASS A DWELLING UNITS							
Exceptions:							
Floor 16	R-2	N/A	40	2a	24	321228603	Final
Description of Use: Apartment House							
TWENTY FOUR (24) CLASS A DWELLING UNITS							
Exceptions:							
Floor 17	R-2	N/A	40	2A	24	321228603	Final
Description of Use: Apartment House							
TWENTY FOUR (24) CLASS A DWELLING UNITS							
Exceptions:							
Floor 18	R-2	N/A	40	2A	24	321228603	Final
Description of Use: Apartment House							
TWENTY FOUR (24) CLASS A DWELLING UNITS							
Exceptions:							
Floor 19	R-2	N/A	40	2A	24	321228603	Final
Description of Use: Apartment House							
TWENTY FOUR (24) CLASS A DWELLING UNITS							
Exceptions:							
Floor 20	R-2	N/A	40	2A	24	321228603	Final
Description of Use: Apartment House							
TWENTY FOUR (24) CLASS A DWELLING UNITS							
Exceptions:							
Floor 21	R-2	N/A	40	2A	13	321228603	Final
Description of Use: Apartment House							
THIRTEEN (13) CLASS A DWELLING UNITS							
Exceptions:							
Floor 21	R-2	81	100	2B	321228603	Final	
Description of Use: Apartment House							
TERRACE & MECHANICAL ROOM							
Exceptions:							



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type
Floor 22	R-2	N/A	40	2b		321228603	Final
Description of Use:	Apartment House POOL TERRACE VESTIBULE				Exceptions:		
Floor 22	R-2	N/A	40	2A	14	321228603	Final
Description of Use:	Apartment House FOURTEEN (14) CLASS A DWELLING UNITS				Exceptions:		
Floor 23	R-2	N/A	40	2A	14	321228603	Final
Description of Use:	Apartment House FOURTEEN (14) CLASS A DWELLING UNITS				Exceptions:		
Floor 24	R-2	N/A	40	2A	14	321228603	Final
Description of Use:	Apartment House FOURTEEN (14) CLASS A DWELLING UNITS				Exceptions:		
Floor 25	R-2	N/A	40	2A	14	321228603	Final
Description of Use:	Apartment House FOURTEEN (14) CLASS A DWELLING UNITS				Exceptions:		
Floor 26	R-2	N/A	40	2A	14	321228603	Final
Description of Use:	Apartment House FOURTEEN (14) CLASS A DWELLING UNITS				Exceptions:		
Roof	R-2	150	100	2B		321228603	Final
Description of Use:	Apartment House ELEVATOR AND STAIRS BULKHEADS, MECHANICAL ROOMS, TENANT AMENITY AREA				Exceptions:		

CofO Comments: FOUR HUNDRED SIXTY SEVEN (467) CLASS A DWELLING UNITS & COMMUNITY FACILITY. THIS CERTIFICATE SHALL BE CONSIDERED A CERTIFICATE OF COMPLIANCE OR OCCUPANCY UNDER SECTION 30 OF THE MULTIPLE DWELLING LAW, THIS BUILDING WILL BE BUILT PURSUANT TO SEC 28-00 ZONING RESOLUTION. THIS ZONING LOT CONSISTS OF LOT 82, 84, 61 & 42. THIS PREMISES HAVE BEEN DECLARED TO BE SUBJECT TO THE PROVISIONS OF SECTION 12-10 ZONING RESOLUTION AS TO ZONING LOT OWNERSHIP AS WITH THE CITY REGISTERS OFFICE CRFN #2017000422960, 2017000439208, 2017000422961, 2017000422968 293 PARKING SPACES- 280 FOR RESIDENTIAL, 13 FOR AMBULATORY DIAGNOSTIC

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Commissioner

[Redacted]

Acting Commissioner of Buildings

Borough Commissioner

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Ascend Public Charter Schools

School Year Calendar 2022-23

July 1	New Ops Staff Start (Onboarding)
July 4 - 5	No school — Independence Day (observed)
July 6 - 8	New Operations Institute
July 11 - 15	All Operations Institute
July 18 - 29	Leader Institute
August 1	New Staff Admin & Tech Day
August 3 - 5	New Teacher Institute
August 8 - 11	All Staff Institute
August 12 - 18	On-site school PD and classroom prep
August 19	No school — Wellness Day
August 22	1st Day of School: K, 1, 5, 8, 9, 12 (12:30 pm dismissal for students)
August 25	1st Day of School: 2-4, 6-7, 10-11 (12:30 pm dismissal for students)
August 22 - 31	12:30 pm dismissal for scholars
September 1 - 2	12:30 pm dismissal for scholars
September 5	No school — Labor Day
October 10	No school — Indigenous People's Day
October 28	No school — Wellness Day
November 8	No school — Election Day
November 11	No school — Veterans Day
November 21-25	No school — Thanksgiving Holiday
December 19-30	No school — Mid-winter Break
January 2	No school — Mid-winter Break
January 3	No students — PD day
January 16	No school — Martin Luther King, Jr. Day
February 20 - 24	No school — Winter Break
March 20 - 24	No school — Spring Break
April 7 - 10	No school — Wellness Day
April 21	No students — PD day
May 29	No school — Memorial Day

June 12	12th Grade Graduation
June 14	Last Day of School for K-4 students (12:30 pm dismissal for students)
June 15	No K-4 students — K-4 PD day
June 16	Last Day of School for K-4 teachers
June 19	No school — Juneteenth
June 21	Last Day of School for 5-12 students (12:30 pm dismissal for students)
June 22	8th grade graduation
June 23	Last day for 5-12 teachers