

Application: Leadership Prep Bedford Stuyvesant

Lisa Chen - lisa.chen@leadershipprep.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Aug 1 2021

[Instructions](#)

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER SCHOOL 331300860901

a1. Popular School Name

Leadership Prep Bedford Stuyvesant

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

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #13 - BROOKLYN

d. DATE OF INITIAL CHARTER

7/2006

e. DATE FIRST OPENED FOR INSTRUCTION

8/2006

h. SCHOOL WEB ADDRESS (URL)

<https://nyc.uncommonschools.org/leadership-prep-bedstuy-elementary/>

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

1434

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

1160

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

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

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

Yes

12. NAME OF CMO/EMO AND ADDRESS

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

FACILITIES INFORMATION

m. FACILITIES

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

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

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	141 Macon Street, Brooklyn, NY 12216	718-636-0360	NYC CSD 13	K-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Arielle Snagg			
Operational Leader	Brittany Dolan			
Compliance Contact	Alejandro Montoya			
Complaint Contact	Alejandro Montoya			
DASA Coordinator	Brittany Dolan			
Phone Contact for After Hours Emergencies	Brittany Dolan			

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

Co-located Space

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

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

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

School Site 2

m2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	832 Marcy Avenue, 4th Floor Brooklyn, NY 11216	347-390-0300	NYC CSD 13	9-12	No

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Denarius Frazier			
Operational Leader	Deanna Jensen			
Compliance Contact	Lindsay Schilling			
Complaint Contact	Lindsay Schilling			
DASA Coordinator	Deanna Jensen			
Phone Contact for After Hours Emergencies	Deanna Jensen			

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

Co-located Space

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

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

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in student/family handbook	The school completed its annual revision of its student and family handbook in order to ensure compliance, clarify language for parents and students, and to reflect practice in schools.	June 16, 2021	N/A
2	Change in teacher/staff handbook	The school completed its annual revision of its employee handbook in order to ensure compliance and to best support all staff.	June 16, 2021	N/A
3				
4				
5				

More revisions to add?

No

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

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

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

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

Responses Selected:

Yes

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

Responses Selected:

Yes

Signature, Head of Charter School

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

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, featuring several large loops and a prominent 'Z' shape on the left side.

Date

Jul 28 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY

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

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

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

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

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

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

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

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

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

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

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

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

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

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Incomplete

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a

copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

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

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

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

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 1 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

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

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

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

20-21 Financial Disclosure Forms

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

Entry 7 BOT Membership Table

Completed Aug 1 2021

Instructions

Required of All charter schools

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

Entry 7 BOT Table

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

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

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Linton Mann III		Chair	Executive, Academic	Yes	4	06/01/2019	06/01/2022	5 or less
2	Brett Peiser		Trustee/Member	N/A	Yes	5	06/01/2019	06/01/2022	5 or less
3	Chrystal Stokes Williams		Trustee/Member	Audit, Advocacy	Yes	4	06/01/2020	06/01/2023	5 or less
4	Ekwutozia U. Nwabuzor		Trustee/Member	Executive, Academic	Yes	2	06/01/2019	06/01/2022	5 or less

5	John Greenstein		Trustee/Member	Finance, Advocacy	Yes	5	06/01/2020	06/01/2023	5 or less
6	John Kim		Trustee/Member	Finance	Yes	2	06/01/2019	06/01/2022	5 or less
7	Joseph F. Wayland		Trustee/Member	Executive, Finance	Yes	3	06/01/2019	06/01/2022	5 or less
8	Michael Hall		Trustee/Member	Advocacy	Yes	4	06/01/2018	06/01/2021	5 or less
9	Shakima Jones		Trustee/Member	Advocacy, Finance	Yes	3	06/01/2019	06/01/2022	5 or less

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

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	Tony Pasquariello		Vice Chair	Executive	Yes	4	06/01/2021	06/01/2024	5 or less
11	Jabali Sawiki		Trustee/Member	Academic	Yes	1	12/01/2019	06/01/2023	5 or less
12	Ann Mathews		Trustee/Member	Academic	Yes	2	06/01/2021	06/01/2024	5 or less
13									
14									
15									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	12
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	12

3. Number of Board meetings held during 2020-2021

5

4. Number of Board meetings scheduled for 2021-2022

4

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

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

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

Entry 9 Enrollment & Retention

Completed Aug 1 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	<ul style="list-style-type: none">All Uncommon Schools in New York City worked together on community outreach and enrollment efforts. By combining our efforts and sharing information about all of our schools at one time, we were able to reach far more students in New York City than if our schools worked independently.	

- Uncommon Schools NYC hosted a network-wide Community Day, in which all Uncommon Schools have come together to canvass across Brooklyn, while simultaneously partnering with community organizations to host events in some of our biggest Community School Districts.
- The School used a combined Uncommon Schools application that allowed families to apply to multiple Uncommon Schools with just one application. This made it easier for a family to learn about and access all of our schools and allows our schools to reach a broader population of students.
- In addition to the combined Uncommon Schools application, the School participated in the New York City Charter School Center's Common Application for all charter schools in NYC. By continuing to offer our application as part of the common application for all charter schools, we are able to reach an even broader population of students.
- The School sent out multiple mailings to prospective students throughout the year through Vanguard Direct, Inc., focusing on the zip codes near our schools that have the highest number of FRPL and ELL students. Materials were sent out in English and Spanish, and included a self-addressed, stamped envelope to limit the barrier to return the completed application.
- The School ran both English and Spanish language ads in the New York City Housing Authority

Economically Disadvantaged

Journal. On their website, the NYCHA Journal says they are “hand-delivered to each of the 178,000 apartments in NYCHA’s 334 public housing developments throughout the five boroughs.” It was also be distributed to more than 10,000 NYCHA employees, and mailed to elected officials and community leaders. It was also available through email subscription.

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

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

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

residents of these locations were aware of our school and have the necessary information and materials needed to apply.

- The School ran a digital advertisement campaign that targeted families that live in zip codes near our schools and that have a high number of FRPL eligible and ELL students.
- The School participated in education, health, and career fairs in our school neighborhoods to share information about individual schools and our admissions and application process.
- In order to continue efforts to widely disseminate information about our School to prospective families, this year, the School worked with broadcasting agency, Entercom to run advertisements on two popular NYC radio stations.

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

- Used Census tract data to create maps showing the distributions of the populations of the top five most spoken languages after English.
- Using these maps, we created community canvassing walks for the School to take to travel through those neighborhoods. On the walks, school staff and families visited local stores, organizations, shelters, and apartment buildings and hung flyers and left brochures and applications in English and

Spanish at each location. In addition, school staff spoke to residents along the way (in English and in Spanish) to spread the word about our schools.

- We will continue to translate all our outreach materials that are distributed by our schools.

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

- We utilized the New York City Charter School Center's Common Application, which is available to families in six different languages.

- We identified high priority local community organizations to reach out to, based on factors including location, age group served, and proximity to high non- English-speaking populations. Each organization received a call from the regional admissions office by a fluent Spanish speaking staff member and a mailing including brochures, flyers and applications in all relevant languages.

- We met with the Committee for Hispanic Children, a non-profit referral service which helps Hispanic families find daycares, schools and enrichment programs for their students, to ensure that they were aware of our schools as an option for their

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

English Language Learners

families and provided them with outreach materials that they could share with the families that they serve.

- A Spanish speaking staff member was available at our admissions office by phone and email 40 hours a week during student recruitment season.
- We took advantage of the DOE's Over-the-phone Interpretation Services, which allowed our school staff members to communicate with a parent with the assistance of an interpreter on the phone. This service increased our capacity to connect with families who speak a wider range of languages.
- We also know that families of our current ELL students are our best resource to reach new ELL students. All families at our schools will continue to receive applications to distribute to family and friends in English and Spanish. Families of ELL students will continue to receive extra applications. In addition, we worked to identify ELL families interested in volunteering to support student admissions efforts. These families met with a school staff member to learn about a variety of ways that they could get the word out about our schools and distribute applications to others. These families were encouraged to speak at their churches, or other local organizations to spread the word about our schools.
- We ran Spanish language ads with El Diario - a Spanish publication with the largest

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

readership increase than any other daily newspaper in New York. Uncommon Schools will also place bilingual advertisements in the NYCHA Journal and several neighborhood weekly publications throughout the student recruitment cycle.

- Uncommon Schools NYC ran Google and additional digital ads in Spanish so that families searching for information about schools in New York City in Spanish see ads for our school and be directed to our Spanish webpages and applications.
- Each applicant, whether they are selected in the lottery or placed on the waitlist, will receive a letter in both Spanish and English telling them the results of the lottery and the next steps to enrolling in the school.

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

- Identified and targeted all preschools that are certified to offer services to students with disabilities in our school communities. Head Starts will be included in this search, as they are mandated to serve a student body with at least 10% students with disabilities.
- Identified a list of preschools, Pre-K programs, and early childhood development centers that are high priority for our schools due to their location and student population. These high priority sites received calls,

Students with Disabilities

visits, and recruitment materials for both elementary and middle school.

- Worked to build strong connections with our Committee on Special Education to ensure they know we are an option for students, should they wish to recommend students to join us.
- Reached out to related service agencies that we work with/have worked with in the past, to talk about the supports we offer students and asked if they had any students who could be recommended to apply.
- Confirmed that application materials clearly stated that all students, including those with disabilities, are eligible to apply. This language appeared on our enrollment websites, Kindergarten and 5th grade lottery applications, waitlist applications for all grades, the brochures that were distributed to organizations and mail to 24,000 Brooklyn families, as well as in the presentations given at our information sessions.
- Our admissions office and school-based staff will continue to be trained on this question so that they could answer the concerns of any families of potential applicants with special needs who called in.
- Revised our admissions brochure to explicitly mention our high-quality intervention programs that our schools offer of tutoring and small group instruction.
- We created a one-page overview of Special Education

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

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

Services at Uncommon to share with prospective families.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>In accordance with our mission to prepare students for college, we want all of our students, including FRPL, ELL and students with disabilities, to stay with us through high school graduation. The School has had historically high levels of persistence for these sub-populations. We believe that creating high-quality educational program, hiring and training highly qualified teachers, and communicating regularly with families of all students has helped us to achieve high rates of persistence across our student body. We will continue to analyze our data to ensure that we are serving students from these populations as effectively as all other students and keeping them in our schools in the same numbers.</p>	<p>We will continue the efforts described at left in 2021 to ensure that high numbers of economically disadvantaged students are given the supports they need to persist in the School.</p>
English Language Learners	<p>See response for retention of economically disadvantaged students. In addition, each school has an English as a New Language teacher in its school, to more directly and completely ensure that students learning English are supported in the school and are provided with direct English instruction by a qualified teacher as needed.</p>	<p>We will continue the efforts described at left in 2021 to ensure that high numbers of ELL students are given the supports they need to persist in the School.</p>

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

Completed Aug 1 2021

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

A. TEACH System - Employee Clearance

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

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

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

B. Emergency Conditional Clearances

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

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

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

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

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

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

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

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

[Instructions](#)

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

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

Entry 13 School Calendar

Incomplete

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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

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

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

Entry 14 Links to Critical Documents on School Website

Completed Aug 1 2021

Instructions

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: Leadership Prep Bedford Stuyvesant

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://nyc.uncommonschools.org/wp-content/uploads/sites/7/2019/11/LPBS_UCC_2018-2019-Accountability-Plan-Progress-ReportSAORLeaderPreparBedforStuyveCharteSchool.pdf
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://nyc.uncommonschools.org/board-of-trustees/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://nyc.uncommonschools.org/board-of-trustees/
3. Link to NYS School Report Card	https://data.nysed.gov/profile.php?instid=800000059311
4. Lottery Notice announcing date of lottery	https://nyc.uncommonschools.org/enroll/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://nyc.uncommonschools.org/family-resources/
6. District-wide Safety Plan	https://nyc.uncommonschools.org/family-resources/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://nyc.uncommonschools.org/family-resources/
7. Authorizer-Approved FOIL Policy	https://nyc.uncommonschools.org/family-resources/
8. Subject matter list of FOIL records	https://nyc.uncommonschools.org/family-resources/

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

[INSTRUCTIONS](#)

Required of Regents-Authorized Charter Schools ONLY

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

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

**Leadership Prep Bedford Stuyvesant
Charter School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 6, 2021

By: Lucie Carlino

141 Macon Street
Brooklyn, NY 11216

832 Marcy Ave #1526,
Brooklyn, NY 11216

T. 718-636-0360

T. 347-390-0290

T. 347-390-0300

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Lucie Carlino, Director of School Support, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

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

Arielle Snagg has served as the principal of the Elementary Academy since 2020.

Roland Pope has served as the principal of the Middle Academy since 2020.

Denarius Frazier has served as the principal of Uncommon Charter Collegiate High School since 2019.

SCHOOL OVERVIEW

Leadership Prep Bedford Stuyvesant is a rigorous, college prep public school whose mission is to prepare all students to enter and succeed in college through effort, achievement, and the content of their character. In pursuit of its mission, the school successfully completed its 14th year of operation in June 2020. Leadership Prep Bedford Stuyvesant is organized into two academies: the Elementary Academy, serving students in grades K-4 and the Middle Academy, which serves students in grades 5-8. Uncommon Collegiate Charter High School (UCC) opened in August 2012. In August 2015, UCC joined LPBS as its 9-12 extension. At Uncommon Collegiate Charter High School (UCC), we prepare our students to enter, succeed in, and graduate from college by equipping them with extraordinary academic skills, a life-long passion for learning, and the values that define strong character.

Leadership Prep Bedford Stuyvesant's school design includes seven core components.

Focus on Literacy. Many of our students begin their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Leadership Prep Bedford Stuyvesant students, therefore, is tied to mastering this fundamental skill. In 2020-21, Leadership Prep Bedford Stuyvesant provided explicit instruction in literacy skills and inculcated the reading habit respective to grade span.

Grades K-4

- Scholars have nearly three hours of daily reading instruction, which includes a systematic decoding program (Reading Mastery), a teacher-designed reading comprehension curriculum, the use of the STEP Assessment, and daily read alouds.
- All classrooms are staffed with two teachers to ensure that the student-to-teacher ratio never exceeds 15:1.
- Students are expected to read for at least 15-20 minutes at home each night in Kindergarten and 1st grade, and for at least 30 minutes each night starting in 2nd grade.
- Students write in every class and use the Writer's Workshop method to cultivate creativity and voice.

Grades 5-8

- Scholars have two hours and a half hour of daily reading instruction.
- Scholars are required to read reading level-appropriate books during the summer.
- There is required, graded, written work in every class.
- Scholars are required to carry an independent reading book, checked out from our library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- STAR tested every student 3 times during the year to monitor progress and ensure that students were being challenged by independent reading books on their reading level

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

In the elementary and middle academies alike, K-8 families and scholars are expected to read together for 20 minutes each night as well.

Grades 9-12

- Scholars have two and a half hours of daily reading instruction.
- The curricula address five components of early literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- The foundation of our reading curriculum lies in four complementary, research-based programs – Direct Instruction (Reading Mastery); Riverdeep Destination Reading Program (computer program); reading comprehension instruction based on the lesson plans of other Uncommon Schools teachers; guided reading instruction based on the STEP assessment, and explicit vocabulary instruction through Text Talk (designed by noted vocabulary expert Isabel Beck). We incorporate these five components of early literacy to provide a rigorous reading education.

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

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

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

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. Prior to the scheduled New York State Social Studies, Mathematics, English Language Arts, and Science exams, Leadership Prep administered two internally aligned Interim Assessments (3 in ELA, 4 in Math). In the 9-11 Grades, students take quarterly interim assessments in all core subjects, four SAT Diagnostics annually, and the PSAT. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. These assessments were also administered during the COVID-19 closure, virtually.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Leadership Prep Bedford Stuyvesant teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Leadership Prep Bedford Stuyvesant also utilized the information to target content- and skills-driven tutoring and small-group instruction.

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

Make More Time. In order to provide students with a comprehensive, college preparatory education, Leadership Prep Bedford Stuyvesant has an extended school day and school year. For most students, the regular school day began at 7:15 A.M. and ended at 4:00 P.M. Leadership Prep Bedford Stuyvesant provides its students with every possible opportunity to learn.

Leadership Prep Bedford Stuyvesant students extend their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night. Each student, beginning in kindergarten, takes home at least 20 minutes of homework, every evening – including weekends and holidays. Parents/guardians review and sign each evening's assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well.

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Leadership Prep Bedford Stuyvesant students, freshman year of college will be a natural extension of their educational experience at Leadership Prep Bedford Stuyvesant.

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

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2020-21, Leadership Prep Bedford Stuyvesant created a calm, composed, and disciplined environment to maximize the amount of time on-task.

Insist on Family Involvement. Leadership Prep Bedford Stuyvesant's educational program is structured so that families must be involved in their child's academic pursuits. In 2020-21, Leadership Prep Bedford Stuyvesant families:

- had virtual report card conferences during the COVID-19 closure;
- met with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance;
- maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- were invited to multiple virtual social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

COVID-19 Closure

During the unexpected school closure due to COVID-19, Leadership Prep Bedford Stuyvesant continued remote learning for all our students through January 2021. In grades K-8, Leadership Prep Bedford Stuyvesant provided a digitally driven live instruction model to continue and further student learning and mastery of objectives of untaught materials.

- **Teacher Office Hours:** Teachers maintained daily office hours Monday through Thursday. During this time, students can ask questions and teachers can give feedback on work that was submitted to ensure students are understanding the content. Teachers can and should also schedule extra touchpoints with students who will need additional support over the course of the week.
- **Teacher/Parent Check-In (K-2) or Teacher/Student Check-In (3-8):** To maintain a personal touchpoint with individual students to ensure their well-being and to maintain community, teachers scheduled 10 - 20 minute check-ins with students at least one time per week. The goals of the check-in include: checking in on student well-being, determining if students have any personal/family needs, providing feedback or answering questions about student work. (For grades 5-8 these check-ins can be split by advisories or by content area(s) and will be school leader discretion).
 - School leaders (Principals and Directors of Operation) also provided support as needed to ensure the academic progress and wellness of students. Additionally, if a teacher is struggling to reach a student and/or the student is not completing their work, a school leader will need to follow-up with the student and/or family to reset expectations and help determine solutions to any issues.

Leadership Prep Bedford Stuyvesant (Uncommon Collegiate High School) provided live remote instruction through Google Classroom. This consisted of an instruction video for their core academic classes as well as classwork handouts from Google Classroom. Students submitted their assignments through Google Classroom which counted for attendance and was graded for completion and accuracy. Teachers were available via Zoom during the 1-hour class period to provide office hours for students.

- Each day, students access a 20-minute instructional video from Google Classroom for one of their core academic classes and view during its scheduled 1-hour class period.
- During the remaining 40 minutes, students access the classwork handout from Google Classroom and complete using guidance from the video and any other resources.
 - Students may submit assignments as a Google doc through Google Classroom.
 - Students may complete work on loose-leaf and submit photos of assignments via Google Classroom.
- Students submit what they have completed by the end of the 1-hour class period. This will count as their attendance and will be graded for completion and accuracy.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- Teachers of the course are available via Zoom during the 40 minutes following the video to provide “office hours” for students. Students can Zoom in to ask questions of their teacher.
- Teachers of AP Courses can determine if they want to assign additional work outside of the hour period. Grades will be based on classwork and assessments.

Families who reported not having access to Wi-Fi enabled devices received Chromebooks delivered directly to the student’s homes by the start of the school year.

In January 2021, Leadership Prep Bedford Stuyvesant opened for in-person hybrid instruction for grades K-12. At this point in time, we felt that we had met our reopening criteria for students and staff to return to the building. Uncommon also offered an equitable full-remote learning model for all families. Scholars who transitioned to hybrid learning had the opportunity to:

- Learn in-person two days a week (either Mon/Weds or Tues/Thurs) in student groups of 15 or less.
- Learn remotely three days a week

Scholars who remained in full remote learning continued to attend live, Zoom learning Monday-Thursday mornings to maintain consistent remote schedules for scholars and families.

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
2016-17	85	89	90	91	90	91	86	85	71	102	81	71	48	1080
2017-18	87	86	91	88	88	87	85	87	83	120	81	51	59	1093
2018-19	84	87	90	88	88	90	90	90	90	98	57	63	49	1064
2019-20	67	77	84	86	90	90	86	95	90	132	98	56	65	1116
2020-21	67	79	77	92	93	97	88	88	93	162	110	85	52	1183

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	57	2	55
2019-20	2016-17	2016	55	2	53
2020-21	2017-18	2017	52	0	52

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	62	0	62
2019-20	2016-17	2016	53	0	53
2020-21	2017-18	2017	52	0	52

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	62	0	62
2019-20	2015-16	2015	53	0	53

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2020-21	2016-17	2016	52	0	52
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PROMOTION POLICY

Students who receive a final failing grade (below a 70) for a class do not receive credit for the class. The final grade is based on individual quarter grades and a comprehensive subject-area test.

In subjects that earn 2.0 credits per year (English, Math, Science and History), a student who fails will be required to take an additional class to recover the lost credits. There are two ways this occurs, depending on how many classes a student is failing that academic year. If students fail one class, the student can recover credit by taking an intensive summer school class in this subject at his/her expense and/or at the school if offered. To recover credit, the class must be approved by the school. If a student fails two or more classes, that student is required to repeat the grade.

In subjects that require less than four years of credits (Foreign Language, Physical Education, Health and Electives), a student must make up the class in a subsequent school year after the school day, during the summer or another time the school deems appropriate (at his/her expense).

Seniors who fail a class but need the credit to graduate must take an intensive summer school class.

Given that Leadership Prep Bedford Stuyvesant Charter School has provided tiers of student support throughout the school year – among which are Weekly Progress Reports, Office Hours, and Weekly Check-in Meetings with their Advisor – summer coursework for all subjects is the responsibility of the family, both financially and logistically.

HS students who do not pass end of year exams, will attend remote summer school to remediate content in those courses.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Uncommon New York City high school students will be on track to graduate from high school.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

Students who receive a final failing grade (below a 70) for a class do not receive credit for the class. The final grade is based on individual quarter grades and a comprehensive subject-area test.

In subjects that earn 2.0 credits per year (English, Math, Science and History), a student who fails will be required to take an additional class to recover the lost credits. There are two ways this occurs, depending on how many classes a student is failing that academic year. If students fail one class, the student can recover credit by taking an intensive summer school class in this subject at his/her expense and/or at the school if offered. To recover credit, the class must be approved by the school. If a student fails two or more classes, that student is required to repeat the grade.

In subjects that require less than four years of credits (Foreign Language, Physical Education, Health and Electives), a student must make up the class in a subsequent school year after the school day, during the summer or another time the school deems appropriate (at his/her expense).

Seniors who fail a class but need the credit to graduate must take an intensive summer school class and cannot partake in commencement activities.

Given that Uncommon Collegiate High School has provided tiers of student support throughout the school year – among which are Weekly Progress Reports, Office Hours, and Weekly Check-in Meetings with their Advisor – summer coursework for all subjects is the responsibility of the family, both financially and logistically. Subject-area teachers will supply the directions and expectations for summer research projects.

Students who need summer remediation and do not fulfill all requirements will automatically be retained.

Graduation Credit Requirements:

- English: 4 years (8 credits)
- Math: 3-4 years (6-8 credits)
- Science: 4 years (8 credits)
- History: 4 years (8 credits)
- Language: 3 years (6 credits)
- Electives: 3 years (6 credits)
- Physical Education: 2 years (4 credits)

100% of Leadership Prep Bedford Stuyvesant students were promoted in the 2019 cohort. 100% of Leadership Prep Bedford Stuyvesant students were promoted in the 2020 cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	123	100%
2020	149	100%

ADDITIONAL EVIDENCE

Our school continues to meet and exceed this measure year over year. For the past three years we had over 75% promotion in our first- and second-year cohorts.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

As of the 2020-21 school year, our 2019 cohort is meeting the measure of at least 75% of students are passing at least three different New York State Regents Exams required for graduation. At the end of their second year, 82% of the 2019 cohort had received a regents passing exemption for 3 or more Regents exams.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	77	73%
2018	2019-20	139	74%
2019	2020-21	123	82%

ADDITIONAL EVIDENCE

Looking towards future data, we expect to continue meeting this goal. Most of our students take and pass two Regents exams in the 8th grade (Living Environment and Algebra I). Those who do not pass those exams, will be required to re-take the exam a second time in their 9th grade year. When students are enrolled in 9th grade, all students take the ELA Regents Exam, and about 50% take the Geometry Regents Exam. By prioritizing Regents exams in the 8th and 9th grades, we are able to ensure that at least 75% of students meet and exceed our goal of 3 passing Regents exams by the end of the 10th grade. While there are still unknowns given COVID-19 as we enter School Year 2021-22, we are confident that whether or not students take Regents or submit for exemptions, we will continue to see the same growth over the course of the next year.

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

Leadership Prep Bedford Stuyvesant met this measure. 100% of students in the 2015, 100% of students in the 2016, and 100% of students in 2017 Cohorts graduated after four or five years.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	55	85%
2016	2019-20	53	100%
2017	2020-21	52	100%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	62	100%

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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2015	2019-20	53	100%
2016	2020-21	53	100%

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

2017 cohort data has not been provided by the district for evaluation purposes. However, for the 2015 or 2016 cohorts the percentage of graduating students is meeting or exceeding the district average.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	55	85%	N/A	85%
2016	2019-20	53	100%	N/A	88%
2017	2020-21	52	100%	N/A	N/A

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

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As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

At this time, Leadership Prep Bedford Stuyvesant did not have 2017 cohort students in an alternative graduation pathway program.

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

At this time, Leadership Prep Bedford Stuyvesant did not have 2017 cohort students in an alternative graduation pathway program.

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

At this time, Leadership Prep Bedford Stuyvesant did not have 2017 cohort students in an alternative graduation pathway program.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In our fifth year with a graduating cohort, Leadership Prep Bedford Stuyvesant achieved its High School graduation goals.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Achieved

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Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A
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ACTION PLAN

Leadership Prep Bedford Stuyvesant will continue to use an academic model that is largely similar to that of grades K-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will continue to focus around:

- A College Preparatory Mission
- High Standards for Academics and Character
- A Highly Structured Remote and Hybrid Learning Environment
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards with a special emphasis on preparing students for admission into and success in college. This curriculum has been updated and modified to work with remote and hybrid instruction during school year 20-21. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- The school will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom (remote and in person) instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will be prepared to succeed in college.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

87% of students in the 2017 Cohort, passed an Advanced Placement exam with a score of 3 or higher. We did achieve this measure.

Leadership Prep Charter High School does not offer courses in partnership with a college or university, nor does the school offer the required foreign language instruction required to pass a foreign language Regents exam. Rather than adhere to the Advanced Regents program, students take AP-aligned classes outside the scope of the Regents curriculum.

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Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an Advanced Placement exam with a score of 3 or higher	52	45	87%
Passing a college level course offered at a college or university or through a school partnership with a college or university	N/A	N/A	NA
Earning a Regents diploma with advanced designation	0	0	0%
Overall	52	45	87%

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to

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provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

Leadership Prep Bedford Stuyvesant has a matriculation rate of 100%, exceeding the goal of 75%. This is due to our robust college counseling team and extremely low counselor to student ratio (approximately 20:1 compared to most high schools in New York City with a ratio of closer to 150:1). Beyond this, we also have a dedicated Alumni Coordinator whose sole responsibility is to stay in contact with all our alumni and visit them on college campuses regularly throughout their time in college.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	47	47	100%
2016	2019-20	53	53	100%
2017	2020-21	52	52	100%

SUMMARY OF THE COLLEGE PREPARATION GOAL

Leadership Prep Bedford Stuyvesant Charter School achieved 2 of 2 High School Graduation goals. Furthermore, the school exceeded the New York State benchmark of 75% matriculating in a two- or four-year college.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Achieved
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Achieved

ACTION PLAN

Leadership Prep Bedford Stuyvesant Charter School will continue to use an academic model that is largely similar to that of grades K-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will continue to focus around:

- A College Preparatory Mission

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- High Standards for Academics and Character
- A Highly Structured Remote and Hybrid Learning Environment
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards with a special emphasis on preparing students for admission into and success in college. This curriculum has been updated and modified to work with remote and hybrid instruction during school year 20-21. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- The school will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom (remote and in person) instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

All students will become proficient in reading and writing of the English language.

BACKGROUND

Leadership Prep Bedford Stuyvesant's curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Leadership Prep

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Bedford Stuyvesant Charter School created a scope and sequence for reading and writing and divided the year into units, each culminating in a formal assessment. The school continues to refine its scopes, sequences, and assessments in alignment with Common Core Learning Standards each school year based on student assessment data.

Leadership Prep Bedford Stuyvesant's ELA program emphasizes both strong reading and strong writing. In reading, the program emphasizes four key aspects of literacy: decoding, fluency, vocabulary, and comprehension. In the elementary school grades (K-4) there are three 50-minute long literacy blocks each day and students are broken up into groups based on STEP (Strategic Teaching and Evaluation of Progress) levels. In the literacy blocks, students focus on reading mastery, guided reading, and reading comprehension. Students spend 45 minutes writing daily, in addition to the three literacy blocks.

In the middle grades (5-8) rather than separating reading and writing, students have a 2-hour English class. This aligns more closely to the Common Core Learning Standards, whereby students' written work must be based on a text they have read.

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

METHOD

Leadership Prep Bedford Stuyvesant Charter School typically uses internally developed Interim Assessments and Final Examinations in addition to the criterion-referenced New York State exams in ELA. Given updates to state testing in the 2020-21 school year due to COVID-19 and the transition to hybrid learning, Leadership Prep Bedford Stuyvesant administered fewer internally-developed interim assessments for ELA in both Elementary and Middle school than in a typical school year.

The interim assessments in ELA are aligned to state standards and to the school's scope and sequence. Starting in August, teachers and administrators develop curricular strategy, unit plans, and daily lessons based upon the scope and sequence. At the close of each unit, an assessment is administered, graded, and data shared so that teachers and administrators can develop action plans based on objective, standards-driven data. The principal and leadership team work closely with teachers at every step of this process, giving feedback on daily lesson plans, curriculum, action plans, and the implementation of these plans.

While remote learning continued for all students through January, Leadership Prep continued to have consistent ELA instruction where scholars in Grades K-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran ELA teachers and completing a written task generating a work product at least 2 days per week. Teachers provided weekly feedback on submitted written assignments as well as passage practice tasks. Scholars also were able to attend live remote instruction. Live remote instruction was data driven based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the

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written assignments submitted. Students were also encouraged to engage in independent reading for 1 hour a week.

Leadership Prep transitioned to hybrid learning in early January, where students had the option to attend in person hybrid learning at least twice a week or complete remote learning. During remote learning days, all students continued to attend live classes through Zoom just as if they were in the classroom.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Internally developed**

RESULTS AND EVALUATION

Based on data from the Interim Assessments administered in 2020-2021, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2021-2022. Students in Grades 5-8 took 2 interim assessments during the 2020-2021 school year. All students, regardless if they were attending in-person hybrid or remote learning took these assessments. Those students who were remote only learning for the 2020-2021 school year, were administered these assessments remotely. The chart below represents the percentage of students who are advanced or proficient on their interim assessments. These numbers are consistent with those assessments that were completed during the 19-20 school year, where they attended more in-person learning. We are pleased with the results and we are particularly impressed with our 6th, 7th, and 8th grade cohorts.

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	54%	94	61%	86
6	60%	84	59%	75
7	60%	84	64%	80
8	63%	93	63%	90
All	59%	355	62%	331

ADDITIONAL CONTEXT AND EVIDENCE

While we were not able to see our results on a NYS ELA exam, our student's results on the 2020-21 interim assessments are in line with those of the results from interim assessments in 2019-2020, which consisted of more in-person learning for all students.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Given the internal assessments provided to students, Leadership Prep did meet the ELA goal for the 2020-2021 school year based on the interim assessments that were administered. While there is continued work to do to close the remote learning gap, we are confident in being able to execute our action plan below now that we have returned to full in-person learning for SY2021-22.

ACTION PLAN

Leadership Prep Bedford Stuyvesant is continuing to improve ELA performance for its students. Our action steps relate to Remediation, Observation & Feedback, and Expansion.

Remediation: We will continue to have a tutoring block in the students' schedule. Daily, teachers will pull out a small group of their students for tutoring, using data from previous year's NYS ELA exam (as available), internal interim assessments, and daily classroom assessments (called "Exit Tickets").

Observation & Feedback: ELA teachers will continue to receive increased feedback around their action plans and student performance throughout the year. The leadership team has intentionally planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers' teaching methods and strategies.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

The goal was met for the 2016 and 2017 accountability cohort where over 65% of students received a score of at least a level 4 or higher on the English Language Arts Common Core Regents Exam. We expect to continue to see a similar level of performance with future cohorts.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

² Based on the highest score for each student on the English Regents exam

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Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	55	0	28	51%
2016	2019-20	53	0	42	79%
2017	2020-21	52	6	31	67%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	85	32%	65	43%	52	67%
2018	117	13%	139	11%	93	49%
2019			169	N/A	121	93%
2020					146	89%

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

100% of the 2015 cohort, 100% of the 2016 cohort, and 92% of the 2017 scored at least a level 3 on the Regents English Exam. This far exceeds the goal of 80% of students in the cohort will score at or above a level 3. We are excited to continue to monitor our progress with future cohorts of students.

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Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	55	0	55	100%
2016	2019-20	53	0	53	100%
2017	2020-21	52	2	46	92%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	85	65%	65	82%	52	92%
2018	117	53%	139	50%	89	96%
2019			169	N/A	121	91%
2020					145	90%

Goal 3: Absolute Measure

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

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Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Of the 28 students in the 2015 cohort who were not proficient in the 8th grade for English language arts exams, 49% met the college and career readiness standard of scoring at Performance Level 4 and fully meeting the Common Core expectations on the Regents Exams in English Language Arts.

Of the 28 students in the 2016 cohort who were not proficient in the 8th grade for English language arts exams, 46% met the college and career readiness standard of scoring at Performance Level 4 and fully meeting the Common Core expectations on the Regents Exams in English Language Arts.

Of the 17 students in the 2017 cohort who were not proficient in the 8th grade for English language arts exams, 33% met the college and career readiness standard of scoring at Performance Level 4 and fully meeting the Common Core expectations on the Regents Exams in English Language Arts.

Based on data for the 2017, we do not meet this measure.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	41	0	20	49%
2016	2019-20	28	0	13	46%
2017	2020-21	17	2	5	33%

Goal 3: Growth Measure

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

Of the 41 students in the 2015 cohort who were not proficient in the 8th grade for English language arts exams, 100% met the college and career readiness standard of scoring at Performance Level 3 and fully meeting the Common Core expectations on the Regents Exams in English Language Arts.

Of the 28 students in the 2016 cohort who were not proficient in the 8th grade for English language arts exams, 100% met the college and career readiness standard of scoring at Performance Level 3 and fully meeting the Common Core expectations on the Regents Exams in English Language Arts.

Of the 17 students in the 2017 cohort who were not proficient in the 8th grade for English language arts exams, 93% met the college and career readiness standard of scoring at Performance Level 3 and fully meeting the Common Core expectations on the Regents Exams in English Language Arts.

Based on cohort 2017 data the school does meet the measure.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	41	0	41	100%
2016	2019-20	28	0	28	100%
2017	2020-21	17	2	14	93%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The 2017 Graduating Cohort achieved and surpassed 3 of the 4 English Language Arts goals.

Type	Measure	Outcome
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Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did Not Achieve
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom remote and in-person instruction and provide feedback on instruction.
- The school’s leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers. A special emphasis will be placed on PDs to close the learning gap the COVID-19 pandemic has created.
- The school’s leadership team will continue to review the effectiveness of the school’s curriculum and make necessary revisions to increase student achievement.

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- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- The school will continue to offer Regents/AP/SAT preparation beginning in the 9th grade and continuing through all four grades and will make pivots throughout the year based on COVID-19 updates.
- The school will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results. A special emphasis will be placed on PDs to close the learning gap the COVID-19 pandemic has created.
- High school students will attend school in person 5 days per week.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

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

METHOD

Leadership Prep typically uses data from the following assessments to ensure student proficiency in Mathematics:

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

During the 20-21 academic year Leadership Prep was only able to use Internally developed Interim Assessments in Mathematics due to the COVID pandemic and shift to remote learning in mid-March of 2020, and shifted to optional hybrid learning in 20-21. Leadership Prep administered 2 internally developed and aligned Interim Assessments to both Elementary School students and Middle School students. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused

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primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes whether the students were in-person during hybrid learning or entirely remote.

During remote learning that continued through the beginning of January 2021, Leadership Prep continued to have consistent Math instruction where scholars in Grades K-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran Math teachers and completing a written task generating a work product at least 2 days per week. Teachers provided weekly feedback on submitted written assignments. Scholars also were able to attend optional live remote instruction. Live remote instruction was data driven based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the written assignments submitted.

Leadership Prep shifted to Hybrid learning in the beginning of January 2021 where limited class sizes attended in-person learning through a hybrid schedule. This consisted of students attending in-person learning at least twice a week, but as much as four times a week. Approximately 50% of our Middle and Elementary School students continued remote learning through the entire 2020-2021 school year. These students continued to receive the same instruction as those who were attending in-person learning through Zoom. Students received instruction through their classroom teacher through Zoom with deliverables for all students due in Google Classroom.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **Internally developed**

RESULTS AND EVALUATION

The below is data from the most recent Interim Assessments administered in 2020-2021, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2020-2021. Both our Elementary and Middle School students took 2 interim assessments during the 2020-21 school year. The chart below represents the percentage of students who are advanced or proficient on their interim assessments.

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	64%	78	66%	72
4	58%	87	58%	83
5	55%	94	55%	87
6	51%	78	52%	70

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7	56%	85	57%	82
8	57%	89	57%	87
All	57%	511	58%	481

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Based on our data, we are making progress toward our mathematics goal.

ACTION PLAN

Over the course of the past school year, Uncommon Schools has made continuous changes to its program in order to ensure that the curriculum, schedule, and instruction best support student learning in math, while accommodating and shifting to Remote Learning. Changes include: revising math lessons so that student activities more closely align to the objective; revising scope and sequences to ensure that math meetings in grades K-3 and fact practices in grades 5-7 are focused solely on reviewing difficult-to-master material throughout the school year; revising quarterly Interim Assessments to ensure that each NYS Learning Standard is taught, assessed and ultimately mastered; and, finally, prioritizing differentiated teacher development.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. During Remote and Hybrid learning, we strive to continue to provide both real-time feedback and consistent feedback on written work submissions via teacher- led sessions on Zoom and comprehensive feedback on graded assignments. As a network, we plan to continue to implement a small group instruction into the day for four months starting in January and ending in May, resuming in the 2021-22 school year. In small group instruction, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

We will continue to make these changes, revising scope and sequences as well as provide real-time feedback in-person as we shift back during the 2021-2022 school year. We feel that our students will benefit from returning to in-person learning and resuming the small group instruction for our students.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

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METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

Of the 2015 cohort, 18% of students have passed at Mathematics Regents with Performance Level of 4 by their fourth year. Of the 2016 cohort, 58% of students have passed at Mathematics Regents with Performance Level of 4 by their fourth year. Of the 2017 cohort, 50% of students have passed at Mathematics Regents with Performance Level of 4 or have been exempt from the exam by their fourth year.

This measure was not met, for the 2020-2021 school year.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	55	0	10	18%
2016	2019-20	53	0	31	58%
2017	2020-21	52	2	25	50%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	85	42%	65	48%	52	50%
2018	117	45%	139	42%	88	51%
2019			159	45%	121	88%
2020					146	81%

Goal 4: Absolute Measure

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Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Of the 2015 Cohort at Uncommon Charter High School, 99% of students have scored at or above Level 3 on a Regents Mathematics Exam. Of the 2016 Cohort, 100% of students have scored at or above Level 3 on a Regents Mathematics Exam. Of the 2017 Cohort, 98% of students have scored at or above Level 3 or received an exemption on a Regents Mathematics Exam.

This measure was met and exceeded, for the 2020-2021 school year.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	55	0	54	99%
2016	2019-20	53	0	53	100%
2017	2020-21	52	0	51	98%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	136	89%	111	91%	52	98%
2018	138	88%	147	86%	89	96%
2019			188	80%	113	100%

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2020					146	81%
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Goal 4: Absolute Measure

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

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RESULTS AND EVALUATION

Of the 21 students in the 2017 cohort who did not score proficient on their New York State 8th grade mathematics exam, 57% of students achieved a level 4 on a Regents Mathematics exam in High School.

This measure was met and exceeded, for the 2020-21 school year.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	23	0	4	17%
2016	2019-20	19	0	13	69%
2017	2020-21	21	0	12	57%

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

Of the 21 students in the 2017 cohort who did not score proficient on their New York State 8th grade mathematics exam, 100% of students achieved a level 3 on a Regents Mathematics exam in High School.

This measure was met and exceeded, for the 2020-2021 school year.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	23	0	23	100%

³ Based on the highest score for each student on the mathematics Regents exam

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2016	2019-20	19	0	12	100%
2017	2020-21	21	0	20	95%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The 2017 Accountability Cohort of Leadership Prep Bedford Stuyvesant Charter School met and exceeded 3 of 4 of the eligible mathematics goals for school year 2020-2021.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom remote and in-person instruction and provide feedback on instruction.

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- The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers. A special emphasis will be placed on closing the learning gap from over the past year.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- The school will continue to offer Regents/AP/SAT preparation beginning in the 9th grade and continuing through all four grades and will make pivots throughout the year based on COVID-19 updates.
- The school will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results. A special emphasis will be placed on closing the learning gap from over the past year.
- High school students will attend school in person at least 5 days per week.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

BACKGROUND

The science curriculum at Leadership Prep has been designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards.

Leadership Prep continues to partner with Uncommon Schools to procure externally-developed, Common Core-aligned curriculum and assessments, which are based on the successful outcomes of the highest performing schools in the network.

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

In terms of supporting literacy, professional development time is dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage

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them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

During the shift to fully remote learning in March 2020 and into early January 2021, Leadership Prep Bedford Stuyvesant Elementary students continued to incorporate Science instruction into Reading and Math instruction which consists of students watching a video and completing a task 2 days a week and completing passage practice or problem-solving tasks 3 days a week. Teachers assigned Science based books through the EPIC! website that aligned to the Science materials that were presented in the videos and packets.

Leadership Prep transitioned to option in-person hybrid learning in early January 2021. During that time, students who opted into in-person hybrid learning attended school at least twice a week, up to four times a week. During this time, they resumed their in-person science instruction. For remote students, and during remote days, students attended Zoom Science instruction with their Science teacher. Students had assignments that were completed through Google Classroom.

METHOD

The school administered two internal interim Science assessments in the 2020-21 school year.

RESULTS AND EVALUATION

Leadership Prep 5th -8th grade students took 2 rounds of internal Interim Assessments.

Below is a table summarizing student performance on the 2020-21 interim assessments in Science. 59% of students attained proficiency or advanced status on the final interim assessment administered this year.

Performance on final administered internally developed Science interim assessment 2020-2021 School Year

	5	6	7	8
% Proficient	52%	61%	67%	55%

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

While we do not have 4th grade or 8th grade state exam data to compare, we believe that we are meeting our goal of science proficiency for students at the middle school level.

ACTION PLAN

In 2021-21, Leadership Prep Bedford Stuyvesant will continue to employ our internally created science programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science.

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Leadership Prep Bedford Stuyvesant remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and will support their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Science.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered exam(s). It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Leadership Prep Bedford Stuyvesant Charter School had 93% of students in the 2015 cohort pass the Living Environment Regents with a score of 65 or higher. 98% of students in the 2016 and 94% of students in the 2017 cohorts passed the Living Environment Regents with a score of 65 or higher or were exempt from the exam.

This measure was met and exceeded, for the 2020-2021 school year.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	55	0	51	93%
2016	2019-20	53	0	52	98%

⁴ Based on the highest score for each student on any science Regents exam

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2017	2020-21	52	1	48	94%
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Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	85	91%	65	95%	52	94%
2018	117	85%	139	80%	138	85%
2019			169	75%	169	89%
2020					154	83%

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will demonstrate proficiency in the understanding and application of principles related to social sciences.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

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RESULTS

Leadership Prep 2017 cohort students did not sit for the US History regents given the COVID-19 pandemic cancellation of exams. All 52 students in the cohort did qualify for a graduation exemption for Social Studies.

**U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	55	0	50	91%
2016	2019-20	53	0	50	94%
2017	2020-21	52	52	0	100%

EVALUATION

Leadership Prep 2017 cohort students did not sit for the US History regents given the COVID-19 pandemic cancellation of exams. All 52 students in the cohort did qualify for a graduation exemption for Social Studies.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	85	N/A	65	2%	52	100%
2018	117	0	139	N/A	138	N/A
2019			169	N/A	169	N/A
2020					154	N/A

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple

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times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Given the COVID-19 Regents cancellations, students who did not pass at their first attempt were not able to sit for the exam again. 49 students had attempted the exam previously and did not pass BUT did receive a Regents graduation exemption for social studies. 3 students did not sit for the exam previously but were able to obtain a Regents graduation exemption for social studies.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	55	0	50	91%
2016	2019-20	53	0	47	89%
2017	2020-21	52	3	49	100%

EVALUATION

Given the COVID-19 Regents cancellations, students who did not pass at their first attempt were not able to sit for the exam again. 49 students had attempted the exam previously and did not pass BUT did receive a Regents graduation exemption for social studies. 3 students did not sit for the exam previously but were able to obtain a Regents graduation exemption for social studies.

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Leadership Prep Bedford Stuyvesant Charter School received a "Good Standing" status under ESSA. The school has diligently worked to meet each ESSA requirement and comply with all stated guidelines for testing and we will maintain this going forward.

ADDITIONAL EVIDENCE

Leadership Prep Bedford Stuyvesant Charter School received a "Good Standing" status under ESSA. The school has diligently worked to meet each ESSA requirement and comply with all stated guidelines for testing and we will maintain this going forward.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

BROOKLYN, NEW YORK

AUDITED FINANCIAL STATEMENTS

OTHER FINANCIAL INFORMATION

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2021

(With Comparative Totals for 2020)

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Uncommon New York City Charter Schools

Report on the Financial Statements

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

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

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

Report on Summarized Comparative Information

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

Mengel, Metzger, Baw & Co. LLP

Rochester, New York
October 28, 2021

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2021

(With Comparative Totals for 2020)

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

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

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

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

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES

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

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

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF CASH FLOWS

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

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

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

(With Comparative Totals for 2020)

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

The Charter School

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

Financial Statement presentation

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

These classes of net assets are defined as follows:

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

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

Revenue recognition

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

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

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

Public school district revenue

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

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

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

Contributions

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

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

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

Cash

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

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

Grant revenue

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

Investments

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

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

Grants and other receivables and accounts receivable

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

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

Property and equipment

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

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

Cash in escrow

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

Tax exempt status

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

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

Contributed services

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

In-kind Contributions

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

Use of estimates in the preparation of financial statements

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

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

Functional allocation of expenses

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

Functional allocation of expenses

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

New accounting pronouncements

Leases

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

Gifts-in-kind

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

Subsequent events

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE B: COMMITMENTS AND RELATED PARTY TRANSACTIONS

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

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

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE C: LIQUIDITY AND AVAILABILITY

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

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

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

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

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE D: SCHOOL FACILITIES

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

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

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

The above amounts will be expensed as follows:

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

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE E: FAIR VALUE MEASUREMENTS

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

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

Level 2 - Inputs to the valuation methodology include:

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

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

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

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

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

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

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE E: FAIR VALUE MEASUREMENTS, Cont'd

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

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

NOTE F: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

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

NOTE G: OPERATING LEASES

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

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE H: RETIREMENT PLAN

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

NOTE I: CONTINGENCY

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

NOTE J: CONCENTRATIONS

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

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

NOTE K: ACCOUNTING IMPACT OF COVID-19 OUTBREAK

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

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

OTHER FINANCIAL INFORMATION

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees
Uncommon New York City Charter Schools

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

Mengel, Metzger, Baw & Co. LLP

Rochester, New York
October 28, 2021

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

COMBINING STATEMENT OF ACTIVITIES AND NET ASSETS BY CHARTER

YEAR ENDED JUNE 30, 2021

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

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

YEAR ENDED JUNE 30, 2021

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

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

YEAR ENDED JUNE 30, 2021

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – BEDFORD STUYVESANT COLLEGIATE

YEAR ENDED JUNE 30, 2021

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – BROOKLYN EAST COLLEGIATE

YEAR ENDED JUNE 30, 2021

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – BROWNSVILLE COLLEGIATE

YEAR ENDED JUNE 30, 2021

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – WILLIAMSBURG COLLEGIATE

YEAR ENDED JUNE 30, 2021

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – OCEAN HILL COLLEGIATE

YEAR ENDED JUNE 30, 2021

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – KING’S COLLEGIATE

YEAR ENDED JUNE 30, 2021

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – EXCELLENCE BOYS

YEAR ENDED JUNE 30, 2021

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – EXCELLENCE GIRLS

YEAR ENDED JUNE 30, 2021

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – LEADERSHIP PREPARATORY BEDFORD STUYVESANT

YEAR ENDED JUNE 30, 2021

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – LEADERSHIP PREPARATORY BROWNSVILLE

YEAR ENDED JUNE 30, 2021

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – LEADERSHIP PREPARATORY OCEAN HILL

YEAR ENDED JUNE 30, 2021

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – LEADERSHIP PREPARATORY CANARSIE

YEAR ENDED JUNE 30, 2021

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



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

Charter School Name:	Leadership Preparatory Bedford Stuyvesant Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Cameron Johnson
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Mengel, Metzger, Barr & Co., LLP
School Audit Contact Name:	Shelby L. Stenson
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

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

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
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	

LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 90,063,398	\$ 69,080,891
Grants and contracts receivable	6,726,864	3,435,428
Accounts receivables	75,735	1,990,638
Prepaid expenses	6,404,983	4,276,787
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	103,270,980	78,783,744
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	18,717,099	15,891,843
<u>OTHER ASSETS</u>	383,524	383,364
TOTAL ASSETS	122,371,603	95,058,951
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 6,443,735	\$ 5,336,446
Accrued payroll and benefits	-	-
Deferred Revenue	-	63,697
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT LIABILITIES	6,443,735	5,400,143
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	6,443,735	5,400,143
<u>NET ASSETS</u>		
Without Donor Restrictions	68,868,860	82,599,808
With Donor Restrictions	47,059,008	7,059,000
TOTAL NET ASSETS	115,927,868	89,658,808
TOTAL LIABILITIES AND NET ASSETS	122,371,603	95,058,951

CK - Should be zero

-

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LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER SCHOOL

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

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 18,816,798	\$ -	\$ 18,816,798	\$ 18,061,698
Students with disabilities	1,184,492	-	1,184,492	827,563
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	602,976	-	602,976	547,787
Federal - Other	451,379	-	451,379	69,141
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	21,055,645	-	21,055,645	19,506,189
EXPENSES				
Program Services				
Regular Education	\$ 13,874,283	\$ -	\$ 13,874,283	\$ 15,554,403
Special Education	885,592	-	885,592	648,099
Other Programs	-	-	-	-
Total Program Services	14,759,875	-	14,759,875	16,202,502
Management and general	1,795,470	-	1,795,470	1,697,512
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	16,555,345	-	16,555,345	17,900,014
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	4,500,300	-	4,500,300	1,606,175
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 169,813	\$ -	\$ 169,813	\$ 165,862
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	81,497	-	81,497	183,378
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	251,310	-	251,310	349,240
CHANGE IN NET ASSETS	4,751,610	-	4,751,610	1,955,415
NET ASSETS BEGINNING OF YEAR	12,489,167	-	12,489,167	10,533,752
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 17,240,777	\$ -	\$ 17,240,777	\$ 12,489,167

LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER SCHOOL

Statement of Cash Flows

as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 26,269,060	\$ 15,452,345
Revenues from School Districts	-	-
Accounts Receivable	1,862,583	(1,785,674)
Due from School Districts	-	-
Depreciation	5,224,879	4,509,367
Grants Receivable	(3,291,436)	1,062,548
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(2,128,196)	(3,304,750)
Accounts Payable	983,955	(287,196)
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	(63,697)	63,697
Interest payments	-	-
Bad Debt Expense	52,320	236,579
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 28,909,468	\$ 15,946,916
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(7,926,801)	(3,569,105)
Other	(24,131,499)	(11,861,877)
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (32,058,300)	\$ (15,430,982)
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	\$ (3,148,832)	\$ 515,934
Cash at beginning of year	5,495,409	4,979,475
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 2,346,577	\$ 5,495,409

LEADERSHIP PREPARATORY BEDFORD STUYVESANT CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

	No. of Positions	2020-21							2019-20	
		Program Services				Supporting Services			Total	Total
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	26.25	2,268,743	144,813	-	2,413,556	-	651,253	651,253	3,064,809	3,188,758
Instructional Personnel	115.62	5,997,451	382,816	-	6,380,267	-	-	-	6,380,267	7,002,068
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	141.87	8,266,194	527,629	-	8,793,823	-	651,253	651,253	9,445,076	10,190,826
Fringe Benefits & Payroll Taxes		1,332,410	85,047	-	1,417,457	-	113,741	113,741	1,531,198	1,652,453
Retirement		125,278	7,997	-	133,275	-	-	-	133,275	140,650
Management Company Fees		2,249,828	143,606	-	2,393,434	-	422,372	422,372	2,815,806	2,608,175
Legal Service		-	-	-	-	-	19,400	19,400	19,400	9,239
Accounting / Audit Services		-	-	-	-	-	22,237	22,237	22,237	23,386
Other Purchased / Professional / Consulting Services		235,033	15,002	-	250,035	-	48,261	48,261	298,296	295,289
Building and Land Rent / Lease / Facility Finance Interest		3,856	246	-	4,102	-	-	-	4,102	-
Repairs & Maintenance		60,399	3,855	-	64,254	-	-	-	64,254	59,368
Insurance		-	-	-	-	-	160,404	160,404	160,404	146,082
Utilities		13	1	-	14	-	77,875	77,875	77,889	34,918
Supplies / Materials		212,440	13,560	-	226,000	-	-	-	226,000	495,305
Equipment / Furnishings		15,099	964	-	16,063	-	20,610	20,610	36,673	35,601
Staff Development		318,410	20,324	-	338,734	-	-	-	338,734	614,635
Marketing / Recruitment		18,054	1,152	-	19,206	-	-	-	19,206	78,303
Technology		206,488	13,180	-	219,668	-	57,872	57,872	277,540	190,427
Food Service		-	-	-	-	-	-	-	-	-
Student Services		165,072	10,537	-	175,609	-	-	-	175,609	387,710
Office Expense		129,310	8,254	-	137,564	-	182,939	182,939	320,503	421,560
Depreciation		534,501	34,117	-	568,618	-	3,913	3,913	572,531	489,349
OTHER		1,898	121	-	2,019	-	14,593	14,593	16,612	26,738
Total Expenses		\$ 13,874,283	\$ 885,592	\$ -	\$ 14,759,875	\$ -	\$ 1,795,470	\$ 1,795,470	\$ 16,555,345	\$ 17,900,014

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

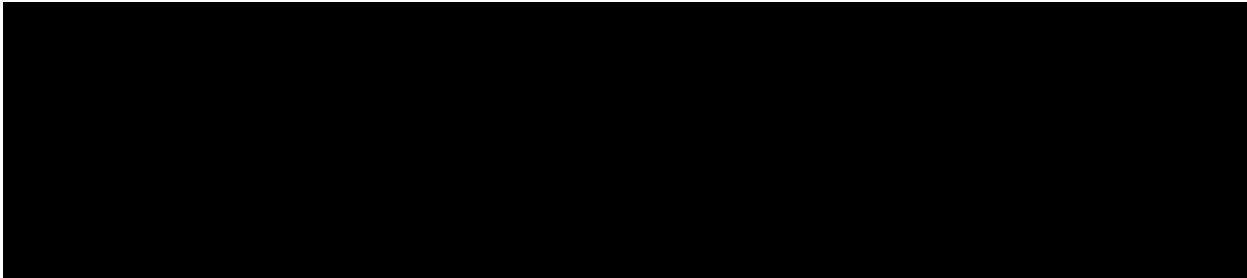
Disclosure of financial interest by a not-for-profit charter school education corporation trustee For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation: Uncommon Schools - New York

Name of trustee (print): Ann Mathews

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



Phone:

Questions

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

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

1b) Salary:

1c) Start date:

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

(X) None

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

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

None

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

Trustee Signature

Signature: *Ann Mathews*

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

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Uncommon Schools NYC
Name of trustee (print):	Brett Peiser
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[REDACTED]

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

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

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

None

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

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

None

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

Trustee Signature

Signature: 

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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

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

None

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

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

None

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

Trustee Signature

Signature:

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

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

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

None

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

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

None

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

Trustee Signature

Signature: 

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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	
<input checked="" type="checkbox"/> None	

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

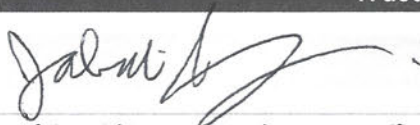
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation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

None

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

Trustee Signature

Signature:



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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

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

None

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

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

None

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

Trustee Signature

Signature:



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

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

Questions

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

1a) Description of the position:	
1b) Salary:	
1c) Start date:	

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

None

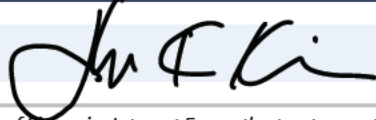
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
- NONE -				

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

None

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

Trustee Signature

Signature: 

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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Uncommon Schools NYC
Name of trustee (print):	Joseph Wayland
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	[REDACTED]

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

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

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

None

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

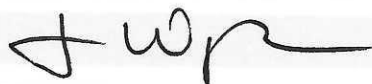
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation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

None

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

Trustee Signature

Signature:



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

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

None

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

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

None

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

Trustee Signature

Signature:



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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)

Name of education corporation:

Name of trustee (print):

MICHAEL HALL

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

Advocacy comm Hee chair

Email Address:

Home Address

Please complete with changes only:

Street:

City, State Zip:

Phone:

Business Address

Please complete with changes only:

Business Name:

Street:

City, State Zip:

Phone:

Questions

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

Yes No

1a) Description of the position:

1b) Salary:

1c) Start date:

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

None

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

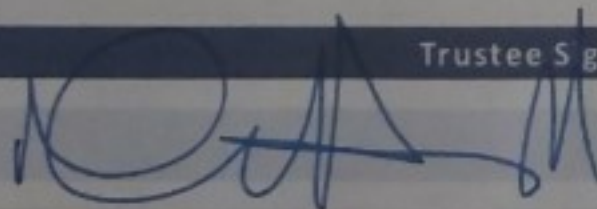
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation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

None

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

Trustee Signature

Signature:



6.24.21

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

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

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

None

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

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

None

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

Trustee Signature

Signature:



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

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Uncommon Schools NYC
Name of trustee (print):	Brett Peiser
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[REDACTED]

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

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

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

None

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

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

None

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

Trustee Signature

Signature:

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