New York State Education Department

Remote Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2019 Charter School Performance Framework
2020-2021

Urban Choice Charter School

Remote Renewal Site Visit Dates: November 30 - December 1, 2020
Date of Report: February 16, 2021

Charter School Office
89 Washington Avenue
Albany, New York 12234
charterschools@nysed.gov
518-474-1762

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Urban Choice Charter School
Board Chair	• Nelson Blish (until 12/31/2020) • Mubarak Bashir (as of 1/1/2021)
District of location	Rochester City School District
Opening Date	Fall 2005
Charter Terms	• Initial Term: January 11, 2005 - January 10, 2010 • First Renewal Term: January 12, 2010 - June 30, 2014 • Second Renewal Term: July 1, 2014 - June 30, 2017 • Third Renewal Term: July 1, 2017 - June 30, 2020 • Fourth Renewal Term: July 1, 2020 - June 30, 2021
Current Term Authorized Grades/ Approved Enrollment	K - Grade 8/ 400 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K- Grade 8/ 400 students
Comprehensive Management Service Provider	None
Facilities	1020 Maple Street, Rochester, New York 14611 - Private Space
Mission Statement	*To provide Rochester students with a safe, supportive and intellectually challenging environment. The central philosophy is that strong student-teacher relationships are essential to student motivation, engagement and achievement. This philosophy, in combination with authentic efforts at family involvement, and the effective teaching of a rich, rigorous and engaging curriculum will enable students to build a strong foundation for college and career readiness, exceed state achievement standards and defy the demographic challenges of poverty.*
Key Design Elements	• Rich, rigorous and engaging curriculum aligned to NYS Common Core • Extended learning opportunities • Authentic family involvement • Data-informed instruction • Focused professional development • School culture
Requested Revisions	**To add a Comprehensive Management Service Provider, the Center for Educational Innovation, beginning in SY 2020-2021**

Noteworthy:
When the school transitioned to remote learning in March 2020 in response to the COVID-19 pandemic, Urban Choice Charter School (UCCS) provided all students with computers to ensure everyone can access the academic program. Where necessary, UCCS arranged for internet access for households without that

[1] The information in this section was provided by the NYS Education Department Charter School Office.

resource. After the school's last renewal, as required by the renewal conditions, it began the process of engaging in robust turnaround efforts. These efforts are ongoing, and the school has made a number of key changes in terms of board governance; supports provided to leadership, staff and families; and the academic program.

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal**,** which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

  (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**

  (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

COVID-19 PANDEMIC NOTE: As of the publication of this report, New York State is in the midst of responding to the COVID-19 pandemic. NYSED understands that these are not normal times and state assessments for Grades 3-8 as well as high school students were canceled for the 2019-2020 school year (see the applicable memos at http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/law.html). The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year, Benchmark 1 allows for the use of longitudinal data and NYSED has been continuing to monitor and evaluate schools through the lens of the Performance Framework during the current crisis as Board of Regents-authorized charter schools have been implementing robust continuity of learning plans and adhering to NYSED's Remote Monitoring and Oversight Plan. Therefore, NYSED will continue to use the Performance Framework and Board of Regents renewal policies to evaluate, in a summative manner, applicable charter schools for renewal recommendation determinations.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2020 to 2021
Grade Configuration	K - Grade 8
Total Approved Enrollment	400

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School[2]

	Year 1 2021 to 2022	**Year 2 2022 to 2023**	**Year 3 2023 to 2024**	**Year 4 2024 to 2025**	**Year 5 2025 to 2026**
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	400	400	400	400	400

METHODOLOGY

A two-day remote renewal site visit was conducted at Urban Choice Charter School (UCCS) on November 30-December 1, 2020. The New York State Education Department's Charter School Office (CSO) team

[2] This proposed chart was submitted by Urban Choice Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

conducted interviews with the board of trustees, school leadership team, student support team, student success team and teachers.

The team conducted ten remote classroom observations in K-Grade 8. The observations were approximately 20 minutes in length and conducted jointly with the two principals. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit and can be found in the Renewal SV Protocol.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- UCCS 2020-2021 organizational chart;
- A 2020-2021 master school schedule for in-person learning
- Board materials (roster, minutes, and strategic plan) and a narrative describing the board's self-evaluation process;
- Narrative describing the process used to evaluate school leadership;
- Spring 2020 NYSED CSO COVID-19 Parent Survey Results;
- Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and board by-laws;
- NYSED Attachment 1: Academic and Enrollment Data;
- NYSED Attachment 2: Fiscal Dashboard Data;
- Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;
- Admissions and Waitlist information;
- Faculty/Staff Roster;
- Fingerprint Clearance Certificates for all instructional and non-instructional staff;
- School-submitted Annual Reports during current charter term;
- School's Self-Evaluation Tool;
- Prior CSO monitoring reports (check-in, midterm, renewals);
- Spring 2020 Continuity of Learning Plan;
- UCCS 2020 renewal application;
- UCCS 2020 renewal conditions;
- UCCS 2020-2021 Reopening Plan August 3, 2020;
- UCCS website and Facebook page;
- September 2020 and October 2020 Board of Trustees data dashboards;
- Annual Reports 2017- 2018, 2018-2019, 2019-2020;
- April 2019 UCCS Mid-Term Site Visit Report;
- UCCS Social Emotional Mental Health Plan;
- UCCS Leadership Team Duties and Responsibilities 09/22/2020;
- UCCS / CEI Summer Institute Agenda;
- UCCS Professional Development Calendar Fall 2020; and
- UCCS Schedule Overview for Hybrid, In Person and Remote Learners.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	**Description**
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from 11/30-12/1/2020 at UCCS see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2019 Charter School Performance Framework Rating[3]

	2019 Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	**Falls Far Below**
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Approaches**
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**Meets**
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Meets**
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Falls Far Below**
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Approaches**
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	**Meets**
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. . High schools are meeting persistence rates commensurate with the NYSED target.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Approaches**

[3] Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the 2019 Charter School Performance Framework, and all other charter schools use the 2015 Charter School Performance Framework until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- UCCS is in year 15 of operation and serves students in K- Grade 8. During its current charter term, the school is rated in the following manner: meeting four benchmarks, approaching four benchmarks, and falling far below two benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Strengths**:
  UCCS has met key fiscal benchmarks and demonstrates a stable financial condition. External audits show the school has adequate internal controls on its financial management procedures and the school has corrected a concern raised by the state comptroller's office regarding credit card use. UCCS is making progress toward complying with the key requirements of its one-year renewal including reconstituting the board of trustees, developing a one-year budget, requesting a weighted lottery for SWDs and ELLs, and contracting with a comprehensive management services provider.

- **Summary of Areas in Need of Improvement**:
  The UCCS renewal application and supporting documents describe a variety of programs and practices that are core to its charter and mission, many of which have been suspended or deferred and for which the school has not developed or implemented alternatives over the months since the initial transition to remote learning. While the school acknowledges the tests used previously were not predictive of student achievement on the New York State tests, it has not yet implemented reliable and accurate measures of student progress toward the New York State standards (NYSLS). Lesson plans developed for the new ELA and math curricula describe strategies suited to in-person learning and as a result, UCCS teachers are not consistently able to engage students in lessons in the remote setting. The school provided data showing that participation in remote learning is well below its own target. School-wide family engagement activities described in the school's August reopening plan have been cancelled and, while teachers and staff communicate with families on a one-to-one basis, the school does not provide accurate, clear, and complete information on its website to inform the community about its programs and outcomes. The UCCS board has neglected to ensure that the school fulfills the commitments in the charter particularly those related to authentic family involvement and a rich, rigorous, and engaging curriculum in the remote learning environment. UCCS continues to enroll a lower percentage of SWD and ELLs than in the Rochester City School District (RCSD) and has made few modifications in its student recruitment strategies since the previous charter term. UCCS has failed to comply with Open Meetings Law requirements and state regulations to provide access for the public to its remote meetings. The school's board webpage does not contain up to date trustee information. "News" is likewise not current. At the time of the visit, the CSO team was assured that a new website manager had been engaged and updates would be made shortly. UCCS must also remedy deficiencies in the school's fingerprinting process prior to hiring new staff members.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Falls Far Below

Summative Evidence for Benchmark 1:

See Attachment 1 for data tables and additional academic information.

Note: State assessments were not administered in the 2019-2020 school year. As such, NYSED is not able to include results from that academic year in the analysis of this benchmark.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Approaches

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School/Middle School:

- ES:
  - K-Grade 2 ELA Success for All (SFA),
  - Grade 3-5 ELA – SFA (2019-2020); *Wit and Wisdom* (2020-2021)
  - K-Grade 2 – iReady math (2019-2020); *Eureka* Math (2020-2021)
  - Grade 3-5 Math – *Zearn* and iReady (2019-2020); *Eureka* Math (2020-2021)
  - K-Grade 5 Science – teacher created curriculum using resources embedded in the ELA materials and BOCES kits
  - K-Grade 5 Social Studies – teacher developed lessons embedded in the ELA curriculum materials
- MS:
  - Grades 6-8 ELA – SFA and iReady (2019-2020); *Wit and Wisdom* (2020-2021)
  - Grades 6-8 – *Zearn* and iReady Math (2019-2020); *Eureka* math (2020-2021)
  - Grades 6-8 Science – *Dimensions* and materials integrated into reading components of ELA materials
  - Grades 6-8 Social Studies – *American Journey* (McGraw Hill); embedded in ELA curriculum materials

Academic Program for Students with Disabilities (SWD) and English language learners (ELLs):

- SWDs:
  - Curriculum: For ELA, SFA (K-2); *Wit and Wisdom* (3-8); for math, *Eureka* (K-8)
  - Instruction: Four special education consultant teachers push into classrooms online and in-person; provide small group instruction and one-on-one additional support
- ELLs:
  - Curriculum: same as general education students
  - Instruction: ENL teacher pushes in to remote and in-person classrooms, reviews lesson plans to recommend strategies to support language acquisition and development

Summative Evidence for Benchmark 2:

1. Element: ***Curriculum***:
   - **Indicator a:** At the start of the 2019-2020 school year, UCCS implemented the SFA curriculum for ELA in K-Grade 8 and has recently switched from *Zearn* Math to iReady as its mathematics program. In March 2020 when schools transitioned to remote learning, UCCS used the digital program, iReady, as the curriculum for both ELA and math. Following a curriculum audit by the newly hired comprehensive management services provider, UCCS began phasing out SFA and

adopted *Wit and Wisdom* for ELA at the start of the 2020-2021 academic year. In mathematics, UCCS has chosen *Eureka* as the core curriculum for all students. The school relies on iReady as a diagnostic and remediation option for both math and ELA. According to school documents, elementary teachers create their own science and social studies lessons integrating the science and social studies standards into the ELA program. K-5 teachers have access to BOCES science kits. Middle school teachers use *The American Journey* by McGraw Hill as a social studies text and have access to *Dimensions* for science. School leaders reported that the new curricula, *Wit and Wisdom* and *Eureka*, were selected because they align closely with the New York State tests. While the school's curriculum audit states that iReady will be used only as a diagnostic tool, a schedule provided to the site visit team indicates that iReady is the math and reading program for students when working remotely.

- **Indicator b:** Along with the adoption of new curricula for 2020-2021, UCCS revised its teaching assignments so that one teacher at each grade level is responsible for ELA and social studies, and the other teacher constructs lesson plans for math and science. This structure allows teachers to focus on the adoption of one new curriculum rather than having to build expertise in two new programs. Teachers share their lesson plans in the online database, Chalk, ensuring that the curriculum is consistent within the grade level. According to school documents and interviews, the principal responsible for each content area meets with their subject area teachers weekly to discuss implementation challenges and strategies.
- **Indicator c:** In focus group interviews, UCCS school leaders and staff explained that the school reviews iReady diagnostic data to identify student learning needs and Response to Intervention (RTI) and special education teachers use that information to design lessons to fill in gaps or to support new content. In addition, the iReady program tracks student progress and individualizes lesson content suited to each child. The school employs a teaching assistant for each K-4 classroom and four RTI teachers who provide in-class and pull-out lessons in small group and one-on-one sessions for both in-person and remote learning settings.
- **Indicator d:** As noted in the 2019 renewal report, UCCS has undertaken a number of curriculum transitions over the previous three years. UCCS contracted with a comprehensive management services provider for the 2020-2021 school year to oversee and manage several instructional and operational activities. The contracted provider completed a curriculum audit and recommended replacing SFA and iReady, the curricula used in 2019-2020, with *Wit and Wisdom* for ELA and *Eureka* for math. The curriculum audit considered the school's internal data as well as state assessment data and identified weak links between the existing curricula and the NYS Learning Standards (NYSLS). School leaders reported that the new programs have a clearer link to the state standards.

2. Element: ***Instruction***:
    - **Indicator a:** According to the renewal application, teachers are expected to use graphic organizers, standardized rubrics and predictable strategies to ensure high-quality instruction. In interviews, school leaders mentioned clear learning targets and frequent checks for understanding as strategies which should be evident in each class. In three of the 10 lessons observed by the renewal site visit team, teachers repeated the learning target and reminded students multiple times what they "needed to know" to complete the exit ticket at the conclusion of the lesson. Checks for understanding were infrequent in seven of the ten lessons despite regular mention in the lesson plans such as "engaging students in sharing. . ." or "use think-pair-share. . ." Lesson plans did not differentiate between in-person and remote environments and few teachers observed during the site visit were skillful in conducting checks for understanding in the 100% online setting.

- **Indicator b:** Across the 10 lessons observed for the renewal site visit there was little visible student engagement in learning; teaching assistants were reported to be supporting small break out groups remotely as well. Lesson plans describe strategies best suited to in-person instruction, and the team noted skillful orchestration of student interaction with the content in only three classes. In most of the classes, teacher talk dominated the lesson and, when asked to unmute or post a response in the chat window, only a few students complied. While the format limited the ability of the observers to see all students throughout the lesson, teachers' comments and the behaviors that could be observed reflected general lack of interest and involvement on the part of students. In the three instances where teachers orchestrated active engagement in the work, students remained attentive and appeared to be meeting the expected learning target. In lessons where teacher talk dominated the lesson, student learning was not evident. School leaders acknowledged the difficulty of judging student engagement in the online platform. They indicated that teachers assess the level of student engagement based on completion of the classwork assignments which are usually submitted the following day. When teachers assign asynchronous lessons, those recorded by a UCCS teacher or from the commercial provider affiliated with the school's curriculum (inSync), students may or may not view the recording and engagement can only be judged by the classwork submitted following the lesson.
- **Indicator c**: UCCS differentiates both curriculum and instruction through the deployment of support staff including four RTI teachers, four special education staff, and teaching assistants in each K- 4 classroom. The UCCS renewal application cites teachers' use of a "centers" approach and the use of SFA cooperative groups as common strategies for differentiating in-person instruction. However, the school is in the process of transitioning from SFA to a new curriculum and, in the remote learning environment, students circulating through centers is not a practical approach. School leaders explained that teaching assistants monitor students during remote lessons and identify those needing extra help. The teaching assistant was actively working with students in only one of the four K-4 classes observed for the site visit and not visible or inactive in the other two classes. School leaders explained that students are scheduled for RTI classes based on their iReady data. The site visit team observed two RTI lessons, neither of which provided the remedial content or targeted instruction described in the lesson plan. Most of the lesson plans provided for the site visit listed differentiation strategies for SWD and ELLs but the observed lessons presented no evidence of the use of those strategies.
- **Indicator d:** UCCS conducted two weeks of professional development training in August which was led by consultants from the comprehensive management services company and the curriculum materials publishers. In addition to an orientation to the new ELA and math curricula, the schedule for the August training included sessions in the Sheltered Instruction Observation Protocol (SIOP) to give teachers strategies to support ELLs. Sessions in culturally responsive classrooms and trauma-informed instruction were provided to improve teachers' ability to build relationships with students from diverse populations. Ongoing training is scheduled each Wednesday addressing curriculum implementation and support for struggling students, including SWDs and ELLs. The school recently hired a math coach to provide embedded training and support to teachers as they implement the new curriculum. School leaders reported they are in the process of hiring an ELA coach and, in the interim, rely on consultants provided by the comprehensive management services provider to help teachers implement *Wit and Wisdom* with fidelity. Teachers in the focus group praised the support from the coach and consultants and credited that support with fostering a sense of confidence in their use of the new curricula.

3. Element: ***Assessment and Program Evaluation***:

- **Indicator a:** In prior years, UCCS used both SFA and iReady assessments as diagnostic and benchmark measures to identify student strengths and needs. The school acknowledged these measures were not predictive of student performance on the New York State tests. As a result, the school considered other measures for the current school year. UCCS provided two assessment calendars: One calendar lists iReady, Fountas & Pinnell, IXL, ELA unit tests as well as quarterly sample NYS tests and the NWEA MAP as a summative assessment at the end of the year. A second calendar lists only SFA assessments, iReady, and curriculum assessments for ELA and math. In interviews, staff mentioned classroom assessments such as classwork and exit tickets as formative measures of student mastery of the skills and content. According to school leaders, UCCS has not developed procedures to ensure assessments completed remotely are administered with integrity to produce accurate measures of student achievement. For example, the October data dashboard provided to the board shows that not all students completed the interim assessments in reading and math, and, as a result, the school lacks an accurate profile of student strengths and needs. With the variety of assessments listed in school documents, it is unclear which measures the school relies on to assess the effectiveness of its educational programs and practices.
- **Indicator b:** According to the renewal application and teacher and school leader focus group interviews, UCCS relies on iReady diagnostic data to group students for classroom instruction and intervention classes. Teachers use classroom formative assessments (exit tickets) and classwork to inform decisions whether to reteach content or move ahead with the curriculum scope and sequence. Teachers explained they know students are making progress based on the work they submit as well as teacher observations. Members of the student success team monitor referrals to the Help Zone to identify behaviors that interfere with academic progress and intervene with individual students. When instruction is conducted remotely, student success team members reported they visit the online classrooms to ensure that students follow remote behavior expectations and participate in the learning activities. According to interviews, UCCS uses the qualitative data around behavior and participation to address individual rather than school-wide concerns.
- **Indicator c:** According to school documents, UCCS evaluates the academic program by monitoring quantitative data from SFA and iReady as well as state assessments. Academic results showing poor student performance led to the decision to change the ELA curriculum from the Engage NY modules in 2016-2017 to SFA in 2017to the prresent and to *Wit and Wisdom* for 2020-2021. In mathematics, the school changed from *Zearn* math in 2018-2019 to iReady for 2019-2020 to *Eureka* for the current year. The curriculum audit completed by the comprehensive management services provider concluded that the curriculum in use previously did not closely align with the NYSLS, a factor they assert contributed to the low achievement of UCCS students. According to school leaders, the new curricula provide additional content and guidance for teachers to support SWD and ELLs.
- **Indicator d:** The assessment calendar provided to the renewal site visit team lists iReady diagnostic and curriculum assessments as the primary tools to measure student achievement and progress. In the renewal documents, UCCS acknowledges that iReady is not an accurate predictor of student performance on the NYS tests. School leaders explained that the new curricula include assessments that align more closely with the rigor and format of the NYS tests. In addition, a second assessment calendar lists simulated NYS tests to be administered throughout the year to gauge student progress toward state targets. At the time of the renewal site visit, the school had not yet developed or administered an assessment aligned with the NYSLS and relied on the iReady diagnostic administered at the start of the school year. As noted previously, UCCS has not devised a strategy to ensure the accuracy and integrity of the results of achievement assessments that are completed remotely.

4. Element: ***Supports for Diverse Learners***:
    - **Indicator a:** According to renewal documents and interviews, UCCS uses an RTI process to identify students who may require evaluation for an educational disability. The student support services coordinator, RTI teachers and classroom teachers review student achievement data and develop a plan of intervention and support. The UCCS plan explains that students who do not demonstrate gains over several cycles of increasing levels of intervention may be referred to the Rochester City School District (RCSD) Committee on Special Education (CSE) for evaluation. School documents state that the school uses the Home Language Survey to identify students who are English language learners and administers the NYSESLAT to gauge students' progress toward English proficiency.
    - **Indicator b:** As noted in previous sections of this report, UCCS documents and interviews indicate that the school deploys RTI teachers, special educators, and one English as a New Language (ENL) teacher to support the needs of SWD, ELLs and any student struggling to master the NYSLS. Four special educators, four RtI teachers and a teaching assistant in each K-4 classroom provide small group and one-on-one tutoring for students consistent with students' IEPs. With the adoption of the new curricula, school leaders indicated that RTI classes and tutoring sessions for SWD and ELLs are expected to follow the content and sequence outlined in the *Wit and Wisdom* and *Eureka* materials. However, the master school schedule provided to the site visit team indicates that students working remotely use iReady to supplement their reading and math programs. In addition to supports provided during the school year, the school offered a summer program conducted by the comprehensive management services provider that served 11 students with one-on-one tutoring. Many of the additional supports described in the school's renewal application, including community volunteers and middle schoolers working with elementary students in homework club, are not operating due to COVID-19 restrictions. The school has not developed alternative approaches to these programs that could provide supports to struggling students within the current limitations, with the exception of middle school students engaged in peer-to-peer tutoring.
    - **Indicator c:** In the renewal application, UCCS reports that RTI teachers and classroom teachers meet bi-weekly to review student progress and plan differentiation and small group instruction. In the focus group interview, members of the student support team (RTI teachers, special educators and the ENL teacher) said they meet as a team weekly and they are learning the new curricula along with the general education teachers. Student support teachers explained they can access teachers' lesson plans on the Chalk database and use those as a guide for the grade-level content and skills standards their students are required to meet. The support teachers indicated they use the differentiation ideas in the new curricula to inform their plans for small group or individual tutoring sessions.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

Element	*Indicators*
1. Measures of Culture, Climate, and Student Engagement	a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [4] b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [5] c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.
2. Behavior Management and Safety	a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses

[4] See https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf.

[5] Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttdnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element	*Indicators*
	a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity. b. The school uses a tiered approach to behavioral interventions that support student social-emotional development. c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify. e. Classroom environments are conducive to learning and generally free from disruption.
3. Family Engagement and Communication	a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community. b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children. c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic and transparent process for responding to family or community concerns. e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability. f. The school shares its New York State exam participation rate compared to the district of location.
4. Social-Emotional and Mental Health Supports	a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students. b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups. c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner. e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the

Element	*Indicators*
	educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

1. Element: ***Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** According to the school's documents, UCCS established an attendance team in 2018-2019 that was charged with monitoring attendance and offering incentives when absences persist. The attendance team refers chronic absentees to the student success team consisting of the counselors, dean, social worker and behavior interventionists to develop more intensive solutions and to monitor change. When students are accessing instruction remotely, UCCS counts students present if they log in to the online learning platform. UCCS staff noted that the original expectation was that students would log in by 8:30 AM, but adjusted the expectation to 11:30 AM to allow for occasional technical problems. According to the October data dashboard provided to the board, average attendance across the school was 80 percent in September and 76 percent in October. The school continues to address chronic absentees by individual consultation with families.
- **Indicator b:** In the renewal application, UCCS describes its use of the Help Zone and Alternative to Suspension (ATS) rooms to address student misbehavior and avoid extended separation from the school community. Teachers refer students to the Help Zone staffed by counselors from the Center for Youth to allow them to reflect on their behavior and redirect their energy in more productive ways. Students suspended for infractions of the code of conduct stay in school and complete their assignments under the guidance of a staff member. During the current remote and hybrid learning settings, the data dashboard shows 27 students were referred to the Help Zone in October 2020 and 2 students were assigned to ATS. In the focus group interview, UCCS staff reported that the primary behavior concern when students are learning remotely is engagement and participation with few instances of misbehavior among remote learners.
- **Indicator c:** According to the renewal application, UCCS implements Positive Behavioral Supports and Interventions (PBIS) to build a positive school culture and productive learning climate. However, in focus group interviews, staff reported that PBIS has not been implemented consistently this year. According to the school's professional development calendar, one 90-minute professional development session provided an overview of PBIS to staff in September. School leaders noted that the focus has been on the new curricula rather than school-wide implementation of PBIS. Teachers are expected to award behavior incentive points using Class Dojo (K-4) and Kickboard (5-8). According to focus group interviews, the school uses the data from Class Dojo and Kickboard to monitor school climate and culture along with discipline referral patterns. However, staff indicated that Kickboard has not been put in place and the school did not provide sample Kickboard and Dojo reports as requested by the site visit team.

2. Element: ***Behavior Management and Safety:***

- **Indicator a:** According to school documents, the UCCS 2019 Code of Conduct posted on the website serves as the school's discipline policy and is implemented by school staff under the guidance of the student success team. The UCCS 2020-2021 Reopening Plan describes expectations for student behavior when they are participating in learning remotely. The code of conduct has not been formally updated to reflect the remote learning behavior expectations.

- **Indicator b:** The UCCS code of conduct describes a sequence of consequences for infractions moving from staff member actions to referrals for Help Zone or ATS placement. The school describes its behavioral interventions as a progression of steps rather than as a tiered process. Staff responsible for monitoring students' social and emotional development report they adapted their approach to accommodate the remote learning environment by continuing mandated and non-mandated counseling using video conferencing tools. Behavior interventionists reported they sit in on remote lessons and monitor student behavior. They indicated that the remote system allows them to visit more classes each day than when students are in the building. As noted previously, the student success team intervenes on a one-to-one basis when teachers identify a disengaged student and/or when team members notice a student in need.
- **Indicator c:** UCCS documents assign responsibility for maintaining a safe learning environment to the student success team. Teachers, school leaders, and staff described the responsiveness of the team to student challenges, whether academic, behavioral, or social-emotional. Discipline data presented on the board dashboard show few referrals to the Help Zone and ATS for the current year. Members of the student success team reported few instances of misbehavior during remote lessons, with more frequent concerns related to attendance and engagement.
- **Indicator d:** The UCCS Code of Conduct/Discipline Policy describes consequences for students who engage in practices prohibited by the Dignity for All Students Act (DASA) including bullying and harassment. The UCCS dean of students serves as the DASA coordinator. In their focus group interview, teachers indicated they were aware of the DASA coordinator and complimented the training provided during the summer session on culturally responsive teaching.
- **Indicator e:** Across the 10 classrooms observed during the remote site visit, the learning environments varied widely, with some well facilitated and students engaged in lesson activities and others interrupted by background activity. No intentional disruptions were noted but, in many instances, variations in teachers' skills using the online platform limited student opportunities for engagement with the content.

3. Element: ***Family Engagement and Communication:***

- **Indicator a**: In the renewal application, UCCS lists several ways it communicates with parents, citing the newsletter, website, parent teacher conferences and family nights. In interviews, school leaders reported that in-person activities have not taken place due to COVID-19 restrictions and families have not responded to two invitations to participate in remote/online/video meetings. While the website includes a Google translate link to allow materials on the website to be translated into parents' preferred language, many documents on the website are out of date, inaccurate, or difficult to locate. School leaders reported they send letters to families across a range of topics from attendance to safety to technology; however, the school did not indicate whether the letters were sent in the family's preferred language. The school lists a parent and family involvement team and a community connections team designated as the groups responsible for outreach and communication, but school leaders reported these teams remain inactive. The recently hired family and community engagement coordinator has been quarantined due to COVID-19.
- **Indicator b:** According to the UCCS 2020-2021 Reopening Plan, the website, the newsletter, robocalls, email blasts, and social media are the primary means of communication across the school community. As mentioned previously, many website documents are out of date, inaccurate or missing. For example, the most recent newsletter posted on the website is from October 2019. UCCS leaders stated that teachers are expected to use Class Dojo and Kickboard to communicate with families about their child's behavior and achievement and teachers and staff

reported frequent use of Class Dojo. Members of the student success team indicted that training for Kickboard, the communication tool for Grades 5-8 teachers, had not been completed as planned. The UCCS Facebook page shows infrequent postings. The UCCS Reopening Plans states that special educators are expected to communicate daily with their students and their families; however, members of the student support team said they communicate with parents on average about once each week.

- **Indicator c:** While the school's documents state that UCCS surveys parents and families regularly, school leaders have relied on the NYSED survey administered in spring 2020 to gauge current family satisfaction. The UCCS 2020-2021 Reopening Plan states that the school will survey families prior to the start of the school year and school leaders explained that the scope of that survey focused on family preferences for hybrid or fully remote learning settings for their children. The 72 UCCS parent respondents on the Spring 2020 NYSED CSO COVID-19 Parent Survey expressed satisfaction with the support provided by the school during the transition to the remote or hybrid academic situations. Members of the student success team reported that alternative strategies to engage families that reflect in-person restrictions have not been developed and as a result, the school has not hosted community forums or family events since prior to March 2020. Board documents mention an annual climate survey, but members noted that the survey had not been completed.
- **Indicator d:** The 2019 UCCS complaint policy included in the family handbook posted on the website describes the sequence of steps to be followed when parents have a concern. The policy lists outdated contact information and provides no updates to address issues related to COVID-19 restrictions. According to school leaders and staff, the school responds promptly to family concerns and provides academic, behavioral, social-emotional, and technical help on a one-to-one basis when they are alerted to a concern. UCCS does not have a defined process to respond to community concerns.
- **Indicator e:** In the renewal application, UCCS states that it maintains positive and transparent communication with stakeholders. The school posts a link to the NYS Report Card on the website, but provides no other information about school performance or changes in school operations. The website includes no information for the community about the recent contract with the comprehensive management services provider. As noted previously, the website does not contain evidence of community/public access to remote board meetings. School leaders reported the recent hiring of the family and community engagement coordinator to fill a vacant position. However, that person has not been able to begin fulfilling the duties of that role due to health concerns.
- **Indicator f:** UCCS documents do not report whether they share their participation rate on NYS tests with the community or whether they show the comparison with RCSD. As noted above, the website includes a link to the NYS report card which does list participation rates for the school for the most recent state data available (2018-2019).

4. Element: ***Social-Emotional and Mental Health Supports***:
    - **Indicator a:** In the renewal application, UCCS lists *Character Counts* and *Getting Along Together* as programs used to support the social-emotional and mental health needs of all students. In focus group interviews, members of the student success team reported that the SFA program, *Getting Along Together*, is no longer in use. Success team members indicated their work is carried out on a one-to-one basis in the current hybrid and remote settings and there is no common program or curriculum. They reported that the daily morning meeting conducted by teachers both remotely and in-person serves as a means for engaging students in voicing concerns and sharing and resolving issues related to their social-emotional well-being.

- **Indicator b:** UCCS staff reported that they rely on teacher referrals to identify the social and emotional needs of students rather than a systematic school-wide data collection. Behavior referrals tracked on spreadsheets and reviewed by members of the student success team trigger intervention by a staff member to address the concern. Most common issues during both remote and hybrid learning include attendance and engagement/participation, particularly in remote lessons. In some instances, parents have reached out to staff for guidance and support when family-student interactions become unproductive. Patterns noted in behavior referrals from teachers are used to guide staff to intervene before issues become problematic.
- **Indicator c:** According to the renewal application, UCCS staff confer during team meetings to assess the impact of school-wide programs as well as individual interventions. Since staff carry out their work primarily one-to-one, the school does not cite any systematic data collection or uniform measure to gauge the effectiveness of the school's supports for students' social-emotional and mental health needs. Weekly meetings of staff supporting the academic, behavioral and social-emotional needs of students aids in the coordination and revision of services to improve outcomes for individuals.
- **Indicator d:** UCCS provided the agenda for the 10-day summer professional development program completed in August prior to school opening for the 2020-2021 school year. The agenda for the training included sessions on the content and delivery of the new ELA and math curricula, using iReady data to inform instruction, and ensuring rigor in instruction, as well as sessions addressing trauma-informed classrooms, culturally responsive teaching, and the growth mindset. Topics scheduled as professional development activities on each Wednesday afternoon during the school year include lesson planning and lesson study, data analysis, and the Danielson framework for teacher evaluation. Wednesday sessions also included introductions to the Sheltered Instruction Observation Protocol (SIOP), strategies to support ELLs, Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS), strategies specially designed to support students struggling to meet grade level expectations, including SWDs. School leaders reported that teachers requested more time to fully understand and practice new strategies between professional development sessions.
- **Indicator e:** In focus group interviews, UCCS staff reported that greater number of students are eligible for McKinney-Vento services than previously. Teachers identified the McKinney-Vento coordinator by name, and the UCCS social worker identified herself as filling that role. UCCS maintains communication with the homeless students and their families and provides references to community resources and transportation services as needed.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Urban Choice Charter School appears to be in very good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Urban Choice Charter School's 2019-2020 composite score is 2.73.

Composite Scores
2015-2016 to 2019-2020

Year	*Composite Score*
2015-2016	2.38
2016-2017	2.69
2017-2018	2.59
2018-2019	2.79
2019-2020	2.73

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Urban Choice Charter School's 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

In 2019, the Office of the State Comptroller (OSC) conducted an audit (https://www.osc.state.ny.us/localgov/audits/schools/2019/urban-choice-charter-2019-192.htm) of the school with the objective of determining whether school officials ensured credit card purchases were adequately supported and for appropriate purposes. OSC found that internal controls regarding credit card use were not always followed and that 40 percent of credit card purchases were not adequately supported. OSC recommended that all credit card users follow the school's internal control policies, including preapproval of all purchases, and that all credit card claims be adequately supported prior to payment. The school's leadership agreed with the findings and took corrective action.

Additionally, in 2019, OSC conducted an audit (https://www.osc.state.ny.us/local-government/audits/charter-school/2020/06/12/urban-choice-charter-school-information-technology-2019m-240) of the school with the objective of determining whether leadership ensured that information technology (IT) assets were safeguarded. OSC found that a former employee's user account was used to process 510 financial transactions after her departure from the school; leadership did not adopt IT

policies; and IT users were not provided with IT security awareness training. OSC recommended that the school immediately disable user accounts of former employees and ensure all IT users have and use their own user accounts; adopt comprehensive IT policies and procedures; and provide employees with IT security awareness training. The school's leadership agreed with the findings and took corrective action.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Falls Far Below

Element	*Indicators*
1. Board Oversight and Governance	a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers. b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves. c. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes. d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter. e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation. f. The board engages in ongoing professional development. g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter. h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

1. Element: ***Board Oversight and Governance:***

- **Indicator a**: According to the UCCS renewal application, the board will assess its own performance annually in June using the McKinsey Non-Profit Board Assessment. In the focus group interview, board members recalled completing a self-assessment, although not the McKinsey form, but the members leading that effort have left the board and the remaining members could not recall the format or findings of that self-evaluation. Similarly, UCCS renewal documents state that the board will conduct an annual evaluation of the school leader. In the focus group, the board confirmed that the leader evaluation had been completed and a bonus awarded, but since departing board members led the evaluation process, the remaining members could not specify the criteria or standards used in judging the leader's performance. The UCCS renewal application notes that the board and school leader will develop a template by October 2020 for evaluating the performance of the comprehensive management services provider to be implemented in May 2021. The template was not completed as stated. Instead, board members said they will hire an outside contractor to evaluate the performance of the management company based on the terms of the provider's contract. However, as is applicable to this section, the UCCS board is undergoing a turnaround and capacity building is still ongoing.
- **Indicator b:** As a condition for its charter renewal in spring 2020, UCCS is in the process of reconstituting the board of trustees, replacing five of the eight members with new members recruited by the comprehensive management services provider. As of the date of the renewal visit, two new members were joining the four continuing members on the UCCS board. The new members include a parent representative, as defined in the board by-laws, and the CEO of the management company.
- **Indicator c:** According to school documents and interviews, the UCCS board oversees the school's operations through a monthly dashboard summarizing relevant academic and operational information and reports from school leaders on the progress of new initiatives. Sample dashboards for September and October 2020 include enrollment and waitlist, student and teacher demographics, attendance by grade, parent engagement activities completed, prior NYS test data, and current academic benchmark data. In the focus group, board members said that meetings are recorded; however, links for public access are not posted and the renewal site visit team was unable to determine how actively the board examines the educational program. The board's approval of the renewal application and supporting documents that present sometimes conflicting and occasionally confusing descriptions of the school's current programs and practices raises concerns about the board's ability to oversee the fulfillment of the commitments in the school's mission and key design elements, as well as effective oversight of the comprehensive management services provider.
- **Indicator d:** UCCS submitted an undated strategic plan detailing three core values and six strategic priorities aligned with the Charter School Performance Framework. The plan lists measures to be used to monitor progress toward goals within each of the priorities. However, no progress report was provided to indicate whether the school is meeting or approaching the targets listed under each priority. The renewal application states that the board will review its strategic plan every two years. During the current charter term, the board has focused on reconstituting its membership and establishing a relationship with the comprehensive management services provider, conditions of its most recent charter renewal.
- **Indicator e:** Minutes of board meetings record occasional review of school policies. In the renewal application, the school indicated that board policy review and updates will be conducted and coordinated by the comprehensive management services provider in the future. In the focus

group, board members clarified that the school's attorney will also share responsibility for monitoring changes in regulations that require changes in board policy.

- **Indicator f:** According to the renewal application, board professional development will be planned and conducted by the comprehensive management services provider. In the focus group, board members noted the first training session took place in November and was designed to orient new board members and establish subcommittees. Future sessions are planned to develop work plans for each subcommittee of the board. The board retreat intended to strengthen the board's ability to function effectively as a team was cancelled due to restrictions on in-person gatherings. The board and management company have not devised plans for board training to be conducted using video conferencing tools.
- **Indicator g:** The UCCS board has focused on some of the conditions of the short-term charter renewal and has not maintained compliance with its governance role and several of its legal obligations. For example, the board did not complete the annual performance evaluations for leaders, itself, or providers, although some plans were in place; it did not show any active oversight of the academic program in its meeting discussions; it did not conduct policy updates on a regular basis; and there was no ongoing board training for new or existing members. Over the course of several charter terms, the UCCS board has not taken effective action to ensure the enrollment of SWDs and ELLs at a level comparable to the district of location, as required by its charter. The board is in the process of reconstituting itself and has finalized an agreement with a comprehensive management services provider, two primary conditions for its renewal. The UCCS renewal application states that the comprehensive management services provider will assume responsibility for board training on governance and oversight and will establish a policy review process.
- **Indicator h:** In the focus group interview, board members indicated that the Charter School Performance Framework will be incorporated into the work plans for the board subcommittees to be developed over the coming months. No systematic review of the indicators in the Charter School Performance Framework is evident in board minutes over the past year.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Approaches

Element	*Indicators*
1. School Leadership	a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. Professional Climate	a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups. c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. d. The school has established procedures for effective collaboration among teachers. e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.

Element	*Indicators*
3. Contractual Relationships (if applicable)	a. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

1. Element: ***School Leadership:***

- **Indicator a:** The UCCS renewal application states that the school reorganized its leadership structure for 2020-2021 to improve instructional leadership. The reorganization consisted of assigning each of the two principals the responsibility for content areas, ELA/social studies or math/science, in addition to grade spans as in 2019-2020. As noted in a previous section of this report, teachers in Grades 1-5 were assigned responsibility for either ELA or math so they could focus on learning one new curriculum rather than two. In interviews, school leaders reported that this reorganization has allowed principals to meet weekly with their content area teachers to discuss successes and challenges related to implementation of the new programs. A chart prepared by the comprehensive management services provider in September lists the general scope of work for each member of the leadership team.
- **Indicator b:** The UCCS renewal application lists a daily bulletin from principals and weekly staff meetings as the primary vehicles for communication across the school. The application describes plans for grade-level team meetings to be coordinated by the comprehensive management services provider. In interviews, school leaders explained that grade-level team meetings have not begun and training to create professional learning teams (PLCs) described in the school's renewal documents has not taken place. School leaders confirmed that teachers were not involved in decisions to selected new curricula and they described plans to communicate decisions and rationales for program changes in the future under the guidance of the comprehensive management services provider.
- **Indicator c:** According to the October 2020 data dashboard presented to the board of trustees, UCCS has no open staff positions although the August organizational chart shows that the family engagement position was unfilled. UCCS lists seven teachers without certification, and school documents report the steps being taken to ensure their qualification for their role. Nine of the classroom teachers and three teaching assistants are listed as "new hires" on the faculty and staff roster. Four teachers and two principals have been at the school for one year. The teacher retention rate for the 2019-2020 school year was 47%; business office was 100% (one person); and coaches 50%.
- **Indicator d:** The school's renewal application and self-evaluation reflect the school's review of its performance on the benchmarks and indicators in the Charter School Performance Framework. While the strategic plan submitted with the school's renewal documents references the benchmarks, board minutes do not reflect a systematic review of the priorities and goals in the strategic plan as they relate to the Charter School Performance Framework.

2. Element: ***Professional Climate:***

- **Indicator a:** UCCS provided a document updated in September 2020 listing the areas of responsibility for each member of the school leadership team. While the documents show some discrepancy from other documents, in interviews teachers and staff confirmed that principals are assigned to lead different content areas and the dean and members of the student success team manage issues related to student behavior, attendance and social-emotional well-being.
- **Indicator b:** UCCS employs four special educators and one ENL teacher along with four RTI teachers to serve the academic needs of SWD, ELLs and those not meeting grade-level expectations. The student support coordinator manages assignment of staff and oversees intervention supports as well as monitoring student progress to determine if an evaluation for special education services is needed. If evaluation is indicated, the student support coordinator will work with the RCDS CSE to complete the process. As noted under Benchmark 2, two weeks of training for staff was completed in August led by consultants from the comprehensive management service provider and curriculum materials publishers. The agenda for the summer sessions included professional development in the new curricula, use of iReady data, as well as trauma-informed teaching and culturally responsive classrooms. In the focus group interview, teachers described their training as positive and helpful. The school schedules professional development during the school year each Wednesday and continues curriculum implementation training among other topics during those sessions.
- **Indicator c:** According to school documents, UCCS appointed a director of operations in 2019-2020 to manage budget, facilities, and transportation as well as technology infrastructure. Communication between the school and staff and the school and community is the responsibility of the dean of students. As noted previously, materials on the school's website are incomplete, inaccurate and out of date and do not provide an accurate or complete description of the educational program at the school. School leaders reported they use email, robocalls, and the postal service to communicate important information to families. Teachers use Class Dojo and email to share individual student information and updates with families.
- **Indicator d:** For 2020-2021, UCCS offered families the option to have their children participate in learning fully remotely or in a hybrid setting, in person several days per week and remote on others. Teacher schedules provided for the renewal visit do not include common planning time for staff, although the school's renewal documents mention collaborative teacher meetings on Wednesdays. In focus group interviews, teachers confirmed they meet with their content area colleagues and the principal responsible for the content area each Wednesday. Meetings between the two teachers at each grade level occur informally. School documents mention training to develop professional learning communities but school leaders explained that training has been postponed to provide teachers time to become confident in the implementation of the new curricula.
- **Indicator e:** According to school documents, UCCS leaders evaluate teachers using the Danielson framework. Documents explain that teachers are evaluated three times each year. In the focus group interview, teachers reported they have not been formally evaluated at this point in the school year. Professional development calendars list a session on the Danielson model and one on developing SMART goals for teachers.
- **Indicator f:** While school documents state that teachers are surveyed regularly, school leaders indicated that, other than exit interviews when teachers depart, school leaders have not assessed teacher satisfaction in 2019-2020 or in 2020-2021. The UCCS renewal application states that school leaders are investigating options for purchasing a teacher satisfaction survey. In the focus group interviews, teachers and staff explained that school leaders solicit their feedback on

professional development sessions, but only certain staff are involved in educational and operational decisions.

3. Element: ***Contractual Relationships***:

- **Indicator a:** In July 2020, UCCS finalized a contract with a company to serve as a comprehensive management services provider, a requirement of the 2020 charter renewal. The board is in the process of revising its by-laws and operational procedures to reflect the responsibilities to be carried out by the provider. In the focus group interview, board members indicated that, although the current contract extends only one year, the intention is to establish a long-term relationship with the comprehensive management services provider.
- **Indicator b:** UCCS documents state that the board and school leader will prepare an evaluation template by October 31, 2020 to evaluate the performance of the management services provider. In focus group interviews, board members and school leaders reported the template has not been completed. They indicated the criteria for assessing the contractor's work will be linked to the deliverables in the negotiated service contract.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

Element	*Indicators*
1. *Mission and Key Design Elements*	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter, including in public-facing materials. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

1. Element: ***Missions and Key Design Elements:***

- **Indicator a:** In interviews during the site visit, teachers, staff, school leaders and board described the key elements of the school's mission as including a safe and supportive environment for students and establishing strong relationships with students and their families, concepts that are central to the school's mission statement. Parents were not interviewed; and the site visit team could not determine what families understand the school's mission to be.
- **Indicator b:** The school has partially implemented its key design elements.
    - *Supportive educational environment*: The UCCS student success team and student support team oversee the school's programs and practices in support of students' social-emotional well-being and academic success. Of the 72 families completing the Spring 2020 NYSED COVID-19 survey, 96% agreed or strongly agreed that the school provided support for their child's at-home learning. In focus group interviews, UCCS teachers, leaders and staff cited a range of actions to support the needs of students as well as their families during multiple transitions.
    - *Rich, rigorous, engaging curriculum*: UCCS has adopted new curriculum materials for ELA and math for 2020-2021 in response to a curriculum audit completed by the comprehensive management services provider. Implementation of the new programs is in the early stages. Classrooms observed remotely during the renewal site visit showed few instances of students actively engaged in learning.
    - *Extended learning opportunities*: Since COVID-19 restrictions were instituted, UCCS has not continued the extended day programs previously in place. According to the renewal application, the school and its comprehensive management services provider will review and evaluate what was previously offered. The summer program run by the contractor provided the 11 participating students with one-on-one tutoring.
    - *Authentic family involvement*: In focus group interviews, school leaders reported that the family activities previously hosted by the school are not continuing due to

restrictions on in-person gatherings. The school recently filled the position of family and community engagement coordinator who has not yet initiated any activities. UCCS has not devised alternative approaches to engaging families that take advantage of the technology supported by the school. Members of the student support team reported that almost all families participated in the annual CSE meetings held virtually for the current year, a much higher percentage than when meetings were conducted in person. The October 2020 board data dashboard lists an orientation for 46 kindergartner families and 5 home visits as the only family involvement work this year.

- *Data informed instruction*: In focus group interviews, school leaders reported that iReady data is being used as a diagnostic tool to identify students for small group instruction. Teachers report using exit tickets to make decisions about the pacing of their curriculum. Teachers participated in iReady data use training during the summer professional development institute. However, as noted previously, the school has not established protocols to ensure that assessments completed remotely are yielding accurate and reliable measures of student achievement and progress.
- *Focused professional development*: The agenda for the 10-day summer professional development institute conducted by the comprehensive management services provider addressed a range of topics, but primarily focused on introducing the new ELA and math curricula. Additional topics were noted previously and included culturally responsive classrooms, trauma-informed teaching, and use of online resources for remote teaching.
- *School culture*: At the start of the 2020-2021 school year, UCCS surveyed families to ask their preference for a hybrid schedule, consisting of two days in--person and three days remote learning or all remote. At that time, 59% of families chose to continue their child's learning at home, and 41% opted to participate in the hybrid schedule. In focus group interviews, UCCS staff indicated that they attempt to strengthen the safe and supportive culture through the work of the student success team described in detail in Benchmark 3. The school has not completed a satisfaction survey of families, students or staff and does not have data to assess whether the school's culture meets its expectations.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Approaches

Element	*Indicators*
1. Targets are met	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. Targets are not met	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

1. Element: ***Targets are not met:***

- **Indicator a:** According to the school's October 2020 data dashboard, UCCS enrolls 98% of its chartered maximum. The school reports 43 (11%) SWDs, 11 (3%) ELLs and 383 (97%) economically disadvantaged (ED) students. Based on the most recent state data, UCCS remains well below the enrollment of SWDs and ELLs in RCSD. School reported data shows a decrease in the percentage enrolled for each group. The school has made no progress toward matching the proportion of these two populations with RCSD.
- **Indicator b:** UCCS has CSO approval to conduct a weighted lottery to improve the chances for ELLs and SWDs to be selected for admission. The school has submitted to CSO a draft board policy to reflect its implementation. Other strategies for recruiting students in these populations remain the same as for previous years. Annual reports for 2017, 2018, and 2019 list brochures and materials distribution, contacts with area agencies and day care centers, and participation in recruitment fairs in the region as the outreach strategies in use. The school's website describes in broad terms the services it offers for SWDs, but the site includes no information on the programs offered to support ELLs.

- **Indicator c:** According to UCCS documents, the school uses its final enrollment figures to judge whether its recruitment strategies have been effective. The school does not have a process in place to distinguish which strategies are most helpful in encouraging enrollment of the special populations. UCCS staff reported their perception that word of mouth from existing families is helping publicize the school's programs to encourage applications to the school.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Approaches

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

1. Element: ***Legal Compliance:***

- **Indicator a:** Meeting notices do not appear on the school's website or on the school's Facebook page as stated in the UCCS renewal application. In the focus group interview, board members indicated that they have not regularly reviewed and updated policies to acknowledge changes in school operations due to COVID-19, but noted the comprehensive management services provider contract assigns responsibility for oversight and update of policies to the outside contractor. Some of the school's policies require revision to be fully legally compliant. School officials have not been complying with fingerprinting and clearance requirements for staff, a serious safety violation. The school must adopt a multi-step, comprehensive process to ensure that all school employees have fingerprint clearance prior to their start date at the school.
- **Indicator b:** UCCS has complied with the renewal conditions to reconstitute the board of trustees and hire a management services provider. The new board composition was being finalized at the time of the renewal site visit. UCCS provided a copy of the signed contract with the management

service provider dated July 2020. In 2019 the NYSED CSO required UCCS to undertake corrective action to increase the recruitment, enrollment and retention of English language learners and students with disabilities. As of the date of the renewal site visit, the school's efforts have not yet resulted in enrollment proportional to the district of location.

- **Indicator c:** The hiring process described in the renewal application indicates that if the individual has the correct certification for the position for which he/she is applying, they move forward in the process. However, if they do not, they are not considered. In contrast, a list showing teacher certification status prepared for the board identified seven teachers as uncertified, with only three meeting one of the exemption categories. No plan to ensure teachers are certified in accordance with applicable laws and regulations was provided.
- **Indicator d:** During the site visit, board members indicated that a number of changes in school operations as defined in the charter had not been submitted for CSO approval. They noted that the contract with the management services provider assigns responsibility for adherence to required approval processes to the contractor.
- **Indicator e:** The October 2020 board of trustees' dashboard lists enrollment at 98% of the maximum allowable students as outlined in the charter and as set forth in the charter agreement. Enrollment has consistently been at least 98% over the past four years.
- **Indicator f:** In the focus group interview during the renewal site visit, board members reported that their past practice was to consult with their legal counsel as the need arose. In April, the board's legal counsel began attending each board meeting to monitor compliance with legal and regulatory requirements. Board members also noted that the contract with the management service provider assigns responsibility for maintaining awareness of board responsibilities to the contracted provider.

Attachment 1: 2020-2021 Renewal Site Visit

Urban Choice Charter School

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

This school is designated as a school in need of Comprehensive Support and Improvement under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

This school does not outperform schools with similar grades and subgroup enrollment in ELA, math, or science.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency (Growth). See Table 1 below.

Table 1: Aggregate and Subgroup Standards-Bases Trending: Math and ELA - Target = 80%

Urban Choice CS		All Students	SWD	ELL	ED
ELA	2015-2016	39%	14%	.	39%
	2016-2017	29%	19%	.	30%
	2017-2018	30%	11%	.	30%
	2018-2019	30%	29%	0%	30%
Math	2015-2016	14%	14%	.	13%
	2016-2017	23%	12%	.	22%
	2017-2018	22%	9%	.	21%
	2018-2019	18%	18%	0%	15%

**See NOTES (1), (2), (3), and (4) below.*

2.b.i., 2.b.ii, 2.b.iii., and 2.b.iv Proficiency: See Figure 1, Table 2, Table 3, and Table 4 below.

Figure 1: Aggregate and Subgroup School Level Proficiency – Math, ELA, and Science Over Time Comparison to Rochester City School District

**See NOTES (1), (2), (5) and (6) below.*

Table 2: Aggregate and Subgroup School Level Proficiency – Math, ELA, and Science

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	12%	5%	+7	31%	-19	16%	7%	+9	38%	-22	78%	44%	+34	78%	0
	2015-2016	25%	7%	+18	38%	-13	15%	7%	+8	39%	-24	67%	46%	+21	79%	-12
	2016-2017	21%	8%	+13	40%	-19	18%	8%	+10	40%	-22	70%	42%	+28	78%	-8
	2017-2018	22%	11%	+11	45%	-23	16%	11%	+5	45%	-29	58%	49%	+9	79%	-21
	2018-2019	18%	13%	+5	45%	-27	14%	13%	+1	47%	-33	38%	44%	-6	75%	-37
SWD	2014-2015	8%	1%	+7	7%	+1	8%	3%	+5	12%	-4	57%	29%	+28	53%	+4
	2015-2016	12%	1%	+11	9%	+3	9%	2%	+7	12%	-3	42%	31%	+11	56%	-14
	2016-2017	9%	1%	+8	11%	-2	6%	2%	+4	14%	-8	57%	26%	+31	53%	+4
	2017-2018	4%	2%	+2	16%	-12	4%	2%	+2	17%	-13	25%	33%	-8	57%	-32
	2018-2019	11%	3%	+8	15%	-4	8%	4%	+4	17%	-9	57%	28%	+29	52%	+5
ELL	2016-2017	0%	2%	-2	11%	-11	0%	3%	-3	18%	-18	.	.	.	.	.
	2017-2018	0%	7%	-7	26%	-26	0%	6%	-6	29%	-29	.	.	.	.	.
	2018-2019	8%	7%	+1	25%	-17	15%	8%	+7	32%	-17	.	.	.	.	.
ED	2014-2015	11%	4%	+7	21%	-10	14%	6%	+8	27%	-13	76%	43%	+33	69%	+7
	2015-2016	24%	6%	+18	27%	-3	14%	6%	+8	28%	-14	66%	44%	+22	71%	-5
	2016-2017	19%	6%	+13	29%	-10	16%	7%	+9	29%	-13	70%	40%	+30	69%	+1
	2017-2018	20%	10%	+10	35%	-15	14%	9%	+5	34%	-20	57%	47%	+10	71%	-14
	2018-2019	17%	11%	+6	36%	-19	13%	11%	+2	36%	-23	38%	43%	-5	67%	-29

**See NOTES (1), (2), (4), (5), and (6) below.*

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Table 3: Aggregate and Subgroup Grade Level Proficiency – Math, ELA, and Science

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2014-2015	17%	7%	+10	31%	-14	28%	13%	+15	42%	-14	.	.	.	.	.
	2015-2016	45%	8%	+37	42%	+3	36%	11%	+25	44%	-8	.	.	.	.	.
	2016-2017	40%	10%	+30	43%	-3	33%	14%	+19	48%	-15	.	.	.	.	.
	2017-2018	20%	17%	+3	51%	-31	29%	18%	+11	54%	-25	.	.	.	.	.
	2018-2019	16%	18%	-2	52%	-36	33%	22%	+11	55%	-22	.	.	.	.	.
Grade 4	2014-2015	15%	5%	+10	33%	-18	18%	9%	+9	43%	-25	84%	61%	+23	86%	-2
	2015-2016	32%	8%	+24	41%	-9	15%	11%	+4	45%	-30	78%	64%	+14	89%	-11
	2016-2017	28%	8%	+20	41%	-13	34%	8%	+26	43%	-9	82%	53%	+29	86%	-4
	2017-2018	29%	13%	+16	47%	-18	23%	13%	+10	48%	-25	75%	65%	+10	88%	-13
	2018-2019	35%	14%	+21	48%	-13	20%	14%	+6	50%	-30	63%	61%	+2	86%	-23
Grade 5	2014-2015	8%	4%	+4	30%	-22	15%	7%	+8	43%	-28	.	.	.	.	.
	2015-2016	11%	5%	+6	33%	-22	13%	5%	+8	40%	-27	.	.	.	.	.
	2016-2017	8%	6%	+2	35%	-27	17%	9%	+8	43%	-26	.	.	.	.	.
	2017-2018	21%	7%	+14	37%	-16	23%	11%	+12	44%	-21	.	.	.	.	.
	2018-2019	7%	11%	-4	38%	-31	4%	12%	-8	46%	-42	.	.	.	.	.
Grade 6	2014-2015	5%	4%	+1	31%	-26	9%	7%	+2	39%	-30	.	.	.	.	.
	2015-2016	20%	6%	+14	34%	-14	11%	7%	+4	40%	-29	.	.	.	.	.
	2016-2017	7%	5%	+2	32%	-25	5%	6%	-1	40%	-35	.	.	.	.	.
	2017-2018	29%	13%	+16	49%	-20	14%	9%	+5	44%	-30	.	.	.	.	.
	2018-2019	19%	14%	+5	47%	-28	16%	12%	+4	47%	-31	.	.	.	.	.
Grade 7	2014-2015	8%	3%	+5	29%	-21	9%	4%	+5	35%	-26	.	.	.	.	.
	2015-2016	17%	5%	+12	35%	-18	3%	4%	-1	36%	-33	.	.	.	.	.
	2016-2017	21%	7%	+14	42%	-21	6%	5%	+1	38%	-32	.	.	.	.	.
	2017-2018	.	6%	-6	40%	-40	.	6%	-6	41%	-41	.	.	.	.	.
	2018-2019	19%	10%	+9	40%	-21	8%	8%	0	43%	-35	.	.	.	.	.
Grade 8	2014-2015	23%	4%	+19	35%	-12	14%	1%	+13	22%	-8	81%	97%	-16	155%	-74
	2015-2016	27%	6%	+21	41%	-14	13%	1%	+12	24%	-11	55%	73%	-18	92%	-37
	2016-2017	22%	9%	+13	45%	-23	6%	1%	+5	22%	-16	55%	59%	-4	91%	-36
	2017-2018	31%	11%	+20	48%	-17	3%	1%	+2	30%	-27	39%	59%	-20	89%	-50
	2018-2019	11%	11%	0	48%	-37	.	2%	-2	33%	-33	6%	9%	-3	55%	-49

**See NOTES (1), (2), (4), (5), and (6) below.*

Table 4: Aggregate and Subgroup Annual Regents Outcomes – Pre-High Schools

		All Students				ED			
		Charter Total Tested	Urban Choice CS	NYS	Differential to State	Charter Total Tested	Urban Choice CS	NYS	Differential to State
Living Environment	2016-2017	38	55%	87%	**-32**	37	57%	79%	**-22**
	2017-2018	36	39%	86%	**-47**	35	40%	77%	**-37**

**See NOTES (1), (2), (4), (5), and (7) below.*

Indicator 3: High School Outcomes

(Not applicable to this charter school.)

Benchmark 9:

Indicator 1: All Schools

1.a.i. and 1.a.ii. Enrollment. See Tables 5 and 6 below.

Table 5: Aggregate Enrollment: Reported vs Contracted – Target = 100%

Urban Choice CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	400	398	100%
2016-2017	400	397	99%
2017-2018	400	400	100%
2018-2019	400	396	99%
2019-2020	400	392	98%

**See NOTES (11) below.*

Table 6: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged

	SWD			ELL			ED		
	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District
2015-2016	14%	21%	-7	2%	15%	-13	79%	92%	-13
2016-2017	14%	22%	-8	5%	16%	-11	92%	91%	+1
2017-2018	12%	22%	-10	5%	17%	-12	91%	92%	-1
2018-2019	12%	23%	-11	4%	17%	-13	90%	91%	-1
2019-2020	13%	23%	-10	5%	17%	-12	99%	91%	+8

**See NOTES (1) and (5) below.*

1.b.i. and 1.b.ii. Retention: See Table 7 below.

Table 7: Aggregate and Subgroup Retention

	All Students			SWD			ELL			ED		
	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District
2015-2016	84%	86%	-2	82%	89%	-7	100%	86%	+14	87%	87%	0
2016-2017	82%	86%	-4	84%	89%	-5	100%	86%	+14	82%	86%	-4
2017-2018	86%	87%	-1	87%	90%	-3	94%	87%	+7	87%	87%	0
2018-2019	90%	86%	+4	88%	89%	-1	83%	85%	-2	91%	86%	+5
2019-2020	85%	87%	-2	93%	90%	+3	100%	86%	+14	86%	87%	-1

**See NOTES (1) and (5) below.*

**NOTES:*

(1) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(2) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(3) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

(4) A "." in any table indicates that the data was suppressed according to standard NYSED business rules (N<5), no student sat for the exam, or the exam was not given.

(5) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district and/or NYS.

(6) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(7) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(8) Data in the table above represents students who passed the ELA regents exam (or Regents approved equivalent exam) with a score of 75 or better and who also passed a Math Regents exam (or NYSED approved equivalent exam) with a score of 80 or above.

(9) The 4- and 5-year graduation rates reported in the table above are as of August. The 6-year graduation rates are as of June.

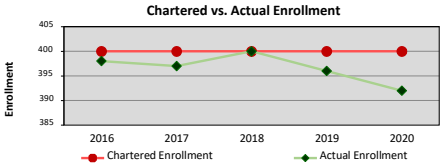
(10) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) orequivalents.

(11) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year, 5-year, and 6-year graduation (includes August graduates).

Charter School Fiscal Accountability Summary

URBAN CHOICE CHARTER SCHOOL

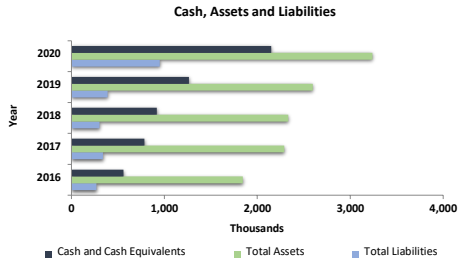
	2015-16	2016-17	2017-18	2018-19	2019-20
Grades Served	K-8	K-8	K-8	K-8	K-8
Maximum Chartered Grades Served	K-8	K-8	K-8	K-8	K-8
Chartered Enrollment	400	400	400	400	400
Maximum Chartered Enrollment	400	400	400	400	400
Actual Enrollment	398	397	400	396	392

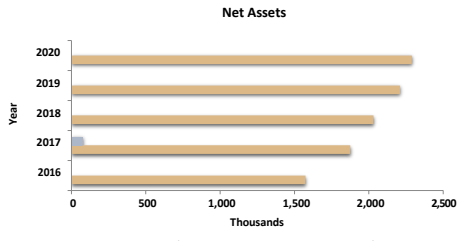


AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

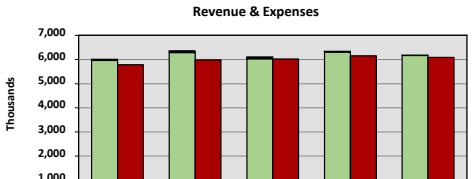
ASSETS					
Current Assets					
Cash and Cash Equivalents	559,769	786,281	919,532	1,264,633	2,150,201
Grants and Contracts Receivable	63,704	299,906	47,146	181,949	123,319
Prepaid Expenses	1,963	4,014	56,164	-	32,539
Other Current Assets	430,127	472,855	758,299	771,248	706,440
Total Current Assets					
Non-Current Assets					
Property, Building and Equipment, net	679,302	618,227	442,207	269,836	152,466
Restricted Cash	75,000	75,000	75,000	75,000	75,000
Security Deposits	35,000	35,000	35,000	35,000	-
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets					
Total Assets					
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	50,547	73,464	58,715	66,774	106,390
Accrued Payroll and Payroll Taxes	207,107	245,987	242,523	322,435	111,615
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	13,234	20,812	-	-	283,518
Total Current Liabilities					
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	449,182
Total Long-Term Liabilities					
Total Liabilities					
NET ASSETS					
Unrestricted	1,573,977	1,876,020	2,032,110	2,208,457	2,289,260
Restricted	-	75,000	-	-	-
Total Net Assets					
Total Liabilities and Net Assets	1,844,865	2,291,283	2,333,348	2,597,666	3,239,965

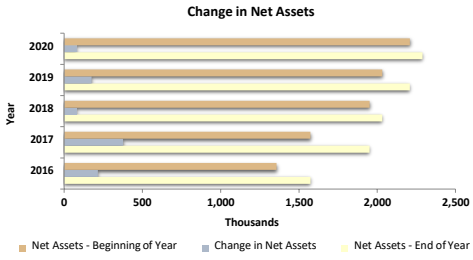




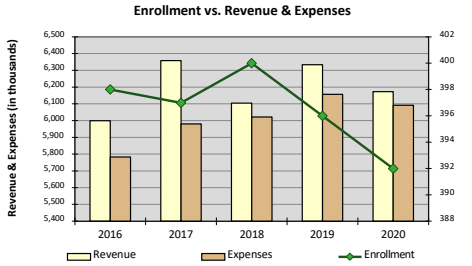
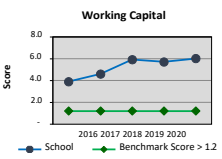
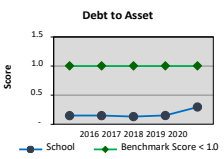
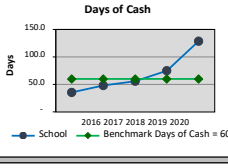
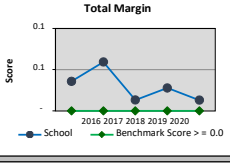
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	4,941,225	4,986,482	5,405,679	5,552,131	5,415,495
State and Local Per Pupil Revenue - SPED	225,062	227,682	-	-	228,265
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	241,489	258,453	617,909	746,696	42,261
State and City Grants	155,038	407,952	-	-	291,020
Other Operating Income	403,015	404,778	4,808	3,110	193,959
Total Operating Revenue					
EXPENSES					
Program Services					
Regular Education	3,838,945	3,984,688	4,013,277	3,945,824	3,633,149
Special Education	-	-	192,539	279,250	310,014
Other Expenses	859,657	869,208	864,112	918,213	773,997
Total Program Services					
Supporting Services					
Management and General	1,085,285	1,127,054	953,169	1,013,966	1,375,206
Fundraising	-	-	-	-	-
Total Support Services					
Total Expenses					
Surplus/Deficit from Operations					
SUPPORT AND OTHER REVENUE					
Interest and Other Income	25,862	-	-	-	-
Contributions and Grants	8,210	8,037	24,673	-	10,200
Fundraising Support	-	-	11,605	11,666	7,616
Other Support and Revenue	-	64,609	39,513	19,997	(15,647)
Total Support and Other Revenue					
Change in Net Assets					
Net Assets - Beginning of Year	1,357,963	1,573,977	1,951,020	2,032,110	2,208,457
Net Assets - End of Year					





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	14,990	15,832	15,071	15,914	15,742
Support and Other Revenue	86	183	189	80	6
Total Revenue					
Expenses - Per Pupil					
Program Services	11,806	12,226	12,675	12,988	12,034
Mangement and General, Fundraising	2,727	2,839	2,383	2,561	3,508
Total Expenses					
% of Program Services	81.2%	81.2%	84.2%	83.5%	77.4%
% of Management and Other	18.8%	18.8%	15.8%	16.5%	22.6%
% of Revenue Exceeding Expenses					
FINANCIAL COMPOSITE SCORE					
Composite Score	2.38	2.69	2.59	2.79	2.73
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9					
WORKING CAPITAL					
Net Working Capital	784,675	1,222,793	1,479,903	1,828,621	2,510,976
Working Capital (Current) Ratio	3.9	4.6	5.9	5.7	6.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2					
DEBT TO ASSET					
Debt to Asset Ratio	0.1	0.1	0.1	0.1	0.3
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0					
CASH POSITION					
Days of Cash	35.3	48.0	55.7	75.0	128.8
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days					
TOTAL MARGIN					
Total Margin Ratio	0.0	0.1	0.0	0.0	0.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0