

# Application: University Prep Charter High School

Gretchen Liga - gliga@csbm.com  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

**Completed** Aug 2 2021

### Instructions

#### **Required of ALL Charter Schools**

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

## Entry 1 School Information and Cover Page

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

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

## BASIC INFORMATION

### a. SCHOOL NAME

(Select name from the drop down menu)

UNIVERSITY PREP CHARTER MIDDLE SCHOOL 320700861173

**a1. Popular School Name**

UPrep High

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

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

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

CSD # 7 - BRONX

**d. DATE OF INITIAL CHARTER**

10/2007

**e. DATE FIRST OPENED FOR INSTRUCTION**

9/2008

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

<https://www.uppublicschools.org/>

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

450

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

450

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

Check all that apply

Grades Served

9, 10, 11, 12

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

No

## FACILITIES INFORMATION

**m. FACILITIES**

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

No, just one site.

## School Site 1 (Primary)

### m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	600 St. Ann's Avenue, 4th floor, New York, NY 10455	718-585-0560	NYC CSD 7	9-112	No

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Andrew Ayers			
Operational Leader	Mayreni Arias			
Compliance Contact	Andrea d'Amato			
Complaint Contact	Andrew Ayers			
DASA Coordinator	Francesca DiBlasi			
Phone Contact for After Hours Emergencies	Andrew Ayers			

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

Co-located Space

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

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

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

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

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

**Site 1 Certificate of Occupancy (COO)**

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**Site 1 Fire Inspection Report**

**CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR**

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

No

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

Yes

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**ATTESTATIONS**

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**p. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Mayreni Arias
Position	Assistant Principal, Operations
Phone/Extension	718-292-6543
Email	<a href="mailto:marias@uppublicschools.org">marias@uppublicschools.org</a>

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

**Responses Selected:**

Yes

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

**Responses Selected:**

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink on a light gray background. The signature is stylized and appears to read "A. K. Smith".

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

A handwritten signature in black ink on a light gray background. The signature is stylized and appears to read "N. Smith".

**Date**

Jul 29 2021

**Thank you.**



## **Entry 3 Accountability Plan Progress Reports**

**Completed** Oct 21 2021

**Instructions**

# **SUNY-Authorized Charter Schools ONLY**

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

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

## **UPCHS 20-21 APPR Final**

**Filename:** UPCHS 20 21 APPR Final.pdf **Size:** 486.5 kB

## **Entry 4 - Audited Financial Statements**

**Completed** Nov 1 2021

### **Required of ALL Charter Schools**

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

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

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

## **2021 University Prep Public Charter Schools fin stmt FINAL merged**

**Filename:** 2021 University Prep Public Charter DhRuL.th.pdf **Size:** 561.1 kB

## **Entry 4a - Audited Financial Report Template (SUNY)**

**Completed** Nov 1 2021

### **Instructions - SUNY-Authorized Charter Schools ONLY**

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

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

## **2020-21-Audited-Financial-Statement-Template - HS**

**Filename:** 2020 21 Audited Financial Statemen pi1q0tn.xlsx **Size:** 175.7 kB

## **Entry 4c - Additional Financial Documents**

**Incomplete** Hidden from applicant

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

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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

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

## Entry 4d - Financial Services Contact Information

**Incomplete** Hidden from applicant

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

## Form for "Financial Services Contact Information"

### 1. School Based Fiscal Contact Information

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

### 2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## **Entry 5 - Fiscal Year 2021-2022 Budget**

**Completed** Aug 2 2021

**Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

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

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

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

### **[2021-22-Budget-and-Quarterly-Report-Template HS](#)**

**Filename:** 2021 22 Budget and Quarterly Repor RsWPO2M.xlsx **Size:** 517.3 kB

## **Entry 6 - Board of Trustees Disclosure of Financial Interest Form**

**Completed** Aug 2 2021

### **Required of ALL Charter Schools by August 2**

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

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

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

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

governing education corporation. Note: Docusign is accepted.

### **[Bergtraum 2021-SUNY-Financial-Disclosure-Form \(1\)](#)**

**Filename:** Bergtraum 2021 SUNY Financial Discl Bg4sxTw.pdf **Size:** 223.2 kB

### **[Rweingarten 2021-SUNY-Financial-Disclosure-Form \(2\)](#)**

**Filename:** Rweingarten 2021 SUNY Financial Dis qEkXcGz.pdf **Size:** 293.4 kB

### **[Sacks 2021-SUNY-Financial-Disclosure-Form](#)**

**Filename:** Sacks 2021 SUNY Financial Disclosure Form.pdf **Size:** 279.4 kB

### **[Pasternak 2021 Financial Disclosure](#)**

**Filename:** Pasternak 2021 Financial Disclosure.pdf **Size:** 2.2 MB

### **[Barr 2021 UP SUNY FINANCIAL Disclosure Form](#)**

**Filename:** Barr 2021 UP SUNY FINANCIAL Disclosure Form.pdf **Size:** 2.5 MB

### **[Suarez 2021-SUNY-Financial-Disclosure-Form](#)**

**Filename:** Suarez 2021 SUNY Financial Disclosure Form.pdf **Size:** 276.8 kB

## **Entry 7 BOT Membership Table**

**Completed** Aug 2 2021

## **Instructions**

### **Required of All charter schools**

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

## **Entry 7 BOT Table**

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

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

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD /YYYY)	End Date of Current Term (MM/DD /YYYY)	Board Meetings Attended During 2020-2021
1	Steve Bar		Chair	None	Yes	4	05/01/2020	05/01/2023	9
2	Judith Bergtraum		Trustee/Member	None	Yes	2	02/01/2021	02/01/2024	9
3	Justin Pasternak		Other	Teacher Representative	Yes	1	11/01/2018	11/01/2021	8
4	Burton Sacks		Treasurer	Finance	Yes	4	05/01/2020	05/01/2023	7
5	Miguel Suarez		Trustee/Member	Negotiation	Yes	1	06/18/2020	09/01/2024	8
6	Rand Weingar ten		Trustee/Member	None	Yes	4	05/01/2020	05/01/2023	5 or less
7									
8									
9									

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

No

**2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES**

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

a. Total Number of BOT Members on June 30, 2021	6
b.Total Number of Members Added During 2020-2021	1
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

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

9

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

12

Thank you.

**Entry 8 Board Meeting Minutes**

**Incomplete** Hidden from applicant

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

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

## Entry 9 Enrollment & Retention

**Completed** Aug 2 2021

### Instructions for submitting Enrollment and Retention Efforts

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

## Entry 9 Enrollment and Retention of Special Populations

### Instructions for Reporting Enrollment and Retention Strategies

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

### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	University Prep Charter High School's recruitment efforts focus on Districts 7, 8, 9, and 12, areas of the Bronx with high levels of families living in poverty.	

Economically Disadvantaged	<p>Therefore, we consider all of our recruitment efforts to be targeted toward Economically Disadvantaged students and our high percentage of this subgroup (93%) reflects the validity of that philosophy. Our efforts include outreach and virtual presentations, attendance at virtual high school fairs, distribution of brochures and flyers, and information sessions held throughout the year.</p>	<p>As retention of Economically Disadvantaged students was strong, we will implement similar strategies in 2021-22.</p>
English Language Learners	<p>To recruit English Language Learners, we contacted all middle schools with higher than district averages for ELL students. In our presentations, we stress the various programs we provide to serve this subgroup as well as our high graduation rates. All recruitment materials, application and enrollment documents are available in Spanish, and translators are brought to all recruitment events. Using these strategies, English Language Learners comprised 7% of our total enrollment in 2020-21.</p>	<p>While we did not meet the enrollment target for this subgroup (16%), we are confident that our good faith efforts are solid. Therefore, no major changes are planned for the school's strategies to recruit English Language Learners in 2021-22, although we will increase our efforts to develop relationships with schools and community-based organizations that serve high levels of non-English speaking families.</p>
Students with Disabilities	<p>Our efforts to recruit Students with Disabilities included strategic virtual outreach to schools that high percentages of students with IEP's and information sessions, during which we outlined the special education program and additional support provided to all special needs students. When parents of students with IEPs ask, we proudly point out that we are open to all students. In addition</p>	<p>Although we were 5 percentage points below our enrollment target (20%) for this subgroup, we are confident that we are implementing a strong recruitment plan. Therefore, no changes are planned for the school's efforts to recruit</p>

	<p>to instructional and emotional support, we stated that we provide speech and hearing services to students who require them. Using these strategies, Students with Disabilities comprised 15% of our total enrollment in 2020-21.</p>	<p>Students with Disabilities in 2021-22.</p>
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**Retention Efforts Toward Meeting Targets**

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>We make every effort to retain all Economically Disadvantaged student who enrolls in our school. We believe the best way to prevent students from leaving due to their or their families' discontent is to provide as much support as possible. For emotional guidance, we have five counselors for four grade levels. This allows students who qualify for free or reduced-price lunch to receive counseling if mandated or simply if they are at risk of failure or emotional crisis. Every counselor knows every student in his/her cohort and every student knows at least one adult outside of the classroom that he/she can go to for help. In addition, we cover any fees for special programs and uniforms for any student who cannot afford to pay.</p>	<p>As retention of Economically Disadvantaged students was strong, we will implement similar strategies in 2021-22.</p>
	<p>To retain English Language Learners, we employ a full-time certified ELL teacher to provide all mandated services and to support subject matter teachers in working with ELL strategies in</p>	<p>As retention of English Language</p>

English Language Learners	<p>the least restrictive environment. ELL students can attend teacher office hours to receive supplemental instruction or to complete assignments. Translators are provided for all parent teacher conferences and school events.</p>	<p>Learners was strong, we will implement similar strategies in 2020-21.</p>
Students with Disabilities	<p>We also provide numerous academic interventions for our students with IEPs, including office hours with any of their teachers. During this supplemental instruction time, students can get tutoring, extra help, or make up work as needed. For students with IEPs, we also revised the schedule/staffing to provide the least restrictive environment so that students received academic support in all of their core classes by a highly qualified special education teacher using an integrated co-teaching model. In addition, we held two series of Saturday/Afterschool academies throughout the year to help students prepare for the Regents Exams. Our general strategy for retaining at-risk students is to highlight the benefits of taking eight classes per year, especially with respect to graduating from high school and being accepted to college. We frequently meet with parents of students that are demonstrating characteristics that make them at-risk of failure like poor attendance, excessive lateness, poor behavior, significant academic struggles, and low student achievement. These students receive at risk</p>	<p>As retention of Students with Disabilities was strong, we will implement similar strategies in 2021-22.</p>

## Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

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

### A. TEACH System - Employee Clearance

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

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

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

## **B. Emergency Conditional Clearances**

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

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

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

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

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### **Attestation**

#### **Responses Selected:**

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

## **Entry 11 Percent of Uncertified Teachers**

**Incomplete** Hidden from applicant

### **Instructions**

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

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

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

## **Entry 11 Uncertified Teachers**

**School Name:**

# Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

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

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

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

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

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

**CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS**

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

	FTE Count
Total Category D	

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

## Entry 12 Organization Chart

**Incomplete** Hidden from applicant

### Instructions

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

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

## Entry 13 School Calendar

**Completed** Aug 2 2021

### Instructions for submitting School Calendar

#### **Required of ALL Charter Schools**

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

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

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

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

### **UPPS 2021-22 Academic calendar final 5**

**Filename:** UPPS 2021 22 Academic calendar fina 6KhkngX.pdf **Size:** 289.9 kB

# Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

## Instructions

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

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

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

## Form for Entry 14 Links to Critical Documents on School Website

School Name: **University Prep Charter High School**

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	<a href="https://www.uppublicschools.org/results">https://www.uppublicschools.org/results</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://www.uppublicschools.org/about/board">https://www.uppublicschools.org/about/board</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://www.uppublicschools.org/about/board">https://www.uppublicschools.org/about/board</a>
3. Link to NYS School Report Card	<a href="https://www.uppublicschools.org/results">https://www.uppublicschools.org/results</a>
4. Lottery Notice announcing date of lottery	<a href="https://www.uppublicschools.org/admissions">https://www.uppublicschools.org/admissions</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	<a href="https://www.uppublicschools.org/resources">https://www.uppublicschools.org/resources</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="https://resources.finalsite.net/images/v1627398918/upch/org/hsa6bx5i3xmibf4nvon9/HSSStudentHandbook2021-22721.pdf">https://resources.finalsite.net/images/v1627398918/upch/org/hsa6bx5i3xmibf4nvon9/HSSStudentHandbook2021-22721.pdf</a>
7. Authorizer-Approved FOIL Policy	<a href="https://resources.finalsite.net/images/v1627398883/upch/org/y9ifd4pfklsnzaew2vkc/MSStudentHandbook2021-22721.pdf">https://resources.finalsite.net/images/v1627398883/upch/org/y9ifd4pfklsnzaew2vkc/MSStudentHandbook2021-22721.pdf</a>
8. Subject matter list of FOIL records	<a href="https://resources.finalsite.net/images/v1627398883/upch/org/y9ifd4pfklsnzaew2vkc/MSStudentHandbook2021-22721.pdf">https://resources.finalsite.net/images/v1627398883/upch/org/y9ifd4pfklsnzaew2vkc/MSStudentHandbook2021-22721.pdf</a>

**Thank you.**



## **Entry 15 Staff Roster**

**Incomplete** Hidden from applicant

### **INSTRUCTIONS**

**Required of Regents-Authorized Charter Schools ONLY**

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

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



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

Charter School Name:	University Prep Charter High School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Mayreni Arias
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Buchbinder, Tunick & Company LLP
School Audit Contact Name:	Stella Deng
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

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

**Required 8 Items:**

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

**And, if applicable:**

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

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

**UNIVERSITY PREP CHARTER HIGH SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2021**

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ 4,153,039	\$ 2,811,344
Grants and contracts receivable	2,057,130	837,802
Accounts receivables	-	-
Prepaid expenses	116,010	4,376
Contributions and other receivables	1,584	10,561
<b>TOTAL CURRENT ASSETS</b>	<b>6,327,763</b>	<b>3,664,083</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>1,343,138</b>	<b>633,413</b>
<b><u>OTHER ASSETS</u></b>	<b>-</b>	<b>-</b>
<b>TOTAL ASSETS</b>	<b>7,670,901</b>	<b>4,297,496</b>
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ 630,090	\$ 393,808
Accrued payroll and benefits	1,745,716	1,390,440
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
<b>TOTAL CURRENT LIABILITIES</b>	<b>2,375,807</b>	<b>1,784,248</b>
<b><u>LONG-TERM LIABILITIES</u></b>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
<b>TOTAL LONG-TERM LIABILITIES</b>	<b>-</b>	<b>-</b>
<b>TOTAL LIABILITIES</b>	<b>2,375,807</b>	<b>1,784,248</b>
<b><u>NET ASSETS</u></b>		
Without Donor Restrictions	5,295,094	2,513,247
With Donor Restrictions	-	-
<b>TOTAL NET ASSETS</b>	<b>5,295,094</b>	<b>2,513,247</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>7,670,901</b>	<b>4,297,496</b>

CK - Should be zero

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**UNIVERSITY PREP CHARTER HIGH SCHOOL**

**Statement of Activities**

**as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 7,300,901	\$ -	\$ 7,300,901	\$ 7,129,837
Students with disabilities	710,898	-	710,898	587,026
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	-	-	-	311,667
Federal - Other	158,882	1,016,445	1,175,327	85,926
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>8,170,680</b>	<b>1,016,445</b>	<b>9,187,125</b>	<b>8,114,456</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 5,485,667	\$ -	\$ 5,485,667	\$ 4,870,815
Special Education	1,388,299	-	1,388,299	1,261,631
Other Programs	-	-	-	-
Total Program Services	6,873,966	-	6,873,966	6,132,446
Management and general	1,060,733	-	1,060,733	1,332,491
Fundraising	-	-	-	-
<b>TOTAL OPERATING EXPENSES</b>	<b>7,934,699</b>	<b>-</b>	<b>7,934,699</b>	<b>7,464,937</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>235,981</b>	<b>1,016,445</b>	<b>1,252,426</b>	<b>649,519</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	2,500	-	2,500	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	2,459	-	2,459	5,767
Miscellaneous income	573	-	573	-
Net assets released from restriction	1,014,542	(1,014,542)	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>1,020,074</b>	<b>(1,014,542)</b>	<b>5,532</b>	<b>5,767</b>
<b>CHANGE IN NET ASSETS</b>	<b>1,256,055</b>	<b>1,903</b>	<b>1,257,958</b>	<b>655,286</b>
NET ASSETS BEGINNING OF YEAR	2,884,506	45,036	2,929,542	2,274,256
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 4,140,561</b>	<b>\$ 46,939</b>	<b>\$ 4,187,500</b>	<b>\$ 2,929,542</b>

**UNIVERSITY PREP CHARTER HIGH SCHOOL**  
**Statement of Cash Flows**  
**as of June 30, 2021**

	<u>2020-21</u>	<u>2019-20</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 2,781,847	\$ 511,329
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	168,729	141,713
Grants Receivable	(1,210,351)	(325,758)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(111,633)	94,461
Accounts Payable	207,384	245,460
Accrued Expenses	28,899	4,555
Accrued Liabilities	355,276	392,407
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	(66,952)
Interest payments	-	-
Other	-	-
Other	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 2,220,149</b>	<b>\$ 997,214</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(878,454)	(535,004)
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (878,454)</b>	<b>\$ (535,004)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ 1,341,695</b>	<b>\$ 462,210</b>
Cash at beginning of year	2,811,344	2,349,134
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 4,153,039</b>	<b>\$ 2,811,344</b>

**UNIVERSITY PREP CHARTER HIGH SCHOOL**  
**Statement of Functional Expenses**  
**as of June 30, 2021**

	No. of Positions	2020-21						2019-20	
		Program Services			Supporting Services			Total	Total
		Regular Education	Special Education	Other Education	Total	Fund-raising	General		
		\$	\$	\$	\$	\$	\$	\$	
Personnel Services Costs									
Administrative Staff Personnel	9.50	940,781	167,378	-	1,108,159	-	474,571	1,582,730	905,079
Instructional Personnel	31.50	2,587,354	750,050	-	3,337,404	-	-	3,337,404	3,839,141
Non-Instructional Personnel	8.00	-	-	-	-	-	-	-	-
Total Salaries and Staff	49.00	3,528,135	917,428	-	4,445,563	-	474,571	4,920,134	4,744,220
Fringe Benefits & Payroll Taxes		1,360,991	352,931	-	1,713,922	-	176,002	1,889,924	1,763,199
Retirement		-	-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	461	461	-
Accounting / Audit Services		-	-	-	-	-	18,250	18,250	191,089
Other Purchased / Professional / Consulting Services		132,067	34,851	-	166,918	-	196,653	363,571	173,905
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-
Repairs & Maintenance		5,720	1,510	-	7,230	-	715	7,945	53,812
Insurance		23,479	6,105	-	29,584	-	38,138	67,722	67,432
Utilities		-	-	-	-	-	-	-	64,037
Supplies / Materials		134,813	23,791	-	158,604	-	-	158,604	121,935
Equipment / Furnishings		-	-	-	-	-	-	-	8,627
Staff Development		42,789	7,551	-	50,340	-	60,076	60,076	20,634
Marketing / Recruitment		110,953	29,279	-	140,232	-	16,779	67,119	38,559
Technology		362	64	-	426	-	13,869	154,101	-
Food Service		71,005	12,529	-	83,534	-	-	426	1,023
Student Services		10,121	2,260	-	12,381	-	42,169	83,534	80,156
Office Expense		65,232	-	-	65,232	-	1,789	54,550	54,113
Depreciation		-	-	-	-	-	1,789	67,021	73,962
OTHER		-	-	-	-	-	21,729	21,729	8,234
Total Expenses		\$ 5,485,667	\$ 1,388,299	\$ -	\$ 6,873,966	\$ -	\$ 1,062,733	\$ 7,936,699	\$ 7,464,937



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

Charter School Name:	University Prep Charter High School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Mayreni Arias
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Buchbinder, Tunick & Company LLP
School Audit Contact Name:	Stella Deng
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

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

**Required 8 Items:**

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

**And, if applicable:**

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

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

**UNIVERSITY PREP CHARTER HIGH SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2021**

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ 4,153,039	\$ 2,811,344
Grants and contracts receivable	2,057,130	837,802
Accounts receivables	-	-
Prepaid expenses	116,010	4,376
Contributions and other receivables	1,584	10,561
<b>TOTAL CURRENT ASSETS</b>	<b>6,327,763</b>	<b>3,664,083</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>1,343,138</b>	<b>633,413</b>
<b><u>OTHER ASSETS</u></b>	<b>-</b>	<b>-</b>
<b>TOTAL ASSETS</b>	<b>7,670,901</b>	<b>4,297,496</b>
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ 630,090	\$ 393,808
Accrued payroll and benefits	1,745,716	1,390,440
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
<b>TOTAL CURRENT LIABILITIES</b>	<b>2,375,807</b>	<b>1,784,248</b>
<b><u>LONG-TERM LIABILITIES</u></b>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
<b>TOTAL LONG-TERM LIABILITIES</b>	<b>-</b>	<b>-</b>
<b>TOTAL LIABILITIES</b>	<b>2,375,807</b>	<b>1,784,248</b>
<b><u>NET ASSETS</u></b>		
Without Donor Restrictions	5,295,094	2,513,247
With Donor Restrictions	-	-
<b>TOTAL NET ASSETS</b>	<b>5,295,094</b>	<b>2,513,247</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>7,670,901</b>	<b>4,297,496</b>

CK - Should be zero

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**UNIVERSITY PREP CHARTER HIGH SCHOOL**

**Statement of Activities**

**as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 7,300,901	\$ -	\$ 7,300,901	\$ 7,129,837
Students with disabilities	710,898	-	710,898	587,026
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	-	-	-	311,667
Federal - Other	158,882	1,016,445	1,175,327	85,926
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>8,170,680</b>	<b>1,016,445</b>	<b>9,187,125</b>	<b>8,114,456</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 5,485,667	\$ -	\$ 5,485,667	\$ 4,870,815
Special Education	1,388,299	-	1,388,299	1,261,631
Other Programs	-	-	-	-
Total Program Services	6,873,966	-	6,873,966	6,132,446
Management and general	1,060,733	-	1,060,733	1,332,491
Fundraising	-	-	-	-
<b>TOTAL OPERATING EXPENSES</b>	<b>7,934,699</b>	<b>-</b>	<b>7,934,699</b>	<b>7,464,937</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>235,981</b>	<b>1,016,445</b>	<b>1,252,426</b>	<b>649,519</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	2,500	-	2,500	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	2,459	-	2,459	5,767
Miscellaneous income	573	-	573	-
Net assets released from restriction	1,014,542	(1,014,542)	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>1,020,074</b>	<b>(1,014,542)</b>	<b>5,532</b>	<b>5,767</b>
<b>CHANGE IN NET ASSETS</b>	<b>1,256,055</b>	<b>1,903</b>	<b>1,257,958</b>	<b>655,286</b>
NET ASSETS BEGINNING OF YEAR	2,884,506	45,036	2,929,542	2,274,256
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 4,140,561</b>	<b>\$ 46,939</b>	<b>\$ 4,187,500</b>	<b>\$ 2,929,542</b>

**UNIVERSITY PREP CHARTER HIGH SCHOOL**  
**Statement of Cash Flows**  
**as of June 30, 2021**

	<u>2020-21</u>	<u>2019-20</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 2,781,847	\$ 511,329
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	168,729	141,713
Grants Receivable	(1,210,351)	(325,758)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(111,633)	94,461
Accounts Payable	207,384	245,460
Accrued Expenses	28,899	4,555
Accrued Liabilities	355,276	392,407
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	(66,952)
Interest payments	-	-
Other	-	-
Other	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 2,220,149</b>	<b>\$ 997,214</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(878,454)	(535,004)
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (878,454)</b>	<b>\$ (535,004)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ 1,341,695</b>	<b>\$ 462,210</b>
Cash at beginning of year	2,811,344	2,349,134
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 4,153,039</b>	<b>\$ 2,811,344</b>

**UNIVERSITY PREP CHARTER HIGH SCHOOL**  
**Statement of Functional Expenses**  
**as of June 30, 2021**

	No. of Positions	2020-21					2019-20			
		Program Services					Supporting Services			
		Regular Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total	
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	
Administrative Staff Personnel	9.50	940,781	167,378	-	1,108,159	-	474,571	474,571	1,582,730	905,079
Instructional Personnel	31.50	2,587,354	750,050	-	3,337,404	-	-	-	3,337,404	3,839,141
Non-Instructional Personnel	8.00	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	49.00	3,528,135	917,428	-	4,445,563	-	474,571	474,571	4,920,134	4,744,220
Fringe Benefits & Payroll Taxes		1,360,991	352,931	-	1,713,922	-	176,002	176,002	1,889,924	1,763,199
Retirement		-	-	-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	461	461	461	-
Accounting / Audit Services		-	-	-	-	-	18,250	18,250	18,250	191,089
Other Purchased / Professional / Consulting Services		132,067	34,851	-	166,918	-	196,653	196,653	363,571	173,905
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-	-
Repairs & Maintenance		5,720	1,510	-	7,230	-	715	715	7,945	53,812
Insurance		23,479	6,105	-	29,584	-	38,138	38,138	67,722	67,432
Utilities		-	-	-	-	-	-	-	-	64,037
Supplies / Materials		134,813	23,791	-	158,604	-	-	-	158,604	121,935
Equipment / Furnishings		-	-	-	-	-	-	-	60,076	8,627
Staff Development		42,789	7,551	-	50,340	-	1,531	1,531	5,331	20,634
Marketing / Recruitment		110,953	29,279	-	140,232	-	16,779	16,779	67,119	38,559
Technology		362	64	-	426	-	13,869	13,869	154,101	-
Food Service		71,005	12,529	-	83,534	-	-	-	426	1,023
Student Services		10,121	2,260	-	12,381	-	42,169	42,169	83,534	80,156
Office Expense		65,232	-	-	65,232	-	1,789	1,789	54,550	54,113
Depreciation		-	-	-	-	-	19,729	19,729	67,021	73,962
OTHER		-	-	-	-	-	-	-	19,729	8,234
Total Expenses		\$ 5,485,667	\$ 1,388,299	\$ -	\$ 6,873,966	\$ -	\$ 1,060,733	\$ 1,060,733	\$ 7,934,699	\$ 7,464,937



**UNIVERSITY PREP CHARTER HIGH  
SCHOOL**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Andrea d'Amato, Executive Director

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## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Andrea d’Amato, Executive Director, prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Steve Barr	Chairperson	
Judith Bergtraum	Member	
Justin Pasternak	Teacher Representative	
Burton Sacks	Treasurer	Finance
Miguel Suarez	Member	Negotiation
Randi Weingarten	Member	

**Andrea d’Amato has served as the Executive Director since July 1, 2019 and was the Principal from July 1, 2015 – June 30, 2019. Andrew Ayers has served as the Principal since July 1, 2019.**

## SCHOOL OVERVIEW

University Prep Charter High School (UPCHS) strives to develop and sustain a dynamic and collaborative school community in which learning outcomes for **all** students result in the attainment of a social-emotional and academic skill set that prepares students to excel in college and in their future careers. UPCHS was nationally recognized as a 2016 National Blue Ribbon School in the category of Exemplary High-Performing Schools.

### Theory of Action

At UPCHS, the theory of action is as follows:

- If teachers are knowledgeable about the Common Core Learning Standards, the outcomes that reflect high levels of learning, and if they participate in collaborative curriculum development and inquiry, then, teachers will be able to assess their own knowledge and skills against rigorous standards, and students will demonstrate higher levels of performance in their learning across the content areas.
- If students are knowledgeable about the content and skills needed to succeed in college, and if students are tracking their own progress and engaging in challenging learning activities that equip them with the skills necessary to persevere and grow their intelligence over time, then, students will be able to assess their own learning and demonstrate high levels of performance that indicate college readiness.
- If parents are knowledgeable about college readiness standards and partner with the school in supporting students to achieve at their highest level of ability, then, parents will be instrumental in successfully guiding students throughout their high school experience to attain the skills necessary for college and beyond.

### The University Prep Charter High School Model

UPCHS is rooted in a steadfast belief that central to a school's success is the presence of a strong teacher in every classroom. The UPCHS model is grounded in the belief that the first keystone to increasing student outcomes is consistent and effective professional development. Our experience, supported by research in teacher leadership and professional learning communities indicates that teachers function best when they collaborate and make their practice public. Teachers at UPCHS are critical practitioners who share and reflect on their practice by using artifacts to support their learning. The existence of school-based professional learning communities that provide teachers with ongoing professional growth focused on effective classroom instruction and collaborative learning and problem-solving drives instructional improvement. UPCHS embraces a site-based decision-making model in which teachers take full responsibility for the continual improvement of their practice and increase in student achievement.

The second keystone to increasing student achievement is the belief that students excel in a school culture that provides a personalized learning environment. The UPCHS model adheres to research that demonstrates that students can grow their intelligence given the right supports and learning tasks that both challenge their thinking and build their perseverance. This research indicates that

students learn best in a nurturing, supportive environment where they are challenged to develop critical thinking skills, but where they are also known and treated as individuals whose backgrounds are respected as teachers come to understand the whole child as a learner.

University Prep Public Charter Schools opened a middle school in Fall 2019 in order to begin preparing students for college and career earlier.

### **Key Design Elements**

Our key design elements provide the UPCHS path toward achieving this theory of action.

*A Shared Commitment to Academic Excellence* – The UPCHS community of stakeholders shares a commitment to academic excellence. We design and decide together. At UPCHS, we prioritize our commitment to teacher voice and agency through our community decision-making model of distributed leadership. Distributed leadership means instructional decision-making is shared and extended between administrators and faculty; and, that responsibility for excellence is held by those with expertise. Anchored in our unique partnership with the United Federation of Teachers, our model provides systemic, mission-aligned opportunities for teachers to share responsibilities and lead various initiatives. To sustain and extend the effectiveness of our practice, we collaborate on the design of professional development opportunities. We ensure professional development provides teachers with timely, relevant and challenging content within structures inter-visitation, coaching, mentorship, small group leadership, etc.) created by and for teachers. We measure our shared commitment to excellence through multiple data points, including teacher turnover rate.

*Powerful Teaching and Learning* – The UPCHS instructional program delivers powerful teaching and learning throughout our community. To assess the power or impact of our teaching and learning we begin with an empirical foundation of data. Our administrators and faculty convene structured, data-rich meetings to benchmark performance and evaluate progress. Department team meetings, grade-level team meetings and inquiry groups inform our instructional decision-making and shape our approach to ongoing schoolwide impact analysis. Two cornerstones of our work are Integrated Co-Teaching (ICT) and our Problem-Solving methodology. Our ICT model places two certified teachers (one general education, one special education) in a single classroom. The model increases the individual attention for students, reduces our teacher-to-student ratio, and leverages the skills of highly-trained special education teachers in building comprehensive and collaborative solutions for all learners. The model also allows students with IEPs to receive instruction from a content specialist rather than a special educator.

Other products of our collaboration include potent programmatic approaches such as, but not limited to:

- Freshman and sophomore composition class. Our instructional teams ascertained that incoming students would benefit from a standards-based, rigorous writing class centered on improving reading comprehension, structured writing prowess and general literacy skills. The course, taken once weekly, accelerates learning for new students who often join the UPCHS family facing hurdles of uneven, interrupted or incomplete schooling.
- Block scheduling. The foundation of academic rigor is stamina. We encourage the development of powerful teaching and learning through scheduling double periods. Our approach permits teachers to build instructional depth and encourages students to make

ongoing and meaningful inquiries and contributions within expanded lessons. The instructional depth of our seminar and project-based initiatives aligns with and prepares our students to meet and exceed NYS standards across the curriculum. Moreover, the scheduling encourages the formation of habits of mind that are transferable to co-curricular and extra-curricular activities.

- Advanced Placement courses. We currently offer AP instruction in Composition, Literature, Biology, Spanish and Government. In the next charter term, our AP offerings will include Math and Computer Science. UPCHS faculty are committed to preparing our students for academic success in rigorous and demanding collegiate environments. To achieve this goal, we have thoughtfully developed courses aligned with the strong foundation provided by our traditional curriculum.

We have also developed several other high impact approaches for students. Faculty hold weekly office hours with students. At UPCHS, students use office hours to build rapport with faculty, to probe deeply and build on knowledge acquired in class, to seek clarification on open questions, and to strengthen bonds within and across the community. We run a Saturday Academy to provide additional academic support for students throughout the year. Our Summer Bridge program, like the composition class, is a formal structure to mitigate the challenges faced by our incoming students. In partnership with CUNY, we offer College Now courses to introduce our students to the expectations and routines of higher education, while earning academic credit. UPCHS students have achieved a 98% graduation rate and 100% college acceptance rate. Across our campus, we expect college enrollment and success. Our teams work internally, and with external partners, to broaden and illuminate the path for our students.

*Inclusive School Culture* – The integrity of the UPCHS learning community is rooted in our commitment to an inclusive school culture. We affirm “inclusion” as our shared point of departure, or beginning, in all communication and interactions within the community. Inclusion looks and feels like a thoughtful, principled commitment to practice and reinforces our core values by considering and respecting the true diversity (visible and invisible, spoken and unspoken) at UPCHS. Students work towards a set of four core values that keep them on course to be successful at the college of their choice and beyond. “The Core Four” are:

- Accepting Personal Responsibility: students see themselves as the primary cause of their outcomes and experiences
- Discovering Self-Motivation: students find purpose in their lives by discovering personally meaningful goals and dreams
- Mastering Self-Management: students plan for and take purposeful actions in pursuit of their goals and dreams
- Creating Positive Interdependence: students build mutually supportive relationships that help them to achieve their goals and dreams – while helping others do the same

We conduct regular Town Hall meetings. These monthly gatherings are shared celebrations of success within our learning and service communities. We present honor roll certificates and attendance awards. Students also showcase their talents in the performing arts. We have built rich,

layered support structures wherein four counselors provide support services and loop with our students to ensure stability and to strengthen interpersonal connections.

*Student Leadership and Character Development* – Fulfilling the mission of UPCHS calls for administrators and faculty to embody and instill principles of student leadership and character development. We model our ideals through a daily advisory period wherein students receive explicit instruction on essential skills such as life management, college readiness, and reducing risk factors. We supplement this instruction by providing students with opportunities to lead and demonstrate character through faculty-led clubs and athletics. Clubs include Spanish Honor Society, UPCHS Pillars (Boys Club), Music Club, Coding Club, Financial Literacy Club (“Money Talks”), and the Dance and Movement Club. Extensive athletics offerings include basketball and soccer (boys and girls), baseball (boys), softball (girls), volleyball (girls) and cheerleading. In addition to the opportunities to lead during the academic year, students can demonstrate their acquired skills as Summer Bridge Assistants who welcome and guide incoming students to the UPCHS community.

*Family and Community Involvement* – At UPCHS, our model of family and community involvement comprises five traditional methods of information sharing and collaborative decision-making: parent association meetings, back-to-school night, introduction to college night, enrollment meetings and quarterly parent-teach conferences. Each of these structured events allow parents and families to be informed members of the school community. To ensure ongoing access to accurate and timely information, we deploy the PowerSchool school information platform and conduct seminars to train parents in using the platform, as well as e-mail.

### **Academic Support and Intervention**

The following are some of the intervention and support programs built into the UPCHS model:

- *Summer Bridge Program*: Typically a four-week mandatory summer session held for incoming ninth graders. The curriculum is interdisciplinary, drawing concepts from ELA, algebra, health, and character education through advisory. The curriculum serves to support incoming freshman by stressing the values of preparation, self-assessment, stress management, healthy decision-making and leadership as a means of being successful.
- *Freshman Composition Class*: This course is given to freshman to support the development of rigorous common core aligned writing skills that high school students are expected to master. Argumentative and expository writing are highlighted in this course.
- *Saturday Academy*: Students struggling in classes that end with Regents Exams are provided with extra support during Saturday classes that focus on teaching the essential skills and concepts needed to pass both the course and the State exam.
- *Advisory*: The advisory program is designed to be a 30-minute period in the middle of the school day aimed at supporting the academic progress and social-emotional development of the student. Typically, students meet with their advisors four times per week. The advisory curriculum focuses on developing academic skills, college and career awareness, social and emotional skills, and tracking individual academic progress.
- *Special Education and ELL Support*: UPCHS has a track record of working with ELL students, with a focus on building English fluency and writing skills. ENL services are usually provided by using a push-in model. It also offers stand-alone ENL classes. Its special education approach combines push-in SETTS services with the ICT model, giving students personalized supports that are consistent with their IEPs in the least restrictive environment. In addition

to the service mandates in their IEPs, students with disabilities receive strict testing modifications, mandated group and/or individual counseling, speech, and hearing services. The school's administration and faculty fully comply with all of the terms set forth in the IEP.

- Faculty Office Hours: All faculty hold office hours for at least one hour per week but frequently more during which students meet for additional support. This practice is meant to provide needed support to students as well as to develop a sense of ownership for their own learning.
- Counseling: The school model includes one school counselor per grade. Each counselor has a manageable caseload so that she can provide mandated and at-risk counseling for social and emotional issues, as well as academic counseling. The school counselors also facilitate professional development for the teachers to support the teachers in their efforts to understand the whole child, differentiate instructional practices for the diverse learners in their classrooms, and develop more effective classroom management skills. The school also has a college counselor who provides students with information on the college admissions and financial aid process. The college counselor communicates with students and families while assisting students with each step of the application, admissions, and financial aid processes.

Additional practices of the UPCHS model are as follows:

- College-preparatory curriculum
- Faculty office hours
- One day a week early student dismissal to facilitate school-wide professional development
- Tuning protocols and consultancies utilized by professional learning communities to examine adult work and student work to facilitate adjustments in instructional practices
- Peer inter-visitation cycles
- Formal academic intervention programs for students in ELA and mathematics
- Professional learning plans for teachers
- Descriptive Reviews of students to focus on at-risk students
- Extensive social, emotional, and academic counseling for mandated and at-risk students
- SETTS or ICT for SWDs
- Push-in services for ELLs
- Additionally, ELL students receive direct instruction in dedicated ENL classes appropriate to the students
- Access to College courses for students who meet the CUNY College Now criteria
- College Advisement built into every 12<sup>th</sup> grader's program

### **Extensive Professional Development**

Professional development for teachers and school-site leaders is a critical component of UPCHS school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Scheduled into the daily routine of University Prep, professional development opportunities provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide as well as individual teacher goals.

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- The administrative team provide Professional Development sessions on the Danielson Rubric to support teachers in their construction of their Professional Development Plans and their ability to give their colleagues constructive feedback.
- The Principal, Assistant Principals, and lead teachers present Professional Development in the areas of argumentative writing and modeling to support teachers' lesson studies and development of learning units or math performance tasks. One Assistant Principal is explicitly dedicated to instruction and professional learning.
- Professional development sessions are also dedicated to supporting teachers in the design of Common Core-aligned lessons.
- The Danielson Rubric is used for teachers to self-assess and for informal observations during teacher inter-visitations.
- Each teacher on every grade team presents a minimum of one tuning protocol and/or consultancy protocol. These protocols will be utilized to look at adult and/or student work and provide critical feedback to the presenter. Feedback will be given that is aligned to the teacher's professional growth goals.

### **School Demographics**

In the 2020-21 school year, UPCHS enrolled 458 students in grades 9-12. Of the total student body enrolled on BEDS Day, 61.57% (282) were Hispanic, 36.02% (165) Black, 1.97% (9) Asian, 0.22% (1) Middle Eastern (1); and 0.22% (1) Undisclosed. 83% of students were living in poverty, 15.7% had a disability, and 8.3% were English Language Learners.

### **Modalities of Instruction during the 2020-21**

Instruction at UPCHS was 100% remote for all of the 2020-21 school year. Remote instruction was provided on a regular schedule, with all classes using live synchronous instruction. Utilizing Google classroom, teachers posted lessons that students reviewed and completed independently and hosted regular office hours to provide additional support to students. For students who needed significant remediation, we offered in-person supplemental instruction three-days per week. Students with IEPs met with learning specialists twice per week, and received checklists of work to complete each day. Student attendance and work completion was tracked on a daily basis, with outreach made every day to students who did not complete work and/or attend class.

To help sustain mental and emotional health for our students and families, UPCHS implemented a thorough system to monitor and address student mental and physical wellness. All students had individual check-in conversations with their advisers each week for wellness checks and to ensure that families were not suffering from food or housing insecurity. Our partnership with the Morris Heights Health Center provided additional support for families in need. Students also met with their counselors on a rotating basis. In addition, students gathered together as a whole school for community-building events each Friday evening at 4 pm for seminars focused on health and wellness. And, finally, the school continued to offered multiple clubs and social activities and strongly encouraged students to participate.

## ENROLLMENT SUMMARY

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17										104	120	102	80	406
2017-18										113	106	115	99	433
2018-19										114	113	99	107	433
2019-20										127	111	112	97	447
2020-21										115	133	103	107	458

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

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

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2018-19	2015-16	2015	107	3	104
2019-20	2016-17	2016	95	0	95
2020-21	2017-18	2017	107	1	106

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	104	1	105
2019-20	2016-17	2016	95	0	95
2020-21	2017-18	2017	106	0	106

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	0	0	0
2019-20	2015-16	2015	0	0	0
2020-21	2016-17	2016	0	0	0

## PROMOTION POLICY

General: Students pass, and thereby receive the appropriate credits, for UPCHS classes by receiving a grade of 70 and up as a final average at the end of the school year. Students who fail to meet this metric are remanded to summer school. Therein, they must pass summer school to receive passing credit for the class in question. Failure there requires schedule adjustments if the course is a graduation requirement.

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

University Prep Charter High School students will meet all of the New York State graduation requirements.

### Goal 1: Leading Indicator

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

### METHOD

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

### RESULTS AND EVALUATION

UPCHS has exceeded this benchmark by 10.8 percentage points, with 87.8% of UPCHS's 2019 cohort students and 85.8% of the 2020 cohort earning the number of credits in the 2020-21 school year required to be promoted to the next grade.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	119	90.7%
2020	113	85.8%

### ADDITIONAL EVIDENCE

UPCHS has met this goal in all years of its charter, although our percentage was lower this year due to the challenges presented by COVID-19 and remote instruction. The school structures its course loads so that all 9<sup>th</sup> Graders take 15 credits and 10<sup>th</sup> graders take at least 12 credits to increase the likelihood that they will graduate within four years.

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 1: Leading Indicator

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

## METHOD

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

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

## RESULTS AND EVALUATION

UPCHS surpassed this benchmark by 25 points. 95% of students in the 2019 Total Graduation Cohort were exempted from three or more Regents examinations required for graduation by the end of their second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	117	93%
2018	2019-20	105	91%
2019	2020-21	119	95%

## ADDITIONAL EVIDENCE

UPCHS has met this measure each of the past three years. 91% of students in the 2018 passed or were exempted from three or more Regents examinations required for graduation by the end of their second year. 93% of students in the 2017 Cohort passed three or more Regents examinations required for graduation by the end of their second year, and 78% of students in the 2016 Cohort passed three or more Regents examinations required for graduation by the end of their second year.

## Goal 1: Absolute Measures

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

## METHOD

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

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

## RESULTS AND EVALUATION

UPCHS exceeded this measure by almost 25 percentage points for students in the fourth year high school Total Graduation Cohort and 5 percentage points for students in the fifth year high school Total Graduation Cohort. In the 2017 cohort, 105 out of 106 students graduated within four years.

We credit these accomplishments, in large part, to our low ratio of students per school counselors and the diligence and dedication of our entire staff who support students through quality instruction as well as increased instructional time and extensive office hours. We also encourage our students to take Regents exams early and often.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	105	99
2016	2019-20	95	100
2017	2020-21	106	99.1

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	96	100
2015	2019-20	105	100
2016	2020-21	95	100

## ADDITIONAL EVIDENCE

At least 99% of UPCHS students have graduated after four years in each of the last cohorts, exceeding both benchmarks substantially. All students in the 2017 Graduation cohort except one graduated after four years, and 100% of students in the 2016 Cohort graduated after four years. All but one student in the 2015 Graduation cohort graduated after four years. All students in the 2014 Graduation cohort graduated after four years. All but one student in the 2013 Graduation cohort

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<sup>1</sup> The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

graduated after four years. All but four students in the 2012 Graduation cohort graduated after four years.

### Goal 1: Comparative Measure

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

### METHOD

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

### RESULTS AND EVALUATION

CSD 7's graduation rate for 2020-21, but comparing our rate to the District for 2019-20, we exceeded CSD 7 by 30 percentage points.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	105	99	1,795	66%
2016	2019-20	95	100	1,798	69%
2017	2020-21	106	99.1	1,798	69%

### ADDITIONAL EVIDENCE

UPCHS has met this measure year after year, exceeding CSD 7 by at least 30 percentage points in each of the last years.

### Goal 1: Absolute Measure

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

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### METHOD

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

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

### RESULTS AND EVALUATION

Not applicable - no UPCHS students in the high school Total Cohort took an approved pathway assessment.

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

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

#### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	0	N/A
2016	2019-20	0	N/A
2017	2020-21	0	N/A

### ADDITIONAL EVIDENCE

Not Applicable

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

UPCHS achieved five out of five applicable high school graduation goals.

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

ACTION PLAN

The school will continue to provide the levels of support in place for all students including counseling, office hours in every class, summer school for remediation, professional development around the transition to the Common Core Learning Standards, Saturday and after school test prep sessions, and extended academic support for at-risk students. We will continue to promote a positive school culture, small class sizes, small student-to-teacher ratio, eight classes per year for all students, frequent parental communication, and an effective discipline system. We will continue with our Peer Group Connection program, which has demonstrated strong results in increasing positive relationships between students and good decision-making. Most importantly, we will continue to provide high quality instruction daily at both the middle school and high school.

In Science, we will be introducing a two-tiered Chemistry course as well as Physics and Environmental Science. We are also switching our Living Environment Course to 9<sup>th</sup> Grade to allow for 4 years of Science courses. In Math, we will be adding Statistics and AP Calculus and introducing a 2-year option for Algebra. In History, we are adding African-American Studies. For ELA, we will be

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adding a Special Education to support with writing in our 9<sup>th</sup> and 10<sup>th</sup> Grade Composition classes. We have also hired a Speech and Language Pathologist.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

University Prep Charter High School students will be prepared for institutions of higher education.

Over the past few years, UPCHS students have achieved a 99% graduation rate and close to 100% college acceptance rate. Across our campus, we expect college enrollment and success.

In partnership with CUNY, we offer College Now courses to introduce our students to the expectations and routines of higher education, while earning academic credit. UPCHS is focusing on enrolling more students in College Now, beginning in the 10th grade. College Now is a preparation program that helps students to transition into college while in high school. While University Prep Charter High School is currently partnered with City College, students have taken classes at a variety of colleges including Lehman College, New York City College of Technology, Hostos Community College and Bronx Community College. At University Prep students can enroll in College Now as early as 10th grade. As a result, students can earn up to 15 transferable college credits. Not only does this program acclimate students to the academic expectations of college, but it also provides students with a competitive advantage when applying.

Student must meet the following criteria to enroll in College Now:

- Students must have a cumulative GPA of 80 or above
- Students must earn a minimum score of 75 on the ELA Regents and minimum Reading score of 480 on the PSAT/SAT
- Students must take a placement exam for certain Math courses

Courses have included:

Course Name	College
Applications of Psychology in The Modern World	City College
Architecture	City College (Summer)
Biology: Human	City College
College Algebra/Trigonometry	Lehman College
Freshman Composition	City College
Fundamentals of Sociology	Lehman College
*Introduction to Business	Bronx Community College
*Introduction to Criminal Justice	Bronx Community College
Introduction to Philosophy	City College
Physics	City College
Precalculus	Lehman College

College Advisement is built into every 12th grader’s program. UPCHS also offers a college readiness workshop for 10th Graders that stresses the goal of meeting college readiness benchmarks, as well as an SAT prep course for all 11th grade students.

### Goal 2: Absolute Measure

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

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

### METHOD

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

**For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.**

### RESULTS AND EVALUATION

UPCHS’s graduating students met this measure.

75.24% of the 105 graduates in UPCHS’s 2017 Cohort demonstrated college preparation by at least one indicator:

- 40 graduates took at least one Advanced Placement (“AP”) exam in English Language, English Literature, US Government, Biology, or Spanish Language; 22 of these graduates earned a score of 3 or higher on at least one AP exam, although not all scores have been received to date.
- 103 graduates took the SAT; 31 of these graduates achieved the college and career readiness benchmark (currently scoring at least 480 on the SAT Reading and Writing section and at least 530 on the SAT Math section).
- Of 105 graduates, 78 earned a Regents diploma with advanced designation.

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

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Pass an AP exam*	40	22	13.3%
CCR benchmark on SAT	105	31	29.5%
Regents Diploma with Advanced Designation	105	78	74.3%
Overall	105	79	75.2%

\*Not all AP scores have been received to date.

### Goal 2: Absolute Measure

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

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

### Goal 2: Comparative Measure

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

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

### Goal 2: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

The school has defined matriculation as having paid the college tuition deposit, enrolled in college courses, and/or attended class sessions of more than one course. The school surveys students to

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gather matriculation information. UPCHS has not yet completed surveying the 2017 Cohort regarding their matriculation. 94% of graduates from the 2017 Cohort were accepted into college or university, and we expect more than 75% of graduates will matriculate into a college or university this year.

**Matriculation Rate of Graduates by Year**

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	104	75**	93
2016	2019-20	95	TBA	TBA
2017	2020-21	105	TBA	TBA

### ADDITIONAL EVIDENCE

UPCHS has met, or nearly met, this measure the past three years. As of Fall 2020, of the 81 students from the 2015 cohort who UPCHS has been in touch with, 93% have matriculated into a college or university in the 2019-20 year. UPCHS is awaiting confirmation from an additional 23 students. As of Fall 2019, of the 84 graduates of the Class of 2018 (2014 cohort) with whom UPCHS has spoken, 68 students (81%) were have enrolled in college courses. The school is awaiting confirmation from an additional 11 students. As of Fall 2017, of the 78 graduates of the Class of 2017 (2013 Cohort), 70 students (90%) had enrolled in college courses. The school’s matriculation rate of 90% exceeded the goal by 15 percentage points. As of Fall 2016, of the 81 graduates of the Class of 2016 (2012 Cohort), 70 students (86%) had enrolled in college courses. The school’s matriculation rate of 86% exceeded the goal by 11 percentage points.

### SUMMARY OF THE COLLEGE PREPARATION GOAL

UPCHS achieved both of the applicable college preparation goals?

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

## ACTION PLAN

To continue to ensure that UPCHS graduating students are prepared to enter and be success in institutions of higher education, the school will continue to focus on increasing the percentage of students who meet the college readiness standards. The specific strategies to be used include:

- One Assistant Principal with expertise in intellectual engagement focuses on instruction and professional learning, with the aim of having students move beyond compliance to instead grapple with challenging material to prepare for college
- Double ELA instruction time for 9<sup>th</sup> and 10<sup>th</sup> Grade students and double math instruction time for 9<sup>th</sup> grade students
- Continuing independent reading, with the support of a literacy specialist, 4 days per week
- Enrolling more students in College Now classes starting in the 10<sup>th</sup> grade
- Offering a college readiness workshop for 10th Graders that stresses the goal of meeting college readiness benchmarks
- SAT prep course for all 11th grade students
- Administering Regents-aligned diagnostic and benchmark examinations to determine and address gaps in understanding in ELA and Math
- UPCHS is also exploring offering the ACT examination.

UPCHS will continue to offer robust support to all students, including:

- English as a New Language programming helps students with English Language acquisition. Our ENL coordinator also works with teachers in a coaching capacity to help general education teachers develop strategies for reaching students who have diverse needs – particularly those who are learning the English language.
- We provide supplemental instruction to targeted students in ELA and in Math who have come close to obtaining college readiness benchmark scores on NYS Regents exams. Students in this category will be encouraged to sit for the math and/or ELA Regents again after receiving more support in the appropriate content area.

UPCHS will also continue with the core programs that set students up for academic success in high school and college:

- A renewed focus on Understanding by Design has transformed unity planning and pushed the school to pivot unit assessment towards performance-based and project-based tasks for deeper assessment of concepts.
- The opening of our middle school has pushed us to ensure tight vertical alignment across the grades.
- The school will begin offering a coding class to help students prepare for today's tech careers.
- UPCHS will continue the leadership course called Peer Group Connection, now in its third year. In this program, 12<sup>th</sup> grade students participate in a year-long leadership class to build facilitation and communication skills. The 12<sup>th</sup> grade students in turn teach 9<sup>th</sup> grade students one a week, which will help create connections between students and building a culture of responsibility and interdependence across the school. The program has demonstrated an increased sense of school connectedness, increased motivation, increased preparedness for college and career, and increased goal-setting and decision-making skills.

## GOAL 3: ENGLISH LANGUAGE ARTS

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### Goal 3: Absolute Measure

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

#### METHOD

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

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

#### RESULTS AND EVALUATION

UPCHS exceeded this benchmark by three percentage points. 68.6% of students in the 2017 Cohort scored at least a 4 on the Regents English Common Core Exam. UPCHS has demonstrated consistently strong performance against this benchmark for the past two years.

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>2</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	104	0	61	59
2016	2019-20	95	0	68	72
2017	2020-21	106	1	72	68.6

<sup>2</sup> Based on the highest score for each student on the English Regents exam

## ADDITIONAL EVIDENCE

Looking forward, the 2018 Cohort has already met this benchmark. Of the 100 students enrolled in the 2017 cohort, 99% were eligible for an exemption on the Regents in Exam in English Language Arts (Common Core).<sup>3</sup>

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	117	17	110	67	106	68
2018	109	0	105	0	100	99*
2019			123	0	119	0
2020					113	0

\*Exemptions

### Goal 3: Absolute Measure

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

## METHOD

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

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

## RESULTS AND EVALUATION

UPCHS has exceeded this measure by four percentage points.

<sup>3</sup> The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

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84.8% of students in the 2017 cohort scored a Level 3 or higher the on Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort.

The school also met this benchmark the prior three years. 99% of students in the 2016 Cohort, 97% of students in the 2015 Cohort, and 95% of students in the 2014 Cohort scored a Level 3 or higher the on Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	104	0	101	97
2016	2019-20	95	0	94	99
2017	2020-21	106	1	89	84.8

### ADDITIONAL EVIDENCE

The 2018 Cohort has already met this benchmark. Of the 100 students in the 2015 cohort, 99% have already partially met Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)).

**Percent Achieving at Least Level 3 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	117	20	110	83	106	99
2018	109	0	105	0	100	99*
2019			123	0	119	0
2020					113	0

\*Exemptions

#### Goal 3: Absolute Measure

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

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

#### Goal 3: Comparative Measure

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

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percentage of comparable students in the district meeting or exceeding Common Core expectations.

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

### Goal 3: Comparative Measure

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

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

### Goal 3: Comparative Measure

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

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

### Goal 3: Growth Measure

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

## METHOD

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

## RESULTS AND EVALUATION

UPCHS’s 2017 cohort fell short of this measure by six percentage points.

Of the 85 students in the 2017 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 41 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 44% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade	Number Exempted with No Valid Score	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)

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		(a)	(b)		
2015	2018-19	70	0	31	44
2016	2019-20	51	0	32	63
2017	2020-21	41	0	18	44

### ADDITIONAL EVIDENCE

UPCHS exceeded this measure by last year by 13 percentage points. Of the 76 students in the 2016 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 51 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 63% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 88 students in the 2015 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 70 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 44% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 72 students in the 2014 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 59 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 59% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

#### Goal 3: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

UPCHS's 2017 cohort fell short of this measure by nine percentage points.

Of the 85 students in the 2017 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 41 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 66% partially met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

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

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Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	70	0	68	97
2016	2019-20	51	0	0	98
2017	2020-21	41	0	27	66

### ADDITIONAL EVIDENCE

UPCHS exceeded this measure by last year by 23 percentage points. Of the 76 students in the 2016 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 51 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 98% partially met Common Core Expectations on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 88 students in the 2015 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 70 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 97% partially met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 72 students in the 2014 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 59 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 92% at least partially met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

UPCHS has achieved two out of two applicable absolute measures and none of the applicable growth measures in ELA.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts	N/A

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	(Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved

### ACTION PLAN

In the 2021-22 school year, UPCHS will continue to focus on literacy support. All classes will focus on reading and writing for content acquisition and demonstrating mastery. This will be supported in part by Overdrive, a digital reading software UPCHS is introducing this fall.

UPCHS will continue to focus on implementing the schoolwide strategies that were developed in response to the transition to the Common Core Standards in English. The school will continue to emphasize student literacy skill development through nonfiction complex text, closer reading, deeper analysis, text citation, and writing using sources. Teachers will continue to receive professional development on the implementation of the Common Core Literacy Standards and will follow curriculum adjustments. The school will also continue to utilize after-school and Saturday school instruction to provide remedial instruction as well as Regents prep.

In addition, UPCHS will continue to invest in remediation for students who are struggling in ELA to get them on-track earlier in their high school career. The school will once again implement best practices in preparation for the ELA Regents Exam and institute a Saturday Academy to improve student literacy levels for targeted groups of students such as ELLs, SWDs, and students in the lowest one-third. Specific strategies include:

- The school has implemented a formal strategic inquiries initiative for students outside the sphere of success. For seven different groups of students (mostly subject specific), teachers will engage in a participatory action research cycle to examine student work, research strategies, reflect, and assess the impact of the strategies. This process helps UPCHS build varied custom effective strategies for helping students succeed academically.
- 9<sup>th</sup> and 10<sup>th</sup> grade students take both an ELA and Composition class. The additional time allows the teachers to slow the pace of the courses, thereby accommodating the remedial needs of students, allowing for deeper probing of material, and developing more cross-content connections. We have added a Special Education Teacher to these classes to further support students requiring significant remediation.

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- The school has invested in expanding classroom libraries and incorporated more independent reading into literacy.
- The school's English as a New Language course helps students with English Language acquisition. In comparison to the push-in support for ELL students we had done previously, this new course will allow for more intensive targeted English instruction. Our ENL coordinator also works with teachers in a coaching capacity to help general education teachers develop strategies for reaching students who have diverse needs – particularly those who are learning the English language.

We are also continuing programs to better support the emotional and physical needs of our high-poverty student population. UPCHS' school site has brought in a school-based health clinic with a full service doctor's office and support from social workers. The Peer Group Connection program is helping to build positive communication, interdependence, motivation, and responsibility. In addition, we have implemented a staff-wide diversity training series to help ensure staff are developing their abilities to be culturally responsive and sensitive to student needs.

### GOAL 4: MATHEMATICS

#### HIGH SCHOOL MATHEMATICS

##### Goal 4: Absolute Measure

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

##### METHOD

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

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

RESULTS AND EVALUATION

UPCHS fell short on this measure.

38% of students in the 2017 cohort exceeded Common Core expectations with a score of 4 or above on a Regents Common Core math exam by their fourth year in the cohort.

UPCHS students aim to achieve a 70 or higher on the Regents Algebra I Common Core exam, which is the benchmark for college readiness for CUNY schools.<sup>4</sup> 91% of the 2017 Cohort met the CUNY college readiness requirement in mathematics, a decrease from 92% for the 2016 Cohort and an increase over the 2015 Cohort (83%).

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	104	0	21	20
2016	2019-20	95	0	40	42
2017	2020-21	106	1	40	38

ADDITIONAL EVIDENCE

The 2018 and 2019 cohorts are making progress towards this measure. The number of Level 4 and 5 scores vs. exemptions comprising the total percentages are included below the chart. The 2020 Cohort has not taken any Regents exams due to COVID-19.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	117	38	110	36	106	38
2018	109	35	105	34	100	91*
2019			123	7	119	99**
2020					113	65***

\*34 Level 4 or 5 scores and 57 exemptions

\*\*8 Level 4 or 5 scores and 100 exemptions

\*\*\*73 exemptions

<sup>4</sup> <http://www2.cuny.edu/academics/testing/testing-faqs/>

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 4: Absolute Measure

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

## METHOD

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

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

## RESULTS AND EVALUATION

UPCHS exceeded this measure by 16 percentage points.

98% of students in the 2017 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam by their fourth year in the cohort.

UPCHS has also shown strong results in previous years. 100% of students in the 2016 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam by their fourth year in the cohort. 99% of students in the 2015 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam by their fourth year in the cohort. 96% of students in the 2014 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam or a 65 or above on a Regents math exam by their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	104	0	103	99
2016	2019-20	95	0	95	100

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	2020-21	106	1	103	98
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### ADDITIONAL EVIDENCE

The 2018 and 2019 cohorts are making progress towards this measure. The number of Level 3, 4, and 5 scores vs. exemptions comprising the total percentages are included below the chart. The 2020 Cohort has not taken any Regents exams due to COVID-19. Only exemptions are included in the percentage.

**Percent Achieving at Least Level 3 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	117	98	110	97	106	98
2018	109	90	105	89	100	99*
2019			123	11	119	99**
2020					113	65***

\*89 Level 3, 4, or 5 scores and 10 exemptions

\*\*13 Level 3, 4 or 5 scores and 105 exemptions

\*\*\*73 exemptions

#### Goal 4: Absolute Measure

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

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

#### Goal 4: Comparative Measure

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

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

#### Goal 4: Comparative Measure

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

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

#### Goal 4: Comparative Measure

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

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

UPCHS did not meet this measure. Of the 68 students in the 2017 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 47 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 20% fully met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year.

This demonstrates a decrease from last year but a substantial increase from the two years prior. Of the 66 students in the 2016 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 48 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 29% fully met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year. Of the 83 students in the 2015 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 60 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 7% fully met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year. Of the 86 students in the 2014 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 52 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 2% fully met Common Core Expectation on a Regents Exam in Mathematics.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	60	0	29	7
2016	2019-20	48	0	14	29
2017	2020-21	47	1	9	20

### ADDITIONAL EVIDENCE

Because recent administrations of the Regents were cancelled due to the Covid-19 pandemic, younger cohorts have not had as many opportunities to demonstrate proficiency in Mathematics.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

UPCHS met this measure. Of the 68 students in the 2017 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 47 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 96% at least partially met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year.

UPCHS met this measure each of the prior three years as well. Of the 66 students in the 2016 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 48 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 100% at least partially met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year. Of the 83 students in the 2015 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 60 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 98% at least partially met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year. Of the 68 students in the 2014 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 52 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 94% at least partially met Common Core Expectation on a Regents Exam in Mathematics (scoring at Performance Level 3 on a Regents mathematics exam).

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	60	0	59	98
2016	2019-20	48	0	48	100
2017	2020-21	47	1	44	96

### ADDITIONAL EVIDENCE

Because recent administrations of the Regents were cancelled due to the Covid-19 pandemic, younger cohorts have not had as many opportunities to demonstrate proficiency in Mathematics. However, we believe our performance in this measure will remain strong.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

UPCHS achieved one of two applicable Absolute Goals and one of two growth goals.

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

### ACTION PLAN

UPCHS will continue to focus on implementing the schoolwide strategies that were developed in response to the transition to the Common Core Standards in Mathematics. UPCHS has invested significantly in shifting its mathematics program to meet the New York State Common Core Learning Standards. The school altered its mathematics curriculum, beginning with Algebra I, and purchased additional Common Core-aligned materials to support student learning aligned to these standards. Math teachers receive targeted professional development that support their use and

implementation of the new resources to ensure that their math lessons address the instructional shifts in math.

To help students become proficient in the application of mathematical skills and concepts, the school has introduced “Problem Solving,” a STEM-focused class in 9<sup>th</sup> grade to help students solve unfamiliar and challenging problems. This class has been fundamental in improving our students’ abilities in navigating Common Core mathematics. The school will continue to incorporate, within the curriculum, unit exams that have been designed around the language of the state exam. These unit exams are given approximately every six weeks to determine student growth and identify students for intervention programs, including office hours, small-group tutoring, and Saturday classes.

UPCHS will also invest more deeply in remediation for students who are struggling in math to get them on-track earlier in their high school career. In 2017-18, UPCHS introduced “Algebra Enrichment”, a remedial algebra course for students who did not demonstrate proficiency in math on the 8<sup>th</sup> grade New York State assessment. The course is co-taught with a special education teacher to provide additional support to struggling learners. Starting in 2019-20, the school also began offering a course called “Numeracy”, which is a supplementary remediation course that covers basic algebraic concepts. Once students can develop their skills in algebraic operations, they will be prepared to access the more abstract mathematical concepts found in higher-level mathematics courses.

In the 2021-22 school year, UPCHS is introducing a Statistics course and an AP Calculus course and introducing a 2-year option for Algebra providing students opportunities for learn challenging and critical mathematical subjects.

UPCHS will also use continue inventions to support learners who do not demonstrate proficiency in mathematics prior to 9<sup>th</sup> grade. Targeted students take algebra for a year and a half (as opposed to a year), which has shown strong results in helping struggling learners to demonstrate proficiency in mathematics. UPCHS will use the strategic inquiries initiative to develop additional strategies to support struggling learners.

UPCHS is continuing to use data to target instruction. Students are assessed quarterly so teachers can identify gaps in student learning and restructure groupings as needed. The school is also using more data to correctly identify students for groupings in Algebra II, as well as shift students to a 3-semester-long course to give more time to absorb the material and practice the skills.

The additional physical and emotional supports provided by the onsite clinic, Peer Group Connection course, and staff-wide diversity training series will help students be ready to learn and reduce disruption and truancy.

## GOAL 5: SCIENCE

### HIGH SCHOOL SCIENCE

#### Goal 5: Absolute Measure

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

#### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered no exams in the 2020-21 school year. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

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

#### RESULTS AND EVALUATION

UPCHS has exceeded this measure by 22 percentage points. 97% of students in the 2017 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort.

UPCHS also exceeded this measure the past three years. 100% of students in the 2016 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort. 99% of students in the 2015 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort. 94% of students in the 2014 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	104	0	103	99
2016	2019-20	95	9	95	100
2017	2020-21	106	0	103	97

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

The 2018 and 2019 cohorts are making progress towards this measure. The number of scores of 65 and above vs. exemptions comprising the total percentages are included below the chart. The 2020 Cohort has not taken any Regents exams due to COVID-19. Only exemptions are included in the percentage.

**Science Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	117	98	110	97	106	97
2018	109	14	105	98	100	100*
2019			123	7	119	92**
2020					113	79***

\*12 scores of 65 or higher and 88 exemptions

\*\*8 scores of 65 or higher and 102 exemptions

\*\*\*89 exemptions

#### Goal 5: Comparative Measure

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

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

### ADDITIONAL EVIDENCE

Not Applicable

## GOAL 6: SOCIAL STUDIES

#### Goal 6: Social Studies

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of Social Studies.

#### Goal 6: Absolute Measure

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

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

## METHOD

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

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

## RESULTS

UPCHS meet this measure for the 2015 and 2016 Cohorts. For the 2017 Cohort no students took the exam, but 96 students received an exemption.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	104	0	102	98
2016	2019-20	95	0	95	100
2017	2020-21	106	96	N/A	N/A

## EVALUATION

In the 2017 cohort, 96 students were exempted. UPCHS met this measure in previous years. 100% of students in the 2016 cohort scored at least a 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort. 98% of students in the 2015 cohort scored at least a 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort. 97% of students in the 2014 cohort scored at least a 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort. 100% of students in the 2013 cohort and 94% of students in the 2012 cohort met this measure as well.

## ADDITIONAL EVIDENCE

Usually UPCHS students take the US History exam at the end of their third year. However because the recent administrations of the Regents were cancelled due to the Covid-19 pandemic, the 2017 and 2018 cohort has not had the opportunity to demonstrate proficiency in US History. However controlling for this factor, UPCHS cohorts have consistently met this measure.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	117	9	110	5	106	91*
2018	109	4	105	1	100	100**
2019			123	2	119	0
2020					113	0

\*96 exemptions

\*\*100 exemptions

#### Goal 6: Comparative Measure

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

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

#### Goal 6: Absolute Measure

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

### METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

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

### RESULTS

UPCHS meet this measure for the 2017, 2016, and 2015 Cohorts.

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

Cohort Designation	Fourth Year	Number in Cohort	Number Exempted with No Valid Score	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)	(b)		
2015	2018-19	104	0	103	99
2016	2019-20	95	0	95	100
2017	2020-21	106	0	100	94

### EVALUATION

UPCHS has exceeded this measure by 25 percentage points. 94% of students in the 2017 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

UPCHS also met this measure in prior years. 100% of students in the 2016 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort. 99% of students in the 2015 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort. 97% of students in the 2014 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort. 99% of students in the 2013 cohort and 95% of students in the 2012 cohort met this measure.

### ADDITIONAL EVIDENCE

Usually UPCHS students take the Global History exam at the end of their second year. However because the recent administrations of the Regents were cancelled due to the Covid-19 pandemic, the 2018 and 2019 cohort has not had the opportunity to demonstrate proficiency in Global History. However controlling for this factor, UPCHS cohorts have consistently met this measure.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	117	96	110	95	106	94
2018	109	0	105	92	100	94*
2019			123	0	119	90**
2020					113	0

\*94 exemptions

\*\*107 exemptions

#### Goal 6: Comparative Measure

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

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

### ADDITIONAL EVIDENCE

Not Applicable

## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

UPCHS has met this measure; the school is in good standing.

## ADDITIONAL EVIDENCE

UPCHS has been in good standing each of the past three years.

Accountability Status by Year

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

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS  
(Formerly University Prep Charter High School)**

**Combined and Combining Financial Statements**

**For the Years Ended June 30, 2021 and 2020**



**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS  
(Formerly University Prep Charter High School)  
Combined and Combining Financial Statements  
For the Years Ended June 30, 2021 and 2020**

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## INDEPENDENT AUDITOR'S REPORT

The Board of Trustees  
University Prep Public Charter Schools

### Report on the Combined and Combining Financial Statements

We have audited the accompanying combined and combining financial statements of University Prep Public Charter Schools (formerly University Prep Charter High School) (the "School"), which comprise the combined statements of financial position as of June 30, 2021 and 2020, and the related combining statements of activities and functional expenses and combined statements of cash flows for the years then ended, and the related notes to the combined and combining financial statements.

### Management's Responsibility for the Combined and Combining Financial Statements

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

### Auditor's Responsibility

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

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

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

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— With offices in New Jersey and Maryland —

## Opinion

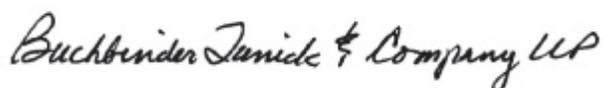
In our opinion, the combined and combining financial statements referred to above present fairly, in all material respects, the financial position of University Prep Public Charter Schools as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

## Other Matters

Our 2021 audit was conducted for the purpose of forming an opinion on the combined and combining financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by *Title 2 U.S. Code of Federal Regulations, Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, is presented for purposes of additional analysis and is not a required part of the combined and combining financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the combined and combining financial statements. The information has been subjected to the auditing procedures applied in the audit of the combined and combining financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the combined and combining financial statements or to the combined and combining financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the 2021 combined and combining financial statements as a whole.

## Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 27, 2021, on our consideration of University Prep Public Charter Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering University Prep Public Charter Schools' (formerly University Prep Charter High School) internal control over financial reporting and compliance.



BUCHBINDER TUNICK COMPANY LLP

New York, NY  
October 27, 2021

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Combined Statements of Financial Position**  
**June 30, 2021 and 2020**

	<u>2021</u>	<u>2020</u>
<b>ASSETS</b>		
Assets:		
Cash and cash equivalents	\$ 4,002,050	\$ 2,735,438
Restricted cash	150,989	75,906
Grants and other receivables	2,058,714	848,131
Prepaid expenses	116,010	4,608
Property assets, net	<u>1,343,138</u>	<u>633,413</u>
Total assets	<u>\$ 7,670,901</u>	<u>\$ 4,297,496</u>
<b>LIABILITIES AND NET ASSETS</b>		
Liabilities:		
Accounts payable and accrued expenses	\$ 630,090	\$ 393,808
Accrued payroll and payroll taxes	1,357,028	1,133,137
Accrued sick and vacation pay	<u>388,689</u>	<u>257,303</u>
Total liabilities	<u>2,375,807</u>	<u>1,784,248</u>
Net assets:		
Without donor restrictions	5,220,078	2,454,301
With donor restrictions	<u>75,016</u>	<u>58,947</u>
Total net assets	<u>5,295,094</u>	<u>2,513,248</u>
Total liabilities and net assets	<u>\$ 7,670,901</u>	<u>\$ 4,297,496</u>

See notes to financial statements.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Combining Statement of Activities**  
**For the year ended June 30, 2021**

	High School		Middle School		Total	
	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions
Revenue:						
Local per pupil operating revenue - resident student enrollment	\$ 7,300,901	\$ -	\$ 4,699,094	\$ -	\$ 11,999,995	\$ -
Local per pupil operating revenue - students with disabilities	710,898	-	599,597	-	1,310,495	-
Other grants	158,882	-	67,390	-	226,272	-
Government grants	1,016,445	1,016,445	1,204,676	1,204,676	2,221,121	2,221,121
Contributions	2,500	-	12,270	-	14,770	-
Interest income	2,459	-	1,389	-	3,848	-
Other income	572	-	-	-	572	-
Net assets released from purpose restrictions	-	(1,014,542)	-	(1,190,510)	-	(2,205,052)
Total revenue	9,192,657	9,190,754	6,584,416	14,166	15,777,073	16,069
Expenses:						
Program services:						
Regular education	5,485,667	-	3,023,476	-	8,509,143	-
Special education	1,388,299	-	1,052,137	-	2,440,436	-
Supporting services:						
Management and General	1,060,733	-	984,915	-	2,045,648	-
Total expenses	7,934,699	-	5,060,528	-	12,995,227	-
Change in net assets	1,257,958	1,256,055	1,523,888	14,166	2,781,846	16,069
Net assets:						
Beginning of year	2,929,542	2,884,506	(416,294)	13,911	2,513,248	58,947
End of year	\$ 4,187,500	\$ 4,140,561	\$ 1,107,594	\$ 28,077	\$ 5,295,094	\$ 75,016

See notes to financial statements.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Combining Statement of Activities**  
**For the year ended June 30, 2020**

	High School		Middle School		Total	
	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions
Revenue:						
Local per pupil operating revenue - resident student enrollment	\$ 7,129,837	\$ -	\$ 2,499,419	\$ -	\$ 9,629,256	\$ -
Local per pupil operating revenue - students with disabilities	587,026	-	252,309	-	839,335	-
Other grants	85,926	-	30,552	-	116,478	-
Government grants	311,667	311,667	418,336	418,336	730,003	730,003
Contributions	-	-	470,000	-	470,000	-
Interest income	5,767	5,767	1,888	1,888	7,655	7,655
Other income	-	-	-	-	-	-
Net assets released from purpose restrictions	-	(312,745)	-	(404,425)	-	(717,170)
Total revenue	8,120,223	8,121,301	3,672,504	13,911	11,792,727	12,833
Expenses:						
Program services:						
Regular education	4,870,815	-	2,123,550	-	6,994,365	-
Special education	1,261,631	-	491,094	-	1,752,725	-
Supporting services:						
Management and General	1,332,491	-	1,201,817	-	2,534,308	-
Total expenses	7,464,937	-	3,816,461	-	11,281,398	-
Change in net assets	655,286	656,364	(143,957)	13,911	511,329	12,833
Net assets:						
Beginning of year	2,274,256	2,228,142	(272,337)	-	2,001,919	46,114
End of year	\$ 2,929,542	\$ 2,884,506	\$ (416,294)	\$ (430,205)	\$ 2,513,248	\$ 58,947

See notes to financial statements.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
 (Formerly University Prep Charter High School)  
 Combining Statement of Functional Expenses  
 For the year ended June 30, 2021

	High School			Middle School			Total			
	Program Services		Supporting Services	Program Services		Supporting Services	Program Services		Supporting Services	
	Regular Education	Special Education	Management and General	Regular Education	Special Education	Management and General	Regular Education	Special Education	Management and General	
Salaries - instructional personnel	\$ 2,587,354	\$ 750,050	\$ -	\$ 3,337,404	\$ 1,315,104	\$ 596,475	\$ 1,911,579	\$ 3,902,458	\$ 1,346,525	\$ 5,248,983
Salaries - administrative staff personnel	940,781	167,378	474,571	1,582,730	645,737	129,254	1,232,553	1,586,518	286,632	2,815,683
Payroll taxes	283,128	74,714	35,392	393,234	128,577	47,698	207,382	411,705	122,412	600,616
Employee benefits	1,006,728	265,664	125,841	1,398,233	406,869	150,943	656,272	1,413,617	416,607	2,054,505
Provision for sick and vacation pay	71,135	12,553	14,769	98,457	23,791	4,198	32,929	94,926	16,751	131,386
Classroom textbooks and supplies	134,813	23,791	-	158,604	150,233	35,240	185,473	285,046	59,031	344,077
Office furniture and equipment	132,067	34,851	16,509	183,427	131,236	48,684	67,676	263,303	83,535	346,841
Consulting	-	-	180,144	180,144	-	-	180,144	-	-	360,288
Financial management services	-	-	180,144	180,144	-	-	180,144	-	-	360,288
School uniforms	7,761	1,369	9,130	9,130	28,358	6,652	35,010	36,119	8,021	44,140
Insurance	23,479	6,105	38,138	67,722	9,707	3,593	35,829	33,186	9,698	42,884
Telephone and Internet	110,953	29,279	13,669	154,101	44,215	16,402	10,697	165,168	45,681	210,849
Meetings and conferences	2,344	618	283	3,245	1,314	487	318	3,658	1,105	4,763
Auditing	-	-	18,250	18,250	-	-	18,250	-	-	36,500
Teacher recruitment	279	49	109	437	2,129	499	3,504	2,408	548	3,952
Student recruitment	42,510	7,502	16,670	66,682	30,285	7,106	12,467	72,805	14,608	87,413
Printing and copying	488	129	61	678	62	23	15	950	152	1,102
Office supplies	4,888	827	1,838	7,553	990	232	42,934	5,678	1,059	67,503
Postage	224	39	263	526	-	-	408	224	39	263
Teachers' discretionary	362	64	-	426	1,738	408	2,146	2,100	472	2,572
Food service	5,720	1,510	715	7,945	3,496	1,297	5,639	9,216	2,807	13,584
Repairs and maintenance	2,601	686	326	3,613	1,948	723	471	4,549	1,409	7,758
Payroll processing	63,020	11,121	-	74,141	9,478	2,223	11,701	72,498	13,344	85,842
Student services	65,232	-	1,789	67,021	88,179	-	13,529	163,411	-	251,440
Depreciation	-	-	21,729	21,729	-	-	9,777	-	-	31,506
Miscellaneous	-	-	-	-	-	-	-	-	-	-
<b>Total expenses</b>	<b>\$ 5,485,667</b>	<b>\$ 1,388,299</b>	<b>\$ 1,060,733</b>	<b>\$ 7,934,699</b>	<b>\$ 3,023,476</b>	<b>\$ 1,052,137</b>	<b>\$ 984,915</b>	<b>\$ 8,509,143</b>	<b>\$ 2,440,436</b>	<b>\$ 12,952,227</b>

See notes to financial statements.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
 (Formerly University Prep Charter High School)  
 Combining Statement of Functional Expenses  
 For the year ended June 30, 2020

	High School			Middle School			Total			
	Program Services		Supporting Services	Program Services		Supporting Services	Program Services		Supporting Services	
	Regular Education	Special Education	Management and General	Regular Education	Special Education	Management and General	Regular Education	Special Education	Management and General	
Salaries - instructional personnel	\$ 3,002,328	\$ 838,813	\$ -	\$ 1,038,964	\$ 296,680	\$ -	\$ 4,041,292	\$ 1,133,493	\$ -	
Salaries - administrative staff personnel	271,528	47,877	585,674	247,730	43,491	485,777	519,258	91,368	1,071,451	
Payroll taxes	252,241	68,168	45,104	89,620	23,693	33,847	341,861	91,861	78,951	
Employee benefits	962,659	260,159	172,138	1,394,956	74,113	105,876	1,242,999	334,272	278,014	
Provision for sick and vacation pay	1,884	509	337	2,730	4,011	5,729	17,054	4,520	6,066	
Classroom textbooks and supplies	51,895	4,275	-	84,555	8,537	-	136,450	12,812	-	
Classroom furniture and equipment	60,760	5,005	-	47,084	4,754	-	107,844	9,759	-	
Office furniture and equipment	-	-	8,627	-	-	6,162	-	-	14,789	
Consulting	-	-	173,905	-	-	275,685	-	-	449,590	
Financial management services	6,109	-	175,839	-	-	142,498	-	-	318,337	
School uniforms	19,362	5,232	42,838	19,360	1,955	21,315	25,469	2,458	-	
Insurance	44,192	11,943	7,902	6,835	1,807	15,787	26,197	7,039	58,625	
Telephone	-	-	16,625	9,285	2,455	3,506	53,477	14,398	11,408	
Meetings and conferences	-	-	19,230	-	-	15,820	-	-	32,445	
Auditing	1,747	472	312	4,689	1,240	1,771	6,436	1,712	2,063	
Teacher recruitment	24,883	6,719	4,446	21,422	5,663	8,090	46,285	12,362	12,536	
Printing and copying	14,800	4,000	2,646	7,616	2,013	2,876	22,416	6,013	5,522	
Office supplies	-	-	21,953	-	-	60,843	-	-	82,796	
Postage	5,115	1,382	915	204	54	77	5,319	1,436	992	
Teachers' discretionary	2,767	748	494	177	47	67	2,944	795	561	
Student trips	30,661	2,525	494	22,498	2,271	-	53,159	4,796	-	
Student transportation	6,666	549	-	6,464	653	-	13,130	1,202	-	
Food service	945	78	-	22,618	2,283	-	23,563	2,361	-	
Repairs and maintenance	-	-	53,812	-	-	8,491	-	-	62,303	
Payroll processing	2,279	616	407	1,758	465	664	4,037	1,081	1,071	
Student testing materials	6,522	537	-	3,808	384	-	10,330	921	-	
Student services	24,099	1,985	-	132,750	13,402	-	156,849	15,387	-	
Depreciation	71,711	-	2,251	56,354	-	11,396	128,065	-	13,647	
Miscellaneous	5,682	1,536	1,016	4,249	1,123	1,605	9,931	2,659	2,621	
<b>Total expenses</b>	<b>\$ 4,870,815</b>	<b>\$ 1,261,631</b>	<b>\$ 1,332,491</b>	<b>\$ 2,123,550</b>	<b>\$ 491,094</b>	<b>\$ 1,201,817</b>	<b>\$ 6,994,365</b>	<b>\$ 1,752,725</b>	<b>\$ 2,534,308</b>	<b>\$ 11,281,398</b>

See notes to financial statements.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Combined Statements of Cash Flows**  
**For the years ended June 30, 2021 and 2020**

	<u>2021</u>	<u>2020</u>
Cash flows from operating activities:		
Change in net assets	\$ 2,781,846	\$ 511,329
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	168,729	141,712
(Increase) decrease in operating assets:		
Grants and other receivables	(1,210,583)	(326,233)
Prepaid expenses	(111,402)	94,937
Increase (decrease) in operating liabilities:		
Accounts payable and accrued expenses	236,282	183,062
Accrued payroll and payroll taxes	223,891	364,768
Accrued sick and vacation pay	<u>131,386</u>	<u>27,639</u>
Net cash provided by operating activities	<u>2,220,149</u>	<u>997,214</u>
Cash flows from investing activities:		
(Additions) to furniture and equipment	<u>(878,454)</u>	<u>(535,004)</u>
Net cash (used in) investing activities	<u>(878,454)</u>	<u>(535,004)</u>
Net increase in cash and cash equivalents and restricted cash	1,341,695	462,210
Cash and cash equivalents and restricted cash:		
Beginning of year	<u>2,811,344</u>	<u>2,349,134</u>
End of year	<u>\$ 4,153,039</u>	<u>\$ 2,811,344</u>

See notes to financial statements.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements**  
**June 30, 2021 and 2020**

**Note 1 - Nature of Organization, Mission Statement and Principles of Combination**

**Nature of Organization**

The University Prep Charter High School was formed to operate a high school (the “High School” or “Charter School”) under an education corporation that operates charter schools in the borough of the Bronx, New York. On January 15, 2008, the Board of Regents of the University of the State of New York for and on behalf of the Education Department of the State of New York granted the High School a provisional charter valid for a term of five years from the effective date of January 15, 2008, and renewable upon expiration. On February 26, 2013, the Charter School’s Committee approved a renewal for a full term of five years through July 31, 2018. On April 24, 2018, the Charter School’s Committee approved a renewal for a full term of five years through July 31, 2023.

Effective September 2019, the University Prep Charter High School launched its Middle School for Grades 5 and 6. University Prep Charter Middle School (the “Middle School”) is committed to building a scholarly community that prepares all students to gain entry to and succeed at University Prep Charter High School and then in a college of their choice and beyond. The schools are operating under two separate charters. However, the schools share the same IRS EIN number and will be reported under one financial statement.

On January 6, 2020, the name of the Charter School was changed to the University Prep Public Charter Schools.

**Mission Statement**

The School’s mission is to prepare all students to achieve academic and personal excellence and to graduate students fully prepared for a demanding secondary education, and to help prepare students for meaningful lives as full democratic citizens in a free society.

**Principles of Combination**

The combined and combining financial statements include the accounts of the High School and the Middle School, (collectively referred to as the “School”). All significant intercompany balances and transactions have eliminated in combination.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2021 and 2020**

**Note 2 - Summary of Significant Accounting Policies**

**Basis of Accounting**

The combined and combining financial statements of the School have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

**Basis of Presentation**

The School reports information regarding its financial position and activities according to the following net asset classifications: net assets without donor restrictions and net assets with donor restrictions.

**Net Assets Without Donor Restrictions** are not restricted by donors/grantors, or the donor/grantor-imposed restrictions have expired.

**Net Assets With Donor Restrictions** contain donor/grantor-imposed restrictions that permit the School to use or expend the assets as specified. The restrictions are satisfied either by the passage of time or by action of the School.

Revenues are reported as increases in net assets without donor restrictions unless their use is limited by donor-imposed restrictions. Expenses are reported as decreases in net assets without donor restrictions.

When a donor restriction expires, that is when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported as released from purpose restrictions in the combining statements of activities.

**Use of Estimates**

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

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2021 and 2020**

**Note 2 - Summary of Significant Accounting Policies (Continued)**

**Cash and Cash Equivalents**

The School considers all highly liquid investments with a maturity of three months or less at time of purchase to be cash equivalents.

**Grants Receivable**

Unconditional grants receivable are recognized as revenue in the period in which the grants are awarded. Conditional grants receivable are recognized when the conditions on which they depend are substantially met.

**Restricted Cash**

Under the provisions of the charter, the School has restricted the cash balance in the escrow account to pay for any legal and audit expenses that would be associated with dissolution, should it occur. The balance in the escrow account is \$75,000 plus interest earned.

**Property Assets**

Property assets are recorded at cost. Assets acquired by utilizing government funds may be subject to granting agency disposition requirements.

Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets, which range from five to ten years.

**Contributions and Grants**

Contributions and grant revenue received are recorded as net assets without donor restrictions or net assets with donor restrictions depending on the existence and/or nature of any donor restrictions. Amounts received that are designated for future periods or restricted by the donor for specific purposes are reported as net assets with donor restricted support that increases that net asset class. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from purpose restrictions.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2021 and 2020**

**Note 2 - Summary of Significant Accounting Policies (Continued)**

**Local Per Pupil Operating Revenue**

Revenue from the local government resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

**Promises to Give**

Conditional promises to give are not included as support until the conditions are substantially met. Unconditional promises to give are recognized in the period received.

**Functional Expenses**

The costs of providing programs and other activities have been summarized on a functional basis in the accompanying combining statements of activities. Accordingly, certain costs have been allocated among the program services and supporting services benefited. Such allocations are determined by management on an equitable basis.

The expenses that are allocated include the following:

<u>Expense</u>	<u>Method of Allocation</u>
Salaries, payroll taxes, and employee benefits	Time and effort
Classroom textbooks, supplies	Purpose of expenditure
Consulting	Purpose of expenditure
School uniforms, student testing materials and services	Purpose of expenditure
Meetings and conferences	Time and effort
Telephone and internet	Time and effort
Insurance	Time and effort
Teacher and student recruitment	Time and effort
Printing and copying	Time and effort
Office supplies	Purpose of expenditure
Postage	Time and effort
Teachers' discretionary	Time and effort
Student trips, transportation, food service	Purpose of expenditure
Repairs and maintenance	Purpose of expenditure
Payroll processing	Time and effort
Depreciation	Purpose of expenditure
Miscellaneous	Time and effort

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2021 and 2020**

**Note 2 - Summary of Significant Accounting Policies (Continued)**

**Subsequent Events**

The School has evaluated subsequent events and transactions through October 27, 2021, the date that the combined and combining financial statements were available to be issued.

**Note 3 - Property Assets, Net**

Property assets, net at June 30, 2021 and 2020 consisted of:

	2021	2020
Classroom and office furniture	\$ 621,585	\$ 460,055
Leasehold improvements	270,994	108,048
Classroom and office computers and equipment	2,259,196	1,705,218
	3,151,775	2,273,321
Less: accumulated depreciation	(1,808,637)	(1,639,908)
Property assets, net	\$ 1,343,138	\$ 633,413

During the years ended June 30, 2021 and 2020, depreciation expense amounted to \$168,729 and \$141,712, respectively.

**Note 4 - Net Asset With Donor Restrictions**

At June 30, 2021 and 2020, net assets with donor restrictions were available for the following purposes:

	2021	2020
Net assets with donor restrictions:		
Title I Grant - NYS Department of Education 9/1/20 - 8/31/21	\$ 75,016	\$ -
Title I Grant - NYS Department of Education 9/1/19 - 8/31/20	-	58,947
Total net assets with donor restrictions	\$ 75,016	\$ 58,947

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2021 and 2020**

**Note 4 - Net Assets With Donor Restrictions (Continued)**

The School has adopted investment and spending policies for endowment assets (donor-restricted and board-designated) that attempt to provide a predictable stream of funding to programs supported by its endowments while seeking to maintain the purchasing power of the endowment assets. As of June 30, 2021 and 2020, the School's endowment assets consisted of net assets with donor restrictions invested in cash and cash equivalents.

Effective September 17, 2010, the State of New York adopted the New York Prudent Management of Institutional Funds Act ("NYPMIFA").

**Note 5 - Pension Plan**

The School participates in a multiple-employer plan that provides benefits to certain contract labor covered by a collective bargaining agreement which expires September 30, 2021. The School is currently negotiating with the union to renew the collective bargaining agreement. The School contributed \$770,174 and \$779,755 to the Teachers' Retirement System of the City of New York during the years ended June 30, 2021 and 2020, respectively. The most recent Pension Protection Act ("PPA") zone status is not applicable because it is a government plan. As of the most current report on file with the City of New York's Office of the Actuary, which is for the fiscal years ended June 30, 2021 and 2020, total plan net assets were \$78,347,298,000 and \$59,318,950,000, respectively, and the accumulated benefit obligations were \$78,418,471,072 and \$75,115,996,676, respectively.

**Note 6 - Concentrations**

**Credit Risk**

The School maintains cash balances at a banking institution. Accounts are insured by the Federal Deposit Insurance Corporation. The School does not anticipate any risk problems.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2021 and 2020**

**Note 6 - Concentrations (Continued)**

**Significant Funding**

The School has entered into service contracts and grant agreements with New York State and New York City government agencies that are subject to business risks associated with the economy and administrative directives, rules and regulations that are subject to change. A significant reduction in revenue from these various governmental agency contracts would have an adverse effect on the School's operations.

**Note 7 - Availability and Liquidity**

Financial assets consist of the following at June 30, 2021 and 2020:

	2021	2020
Financial assets at year end:		
Cash and cash equivalents	\$ 4,002,050	\$ 2,735,438
Grants and other receivables	2,058,714	848,131
Financial assets available to meet general expenditures over the next twelve months	\$ 6,060,764	\$ 3,583,569

The School's goal is generally to maintain financial assets to meet 90 days of operating expenses (approximately \$3,249,000). As part of its liquidity plan, excess cash is maintained in an interest-bearing bank account at an FDIC insured institution.

**Note 8 - Tax Status**

The School has been determined by the Internal Revenue Service (the "IRS") to be exempt from federal income taxes pursuant to Section 501(c)(3) of the Internal Revenue Code (the "IRC").

The School files an annual return Form 990, *Return of Organization Exempt from Income Tax*, with the IRS. At June 30, 2021, the School's Form 990s for the years 2017 through 2021 remain eligible for examination by the IRS.



University Prep Public Charter School

Schedule of Expenditures of Federal Awards (SEFA)  
For the Year Ended June 30, 2021

FEDERAL AWARDS

Grant Name	Contract Period	Assistance Listing #	Project #	Contract #	Original Budget	Final Allocation	Federal Expenditures	Federal Revenue	Deposits	YTD Receivable
U.S. Department of Education:										
Passed through New York State Education Department										
Education Stabilization Fund										
Elementary and Secondary School Emergency Relief Fund	03/13/20-09/30/22	84.425D	5890215560	N/A	91,187	91,187	59,187 *	59,187	(18,237)	40,950
	03/13/20-09/30/22	84.425D	5890214415	N/A	250,119	250,119	214,311 *	214,311	(50,023)	164,288
Total Elementary and Secondary School Emergency Relief Fund							273,498	273,498	(68,260)	205,238
Elementary and Secondary School Emergency Relief 2 Fund	03/13/20-09/30/23	84.425D	5891215560	N/A	956,746	956,746	214,704 *	214,704	-	214,704
	03/13/20-09/30/23	84.425D	5891214415	N/A	877,151	877,151	183,527 *	183,527	-	183,527
Total Elementary and Secondary School Emergency Relief II Fund							398,231	398,231	-	398,231
American Rescue Plan - Elementary and Secondary School Relief	03/31/20-09/30/24	84.425J	unknown	N/A	2,153,208	2,153,208	371,292 *	371,292	-	371,292
	03/31/20-09/30/24	84.425J	unknown	N/A	1,969,956	1,969,956	244,195 *	244,195	-	244,195
Total American Rescue Plan							615,487	615,487	-	615,487
Total Education Stabilization Fund							1,287,216	1,287,216	(68,260)	1,218,956
Charter School Planning and Implementation Grant	07/01/20-06/30/21	84.282	0089211036	C403559	443,700	443,700	349,126	349,126	(68,740)	260,386
Charter School Planning and Implementation Grant - COVID-19	7/1/20-9/30/20	84.282-COVID	unknown	N/A	49,500	49,500	49,500	49,500	-	49,500
Total Charter School Planning and Implementation Grant							398,626	398,626	(68,740)	309,886
Title I - Grants to Local Educational Agencies	09/01/20-08/31/21	84.010	0021215560	N/A	97,411	172,916	153,416	153,416	(19,481)	133,935
Title I - Grants to Local Educational Agencies	09/01/20-08/31/21	84.010	0021214415	N/A	267,192	275,630	267,630	267,630	(53,438)	214,192
Title I - Grants to Local Educational Agencies	09/01/19-08/31/20	84.010	0021204415	N/A	261,787	270,215	14,000	14,000	(5,572)	8,428
Title I - Grants to Local Educational Agencies	09/01/19-08/31/20	84.010	0021205560	N/A	-	-	15,048	15,048	(15,048)	-
Total Title I - Grants to Local Educational Agencies							450,094	450,094	(93,539)	356,555
Title II - Supporting Effective Instruction	09/01/20-08/31/21	84.367	0147215560	N/A	14,546	25,904	25,904	25,904	(2,909)	22,995
Title II - Supporting Effective Instruction	09/01/20-08/31/21	84.367	0147214415	N/A	33,610	34,309	22,547	22,547	(6,722)	15,825
Total Title II - Supporting Effective Instruction							48,451	48,451	(9,631)	38,820
Title III - Immigrant Education	09/01/20-08/31/21	84.365	0021215560	N/A	30,568	30,568	15,568	15,568	-	15,568
Total Title III - Immigrant Education							15,568	15,568	-	15,568
Title IV - Student Support and Academic Enrichment Program	09/01/20-08/31/21	84.424	0204215560	N/A	10,000	10,000	10,000	10,000	(2,000)	8,000
Title IV - Student Support and Academic Enrichment Program	09/01/20-08/31/21	84.424	0204214415	N/A	20,734	20,734	20,734	20,734	(4,146)	16,588
Total Title IV - Student Support and Academic Enrichment Program							30,734	30,734	(6,146)	24,588
Total U.S. Department of Education							2,230,689	2,230,689	(266,316)	1,964,373
Total pass-through federal awards							2,230,689	2,230,689	(266,316)	1,964,373
<b>TOTAL EXPENDITURES OF FEDERAL AWARDS</b>							<b>2,230,689</b>	<b>2,230,689</b>	<b>(266,316)</b>	<b>1,964,373</b>

\* Major Programs

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to the Schedule of Expenditures of Federal Awards**  
**For the year ended June 30, 2021**

**Note 1 - Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of University Prep Public Charter Schools (formerly University Prep Charter High School) (the "School") (a non-profit organization), under programs funded by the federal government for the year ended June 30, 2021. The information in this Schedule is presented in accordance with the requirements of *Title 2 U.S. Code of Federal Regulations, Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of University Prep Public Charter Schools, it is not intended to and does not present the financial position, changes in net assets or cash flows of University Prep Public Charter Schools.

For purposes of the Schedule, federal awards include all grants, contracts and similar agreements entered into directly between the School and agencies and departments of the federal government.

**Note 2 - Summary of Significant Accounting Policies**

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance wherein certain types of expenditures are not allowable or are limited as to reimbursement.

**Note 3 - Indirect Cost Rate**

The Institute does not qualify for the 10% *de minimis* indirect cost rate.



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Trustees  
University Prep Public Charter Schools

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the combined and combining financial statements of University Prep Public Charter Schools (a non-profit organization), which comprise the combined statement of financial position as of June 30, 2021, and the related combining statements of activities and functional expenses and combined statement of cash flows for the year then ended, and the related notes to the combined and combining financial statements, and have issued our report thereon dated October 27, 2021.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the combined and combining financial statements, we considered the University Prep Public Charter Schools' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the combined and combining financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University Prep Public Charter Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of the University Prep Public Charter Schools' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

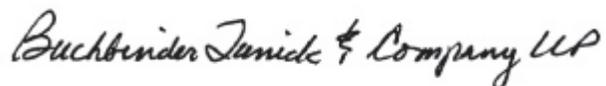
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the University Prep Public Charter Schools' combined and combining financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



BUCHBINDER TUNICK COMPANY LLP

New York, NY  
October 27, 2021



**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR  
PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE  
REQUIRED BY THE UNIFORM GUIDANCE**

To the Board of Trustees  
University Prep Public Charter Schools

**Report on Compliance for Each Major Federal Program**

We have audited the University Prep Public Charter Schools' compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on the University Prep Public Charter Schools' major federal programs for the year ended June 30, 2021. The University Prep Public Charter Schools' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs and summary of results.

**Management's Responsibility**

Management is responsible for compliance with the requirements of laws, regulations, contracts and grants applicable to its federal programs.

**Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of the University Prep Public Charter Schools' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of *Title 2, U.S. Code of Federal Regulations, Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the University Prep Public Charter Schools' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the University Prep Public Charter Schools' compliance.

### **Opinion on Each Major Federal Program**

In our opinion, the University Prep Public Charter Schools complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

### **Report on Internal Control Over Compliance**

Management of the University Prep Public Charter Schools is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the University Prep Public Charter Schools' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the University Prep Public Charter Schools' internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Buchbinder Tunick & Company LLP*

BUCHBINDER TUNICK COMPANY LLP

New York, NY  
October 27, 2021

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**Schedule of Findings and Questioned Costs and Summary of Results**  
**For the year ended June 30, 2021**

**Section I - Summary of Auditor's Results**

Financial Statements

Type of auditor's report issued on whether the financial statements audited were prepared in accordance to GAAP:

**Unmodified**

Internal control over financial reporting:

Material weakness(es) identified?	__yes	<u>X</u> no
Significant deficiency(s) identified?	__yes	<u>X</u> none
Noncompliance material to financial statements noted?	__yes	<u>X</u> no

Federal Awards

Internal control over major programs:

Material weakness(es) identified?	__yes	<u>X</u> no
Significant deficiency(ies) identified?	__yes	<u>X</u> none

Type of auditor's report issued on compliance for major programs:

**Unmodified**

Any audit findings disclosed that are required to be reported in accordance with 2 CFR §200.516(a)?	__yes	<u>X</u> no
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Identification of Major Programs:

<b>CFDA Number(s)</b>	<b>Name of Federal Program or Cluster</b>
84.425D	Education Stabilization Fund – Elementary and Secondary School Elementary and Secondary Relief 1 2 Fund
84.425U	Education Stabilization Fund – American Rescue Plan – Elementary and Secondary School Relief

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$750,000</u>
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Auditee qualified as low-risk auditee?	__yes	<u>X</u> no
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**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**Schedule of Findings and Questioned Costs and Summary of Results (Continued)**  
**For the year ended June 30, 2021**

**Section II – Financial Statement Findings**

None

**Section III – Federal Award Findings and Questioned Costs**

None



High School (9-12)  
600 St. Ann's Ave  
Bronx, New York 10455

Middle School (5-8)  
470 Jackson Avenue  
Bronx, New York 10455

October 7, 2021

Buchbinder Tunick & Company LLP  
One Penn Plaza, Suite 3200  
New York, NY 10119

This representation letter is provided in connection with your audit of the financial statements of University Prep Public Charter Schools (formerly University Prep Charter High School), which comprise the combined statement(s) of financial position as of June 30, 2021 and 2020, and the related combining statements of activities and functional expenses and combined cash flows for the years then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of October 7, 2021, the following representations made to you during your audit.

### **Financial Statements**

- 1) We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated May 7, 2021, including our responsibility for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.
- 2) The financial statements referred to above are fairly presented in conformity with U.S. GAAP.
  - ) We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- 4) We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
- 5) Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
- 6) Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with U.S. GAAP.
- 7) All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
- 8) The effects of all known actual or possible litigation, claims, and assessments have been accounted for and disclosed in accordance with U.S. GAAP.
- 9) Significant estimates and material concentrations have been appropriately disclosed in accordance with U.S. GAAP.
- 10) Guarantees, whether written or oral, under which the Organization is contingently liable, have been properly recorded or disclosed in accordance with U.S. GAAP.

11) As part of your audit, you assisted with the preparation of the financial statements and related notes and schedule of expenditures of federal awards. We acknowledge our responsibility as it relates to those nonaudit services, including that we assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. We have reviewed, approved, and accepted responsibility for those financial statements and related notes and schedule of expenditures of federal awards.

### **Information Provided**

12) We have provided you with—

- a) Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters, and all audit or relevant monitoring reports, if any, received from funding sources.
- b) Additional information that you have requested from us for the purpose of the audit.
- c) Unrestricted access to persons within the Organization from whom you determined it necessary to obtain audit evidence.
- d) Minutes of the meetings of Trustees or summaries of actions of recent meetings for which minutes have not yet been prepared.

13) All material transactions have been recorded in the accounting records and are reflected in the financial statements and the schedule of expenditures of federal awards.

14) We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.

15) We have no knowledge of any fraud or suspected fraud that affects the Organization and involves—

- a) Management,
- b) Employees who have significant roles in internal control, or
- c) Others where the fraud could have a material effect on the financial statements.

16) We have no knowledge of any allegations of fraud or suspected fraud affecting the Organization's financial statements communicated by employees, former employees, grantors, regulators, or others.

17) We have no knowledge of any instances of noncompliance or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements, or abuse whose effects should be considered when preparing financial statements.

18) We have disclosed to you all known actual or possible litigation, claims, and assessment whose effects should be considered when preparing the financial statements.

19) We have disclosed to you the names of all of the Organization's related parties and all the related-party relationships and transactions, including any side agreements

20) The Organization has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.

21) We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us.

22) We have identified and disclosed to you all instances of identified and suspected fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we believe have a material effect on the financial statements.

- 23) University Prep Public Charter Schools (formerly University Prep Charter High School) is an exempt organization under Section 501(C)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the Organization's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
- 24) With respect to federal award programs:
- a) We are responsible for understanding and complying with, and have complied with, the requirements of Title 48 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), including requirements relating to preparation of the schedule of expenditures of federal awards.
  - b) We acknowledge our responsibility for preparing and presenting the schedule of expenditures of federal awards (SEFA) and related notes in accordance with the requirements of the Uniform Guidance, and we believe the SEFA, including its form and content, is fairly presented in accordance with the Uniform Guidance. The methods of measurement or presentation of the SEFA have not changed from those used in the prior period, and we have disclosed to you any significant assumptions and interpretations underlying the measurement or presentation of the SEFA.
  - c) If the SEFA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA no later than the date we issue the SEFA and the auditor's report thereon.
  - d) We have identified and disclosed to you all of our government programs and related activities subject to the Uniform Guidance compliance audit, and have included in the SEFA, expenditures made during the audit period for all awards provided by federal agencies in the form of federal awards, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other direct assistance.
  - e) We are responsible for understanding and complying with, and have complied with, the requirements of federal statutes, regulations, and the terms and conditions of federal awards related to each of our federal programs and have identified and disclosed to you the requirements of federal statutes, regulations, and the terms and conditions of federal awards that are considered to have a direct and material effect on each major program.
  - f) We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance for federal programs that provides reasonable assurance that we are managing our federal awards in compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended.
  - g) We have made available to you all federal awards (including amendments, if any) and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities.
  - h) We have received no requests from a federal agency to audit one or more specific programs as a major program.
  - i) We have complied with the direct and material compliance requirements (except for noncompliance disclosed to you), including, when applicable, those set forth in the *OMB Compliance Supplement*, relating to federal awards and [have identified and disclosed to you all amounts questioned and all known noncompliance with the direct and material compliance requirements of federal awards OR confirm that there were no amounts questioned and no known noncompliance with the direct and material compliance requirements of federal awards].

- j) We have disclosed any communications from federal awarding agencies and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.
- k) We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.
- l) Amounts claimed or used for matching were determined in accordance with relevant guidelines in OMB's Uniform Guidance ( 28 CFR part 200, subpart E) [and OMB Circular A-122, *Cost Principles for Nonprofit Organizations*, and Subpart C, Section 201.16, *Cost Sharing or Matching*, of OMB Circular A-110, *Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations*, if applicable].
- m) We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
- n) We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- o) We have disclosed to you the nature of any subsequent events that provide additional evidence about conditions that existed at the end of the reporting period affecting noncompliance during the reporting period.
- p) There are no such known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditor's report.
- q) No changes have been made in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies or material weaknesses in internal control over compliance, subsequent to the period covered by the auditor's report.
- r) Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the financial statements have been prepared.
- s) The copies of federal program financial reports provided you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
- t) We have charged costs to federal awards in accordance with applicable cost principles.
- u) We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by the Uniform Guidance, and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.
- v) We are responsible for and have ensured the reporting package does not contain protected personally identifiable information.
- w) We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by the Uniform Guidance.
- x) We are responsible for taking corrective action on each audit finding of the compliance audit and have developed a corrective action plan that meets the requirements of the Uniform Guidance.

- y) We have disclosed to you all contracts or other agreements with service organizations, and we have disclosed to you all communications from the service organizations relating to noncompliance at the service organizations.
- 25) We have taken timely and appropriate steps to remedy identified and suspected fraud or noncompliance with provisions of laws, regulations, contracts, and grant agreements that you have reported to us.
- 26) We have a process to track the status of audit findings and recommendations.
- 27) We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.
- 28) We have identified to you any investigations or legal proceedings that have been initiated with respect to the period under audit.
- 29) We have provided our views on reported findings, conclusions, and recommendations, as well as our planned corrective actions, for the report.
- 30) In regard to the financial statement preparation and tax return preparation services performed by you, we have—
- Assumed all management responsibilities.
  - Designated an individual who has suitable skill, knowledge, or experience to oversee the services.
  - Evaluated the adequacy and results of the services performed.
  - Accepted responsibility for the results of the services.

Signature:  \_\_\_\_\_

Title: UPPS Board member, Finance Committee

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS  
(Formerly University Prep Charter High School)**

**Combined and Combining Financial Statements**

**For the Years Ended June 30, 2021 and 2020**



**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS  
(Formerly University Prep Charter High School)  
Combined and Combining Financial Statements  
For the Years Ended June 30, 2021 and 2020**

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## INDEPENDENT AUDITOR'S REPORT

The Board of Trustees  
University Prep Public Charter Schools

### Report on the Combined and Combining Financial Statements

We have audited the accompanying combined and combining financial statements of University Prep Public Charter Schools (formerly University Prep Charter High School) (the "School"), which comprise the combined statements of financial position as of June 30, 2021 and 2020, and the related combining statements of activities and functional expenses and combined statements of cash flows for the years then ended, and the related notes to the combined and combining financial statements.

### Management's Responsibility for the Combined and Combining Financial Statements

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

### Auditor's Responsibility

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

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

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

One Pennsylvania Plaza, Suite 3200 • New York, NY 10119 • 212.695.5003

— With offices in New Jersey and Maryland —

## Opinion

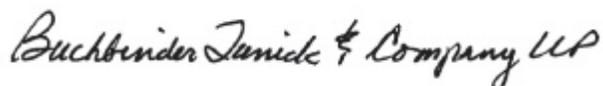
In our opinion, the combined and combining financial statements referred to above present fairly, in all material respects, the financial position of University Prep Public Charter Schools as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

## Other Matters

Our 2021 audit was conducted for the purpose of forming an opinion on the combined and combining financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by *Title 2 U.S. Code of Federal Regulations, Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, is presented for purposes of additional analysis and is not a required part of the combined and combining financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the combined and combining financial statements. The information has been subjected to the auditing procedures applied in the audit of the combined and combining financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the combined and combining financial statements or to the combined and combining financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the 2021 combined and combining financial statements as a whole.

## Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 27, 2021, on our consideration of University Prep Public Charter Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering University Prep Public Charter Schools' (formerly University Prep Charter High School) internal control over financial reporting and compliance.



BUCHBINDER TUNICK COMPANY LLP

New York, NY  
October 27, 2021

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Combined Statements of Financial Position**  
**June 30, 2021 and 2020**

	<u>2021</u>	<u>2020</u>
<b>ASSETS</b>		
Assets:		
Cash and cash equivalents	\$ 4,002,050	\$ 2,735,438
Restricted cash	150,989	75,906
Grants and other receivables	2,058,714	848,131
Prepaid expenses	116,010	4,608
Property assets, net	<u>1,343,138</u>	<u>633,413</u>
Total assets	<u>\$ 7,670,901</u>	<u>\$ 4,297,496</u>
<b>LIABILITIES AND NET ASSETS</b>		
Liabilities:		
Accounts payable and accrued expenses	\$ 630,090	\$ 393,808
Accrued payroll and payroll taxes	1,357,028	1,133,137
Accrued sick and vacation pay	<u>388,689</u>	<u>257,303</u>
Total liabilities	<u>2,375,807</u>	<u>1,784,248</u>
Net assets:		
Without donor restrictions	5,220,078	2,454,301
With donor restrictions	<u>75,016</u>	<u>58,947</u>
Total net assets	<u>5,295,094</u>	<u>2,513,248</u>
Total liabilities and net assets	<u>\$ 7,670,901</u>	<u>\$ 4,297,496</u>

See notes to financial statements.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Combining Statement of Activities**  
**For the year ended June 30, 2021**

	High School		Middle School		Total	
	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions
Revenue:						
Local per pupil operating revenue - resident student enrollment	\$ 7,300,901	\$ -	\$ 4,699,094	\$ -	\$ 11,999,995	\$ -
Local per pupil operating revenue - students with disabilities	710,898	-	599,597	-	1,310,495	-
Other grants	158,882	-	67,390	-	226,272	-
Government grants	1,016,445	1,016,445	1,204,676	1,204,676	2,221,121	2,221,121
Contributions	2,500	-	12,270	-	14,770	-
Interest income	2,459	-	1,389	-	3,848	-
Other income	572	-	-	-	572	-
Net assets released from purpose restrictions	-	(1,014,542)	-	(1,190,510)	-	(2,205,052)
Total revenue	9,192,657	9,190,754	6,584,416	14,166	15,777,073	16,069
Expenses:						
Program services:						
Regular education	5,485,667	-	3,023,476	-	8,509,143	-
Special education	1,388,299	-	1,052,137	-	2,440,436	-
Supporting services:						
Management and general	1,060,733	-	984,915	-	2,045,648	-
Total expenses	7,934,699	-	5,060,528	-	12,995,227	-
Change in net assets	1,257,958	1,256,055	1,523,888	14,166	2,781,846	16,069
Net assets:						
Beginning of year	2,929,542	2,884,506	(416,294)	13,911	2,513,248	58,947
End of year	\$ 4,187,500	\$ 4,140,561	\$ 1,107,594	\$ 28,077	\$ 5,295,094	\$ 75,016

See notes to financial statements.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Combining Statement of Activities**  
**For the year ended June 30, 2020**

	High School		Middle School		Total	
	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions
Revenue:						
Local per pupil operating revenue - resident student enrollment	\$ 7,129,837	\$ -	\$ 2,499,419	\$ -	\$ 9,629,256	\$ -
Local per pupil operating revenue - students with disabilities	587,026	-	252,309	-	839,335	-
Other grants	85,926	-	30,552	-	116,478	-
Government grants	311,667	311,667	418,336	418,336	730,003	730,003
Contributions	-	-	470,000	-	470,000	-
Interest income	5,767	5,767	1,888	1,888	7,655	7,655
Other income	-	-	-	-	-	-
Net assets released from purpose restrictions	-	(312,745)	-	(404,425)	-	(717,170)
Total revenue	8,120,223	8,121,301	3,672,504	13,911	11,792,727	12,833
Expenses:						
Program services:						
Regular education	4,870,815	-	2,123,550	-	6,994,365	-
Special education	1,261,631	-	491,094	-	1,752,725	-
Supporting services:						
Management and General	1,332,491	-	1,201,817	-	2,534,308	-
Total expenses	7,464,937	-	3,816,461	-	11,281,398	-
Change in net assets	655,286	656,364	(143,957)	13,911	511,329	12,833
Net assets:						
Beginning of year	2,274,256	2,228,142	(272,337)	-	2,001,919	46,114
End of year	\$ 2,929,542	\$ 2,884,506	\$ (416,294)	\$ (430,205)	\$ 2,513,248	\$ 58,947

See notes to financial statements.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
 (Formerly University Prep Charter High School)  
 Combining Statement of Functional Expenses  
 For the year ended June 30, 2021

	High School			Middle School			Total			
	Program Services		Supporting Services	Program Services		Supporting Services	Program Services		Supporting Services	
	Regular Education	Special Education	Management and General	Regular Education	Special Education	Management and General	Regular Education	Special Education	Management and General	
Salaries - instructional personnel	\$ 2,587,354	\$ 750,050	\$ -	\$ 3,337,404	\$ 1,315,104	\$ 596,475	\$ 1,911,579	\$ 3,902,458	\$ 1,346,525	\$ 5,248,983
Salaries - administrative staff personnel	940,781	167,378	474,571	1,582,730	645,737	129,254	1,232,553	1,586,518	286,632	2,815,683
Payroll taxes	283,128	74,714	35,392	393,234	128,577	47,698	207,382	411,705	122,412	600,616
Employee benefits	1,006,728	265,664	125,841	1,398,233	406,869	150,943	656,272	1,413,617	416,607	2,054,505
Provision for sick and vacation pay	71,135	12,553	14,769	98,457	23,791	4,198	32,929	94,926	16,751	131,386
Classroom textbooks and supplies	134,813	23,791	-	158,604	150,233	35,240	185,473	285,046	59,031	344,077
Office furniture and equipment	132,067	34,851	16,509	183,427	131,236	48,684	67,676	263,303	83,535	346,841
Consulting	-	-	180,144	180,144	-	-	180,144	-	-	360,288
Financial management services	-	-	180,144	180,144	-	-	180,144	-	-	360,288
School uniforms	7,761	1,369	9,130	9,130	28,358	6,652	35,010	36,119	8,021	44,140
Insurance	23,479	6,105	38,138	67,722	9,707	3,593	35,829	33,186	9,698	42,884
Telephone and Internet	110,953	29,279	13,669	154,101	44,215	16,402	10,697	165,168	45,681	210,849
Meetings and conferences	2,344	618	283	3,245	1,314	487	318	3,658	1,105	4,763
Auditing	-	-	18,250	18,250	-	-	18,250	-	-	36,500
Teacher recruitment	279	49	109	437	2,129	499	3,504	2,408	548	3,952
Student recruitment	42,510	7,502	16,670	66,682	30,285	7,106	12,467	72,805	14,608	87,413
Printing and copying	488	129	61	678	62	23	15	950	152	1,102
Office supplies	4,888	827	1,838	7,553	990	232	42,934	5,678	1,059	67,593
Postage	224	39	-	263	-	-	408	224	39	263
Teachers' discretionary	362	64	-	426	1,738	408	2,146	2,100	472	2,572
Food service	5,720	1,510	715	7,945	3,496	1,297	5,639	9,216	2,807	13,584
Repairs and maintenance	2,601	686	326	3,613	1,948	723	471	4,549	1,409	6,755
Payroll processing	63,020	11,121	-	74,141	9,478	2,223	11,701	72,498	13,344	85,842
Student services	65,232	-	1,789	67,021	88,179	-	13,529	163,411	-	251,430
Depreciation	-	-	21,729	21,729	-	-	9,777	-	-	31,506
Miscellaneous	-	-	-	-	-	-	-	-	-	-
<b>Total expenses</b>	<b>\$ 5,485,667</b>	<b>\$ 1,388,299</b>	<b>\$ 1,060,733</b>	<b>\$ 7,934,699</b>	<b>\$ 3,023,476</b>	<b>\$ 1,052,137</b>	<b>\$ 984,915</b>	<b>\$ 8,509,143</b>	<b>\$ 2,440,436</b>	<b>\$ 12,952,227</b>

See notes to financial statements.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
 (Formerly University Prep Charter High School)  
 Combining Statement of Functional Expenses  
 For the year ended June 30, 2020

	High School			Middle School			Total			
	Program Services		Supporting Services	Program Services		Supporting Services	Program Services		Supporting Services	
	Regular Education	Special Education	Management and General	Regular Education	Special Education	Management and General	Regular Education	Special Education	Management and General	
Salaries - instructional personnel	\$ 3,002,328	\$ 838,813	\$ -	\$ 1,038,964	\$ 296,680	\$ -	\$ 4,041,292	\$ 1,133,493	\$ -	\$ 5,174,785
Salaries - administrative staff personnel	271,528	47,877	585,674	247,730	43,491	485,777	519,258	91,368	1,071,451	1,682,077
Payroll taxes	252,241	68,168	45,104	89,620	23,693	33,847	341,861	91,861	78,951	512,673
Employee benefits	962,659	260,159	172,138	1,394,956	74,113	105,876	1,242,999	334,272	278,014	1,855,285
Provision for sick and vacation pay	1,884	509	337	2,730	4,011	5,729	17,054	4,520	6,066	27,640
Classroom textbooks and supplies	51,895	4,275	-	84,555	8,537	-	136,450	12,812	-	149,262
Classroom furniture and equipment	60,760	5,005	-	47,084	4,754	-	107,844	9,759	-	117,603
Office furniture and equipment	-	-	8,627	-	-	6,162	-	-	-	14,789
Consulting	-	-	173,905	-	-	275,685	-	-	-	449,590
Financial management services	6,109	-	175,839	-	-	142,498	-	-	-	318,337
School uniforms	19,362	5,232	42,838	19,360	1,955	21,315	25,469	2,458	-	27,927
Insurance	44,192	11,943	7,902	6,835	1,807	15,787	26,197	7,039	58,625	91,861
Telephone	-	-	16,625	9,285	2,455	3,506	53,477	14,398	11,408	79,283
Meetings and conferences	-	-	15,230	-	-	15,230	-	-	32,445	32,445
Auditing	1,747	472	312	4,689	1,240	1,771	6,436	1,712	-	30,500
Teacher recruitment	24,883	6,719	4,446	21,422	5,663	8,090	46,285	12,362	2,063	10,231
Printing and copying	14,800	4,000	2,646	7,616	2,013	2,876	22,416	6,013	5,522	33,951
Office supplies	-	-	21,953	-	-	60,843	-	-	-	82,796
Postage	5,115	1,382	915	204	54	77	5,319	1,436	992	7,747
Teachers' discretionary	2,767	748	494	177	47	67	2,944	795	561	4,300
Student trips	30,661	2,525	494	22,498	2,271	47	53,159	4,796	-	57,955
Student transportation	6,666	549	-	6,464	653	-	13,130	1,202	-	14,332
Food service	945	78	-	22,618	2,283	-	23,563	2,361	-	25,924
Repairs and maintenance	-	-	53,812	-	-	8,491	-	-	62,303	62,303
Payroll processing	2,279	616	407	1,758	465	664	4,037	1,081	1,071	6,189
Student testing materials	6,522	537	-	3,808	384	-	10,330	921	-	11,251
Student services	24,099	1,985	-	132,750	13,402	-	156,849	15,387	-	172,236
Depreciation	71,711	-	2,251	56,354	-	11,396	128,065	-	13,647	141,712
Miscellaneous	5,682	1,536	1,016	4,249	1,123	1,605	9,931	2,659	2,621	15,211
<b>Total expenses</b>	<b>\$ 4,870,815</b>	<b>\$ 1,261,631</b>	<b>\$ 1,332,491</b>	<b>\$ 2,123,550</b>	<b>\$ 491,094</b>	<b>\$ 1,201,817</b>	<b>\$ 6,994,365</b>	<b>\$ 1,752,725</b>	<b>\$ 2,534,308</b>	<b>\$ 11,281,398</b>

See notes to financial statements.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Combined Statements of Cash Flows**  
**For the years ended June 30, 2021 and 2020**

	<u>2021</u>	<u>2020</u>
Cash flows from operating activities:		
Change in net assets	\$ 2,781,846	\$ 511,329
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	168,729	141,712
(Increase) decrease in operating assets:		
Grants and other receivables	(1,210,583)	(326,233)
Prepaid expenses	(111,402)	94,937
Increase (decrease) in operating liabilities:		
Accounts payable and accrued expenses	236,282	183,062
Accrued payroll and payroll taxes	223,891	364,768
Accrued sick and vacation pay	<u>131,386</u>	<u>27,639</u>
Net cash provided by operating activities	<u>2,220,149</u>	<u>997,214</u>
Cash flows from investing activities:		
(Additions) to furniture and equipment	<u>(878,454)</u>	<u>(535,004)</u>
Net cash (used in) investing activities	<u>(878,454)</u>	<u>(535,004)</u>
Net increase in cash and cash equivalents and restricted cash	1,341,695	462,210
Cash and cash equivalents and restricted cash:		
Beginning of year	<u>2,811,344</u>	<u>2,349,134</u>
End of year	<u>\$ 4,153,039</u>	<u>\$ 2,811,344</u>

See notes to financial statements.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements**  
**June 30, 2021 and 2020**

**Note 1 - Nature of Organization, Mission Statement and Principles of Combination**

**Nature of Organization**

The University Prep Charter High School was formed to operate a high school (the “High School” or “Charter School”) under an education corporation that operates charter schools in the borough of the Bronx, New York. On January 15, 2008, the Board of Regents of the University of the State of New York for and on behalf of the Education Department of the State of New York granted the High School a provisional charter valid for a term of five years from the effective date of January 15, 2008, and renewable upon expiration. On February 26, 2013, the Charter School’s Committee approved a renewal for a full term of five years through July 31, 2018. On April 24, 2018, the Charter School’s Committee approved a renewal for a full term of five years through July 31, 2023.

Effective September 2019, the University Prep Charter High School launched its Middle School for Grades 5 and 6. University Prep Charter Middle School (the “Middle School”) is committed to building a scholarly community that prepares all students to gain entry to and succeed at University Prep Charter High School and then in a college of their choice and beyond. The schools are operating under two separate charters. However, the schools share the same IRS EIN number and will be reported under one financial statement.

On January 6, 2020, the name of the Charter School was changed to the University Prep Public Charter Schools.

**Mission Statement**

The School’s mission is to prepare all students to achieve academic and personal excellence and to graduate students fully prepared for a demanding secondary education, and to help prepare students for meaningful lives as full democratic citizens in a free society.

**Principles of Combination**

The combined and combining financial statements include the accounts of the High School and the Middle School, (collectively referred to as the “School”). All significant intercompany balances and transactions have eliminated in combination.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2021 and 2020**

**Note 2 - Summary of Significant Accounting Policies**

**Basis of Accounting**

The combined and combining financial statements of the School have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

**Basis of Presentation**

The School reports information regarding its financial position and activities according to the following net asset classifications: net assets without donor restrictions and net assets with donor restrictions.

**Net Assets Without Donor Restrictions** are not restricted by donors/grantors, or the donor/grantor-imposed restrictions have expired.

**Net Assets With Donor Restrictions** contain donor/grantor-imposed restrictions that permit the School to use or expend the assets as specified. The restrictions are satisfied either by the passage of time or by action of the School.

Revenues are reported as increases in net assets without donor restrictions unless their use is limited by donor-imposed restrictions. Expenses are reported as decreases in net assets without donor restrictions.

When a donor restriction expires, that is when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported as released from purpose restrictions in the combining statements of activities.

**Use of Estimates**

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

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2021 and 2020**

**Note 2 - Summary of Significant Accounting Policies (Continued)**

**Cash and Cash Equivalents**

The School considers all highly liquid investments with a maturity of three months or less at time of purchase to be cash equivalents.

**Grants Receivable**

Unconditional grants receivable are recognized as revenue in the period in which the grants are awarded. Conditional grants receivable are recognized when the conditions on which they depend are substantially met.

**Restricted Cash**

Under the provisions of the charter, the School has restricted the cash balance in the escrow account to pay for any legal and audit expenses that would be associated with dissolution, should it occur. The balance in the escrow account is \$75,000 plus interest earned.

**Property Assets**

Property assets are recorded at cost. Assets acquired by utilizing government funds may be subject to granting agency disposition requirements.

Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets, which range from five to ten years.

**Contributions and Grants**

Contributions and grant revenue received are recorded as net assets without donor restrictions or net assets with donor restrictions depending on the existence and/or nature of any donor restrictions. Amounts received that are designated for future periods or restricted by the donor for specific purposes are reported as net assets with donor restricted support that increases that net asset class. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from purpose restrictions.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2021 and 2020**

**Note 2 - Summary of Significant Accounting Policies (Continued)**

**Local Per Pupil Operating Revenue**

Revenue from the local government resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

**Promises to Give**

Conditional promises to give are not included as support until the conditions are substantially met. Unconditional promises to give are recognized in the period received.

**Functional Expenses**

The costs of providing programs and other activities have been summarized on a functional basis in the accompanying combining statements of activities. Accordingly, certain costs have been allocated among the program services and supporting services benefited. Such allocations are determined by management on an equitable basis.

The expenses that are allocated include the following:

<u>Expense</u>	<u>Method of Allocation</u>
Salaries, payroll taxes, and employee benefits	Time and effort
Classroom textbooks, supplies	Purpose of expenditure
Consulting	Purpose of expenditure
School uniforms, student testing materials and services	Purpose of expenditure
Meetings and conferences	Time and effort
Telephone and internet	Time and effort
Insurance	Time and effort
Teacher and student recruitment	Time and effort
Printing and copying	Time and effort
Office supplies	Purpose of expenditure
Postage	Time and effort
Teachers' discretionary	Time and effort
Student trips, transportation, food service	Purpose of expenditure
Repairs and maintenance	Purpose of expenditure
Payroll processing	Time and effort
Depreciation	Purpose of expenditure
Miscellaneous	Time and effort

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2021 and 2020**

**Note 2 - Summary of Significant Accounting Policies (Continued)**

**Subsequent Events**

The School has evaluated subsequent events and transactions through October 27, 2021, the date that the combined and combining financial statements were available to be issued.

**Note 3 - Property Assets, Net**

Property assets, net at June 30, 2021 and 2020 consisted of:

	2021	2020
Classroom and office furniture	\$ 621,585	\$ 460,055
Leasehold improvements	270,994	108,048
Classroom and office computers and equipment	2,259,196	1,705,218
	3,151,775	2,273,321
Less: accumulated depreciation	(1,808,637)	(1,639,908)
Property assets, net	\$ 1,343,138	\$ 633,413

During the years ended June 30, 2021 and 2020, depreciation expense amounted to \$168,729 and \$141,712, respectively.

**Note 4 - Net Asset With Donor Restrictions**

At June 30, 2021 and 2020, net assets with donor restrictions were available for the following purposes:

	2021	2020
Net assets with donor restrictions:		
Title I Grant - NYS Department of Education 9/1/20 - 8/31/21	\$ 75,016	\$ -
Title I Grant - NYS Department of Education 9/1/19 - 8/31/20	-	58,947
Total net assets with donor restrictions	\$ 75,016	\$ 58,947

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2021 and 2020**

**Note 4 - Net Assets With Donor Restrictions (Continued)**

The School has adopted investment and spending policies for endowment assets (donor-restricted and board-designated) that attempt to provide a predictable stream of funding to programs supported by its endowments while seeking to maintain the purchasing power of the endowment assets. As of June 30, 2021 and 2020, the School's endowment assets consisted of net assets with donor restrictions invested in cash and cash equivalents.

Effective September 17, 2010, the State of New York adopted the New York Prudent Management of Institutional Funds Act ("NYPMIFA").

**Note 5 - Pension Plan**

The School participates in a multiple-employer plan that provides benefits to certain contract labor covered by a collective bargaining agreement which expires September 30, 2021. The School is currently negotiating with the union to renew the collective bargaining agreement. The School contributed \$770,174 and \$779,755 to the Teachers' Retirement System of the City of New York during the years ended June 30, 2021 and 2020, respectively. The most recent Pension Protection Act ("PPA") zone status is not applicable because it is a government plan. As of the most current report on file with the City of New York's Office of the Actuary, which is for the fiscal years ended June 30, 2021 and 2020, total plan net assets were \$78,347,298,000 and \$59,318,950,000, respectively, and the accumulated benefit obligations were \$78,418,471,072 and \$75,115,996,676, respectively.

**Note 6 - Concentrations**

**Credit Risk**

The School maintains cash balances at a banking institution. Accounts are insured by the Federal Deposit Insurance Corporation. The School does not anticipate any risk problems.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2021 and 2020**

**Note 6 - Concentrations (Continued)**

**Significant Funding**

The School has entered into service contracts and grant agreements with New York State and New York City government agencies that are subject to business risks associated with the economy and administrative directives, rules and regulations that are subject to change. A significant reduction in revenue from these various governmental agency contracts would have an adverse effect on the School's operations.

**Note 7 - Availability and Liquidity**

Financial assets consist of the following at June 30, 2021 and 2020:

	2021	2020
Financial assets at year end:		
Cash and cash equivalents	\$ 4,002,050	\$ 2,735,438
Grants and other receivables	2,058,714	848,131
 Financial assets available to meet general expenditures over the next twelve months	 \$ 6,060,764	 \$ 3,583,569

The School's goal is generally to maintain financial assets to meet 90 days of operating expenses (approximately \$3,249,000). As part of its liquidity plan, excess cash is maintained in an interest-bearing bank account at an FDIC insured institution.

**Note 8 - Tax Status**

The School has been determined by the Internal Revenue Service (the "IRS") to be exempt from federal income taxes pursuant to Section 501(c)(3) of the Internal Revenue Code (the "IRC").

The School files an annual return Form 990, *Return of Organization Exempt from Income Tax*, with the IRS. At June 30, 2021, the School's Form 990s for the years 2017 through 2021 remain eligible for examination by the IRS.



University Prep Public Charter School

Schedule of Expenditures of Federal Awards (SEFA)  
For the Year Ended June 30, 2021

FEDERAL AWARDS

Grant Name	Contract Period	Assistance Listing #	Project #	Contract #	Original Budget	Final Allocation	Federal Expenditures	Federal Revenue	Deposits	YTD Receivable
U.S. Department of Education:										
Passed through New York State Education Department										
Education Stabilization Fund										
Elementary and Secondary School Emergency Relief Fund	03/13/20-09/30/22	84.425D	5890215560	N/A	91,187	91,187	59,187 *	59,187	(18,237)	40,950
	03/13/20-09/30/22	84.425D	5890214415	N/A	250,119	250,119	214,311 *	214,311	(50,023)	164,288
Total Elementary and Secondary School Emergency Relief Fund							273,498	273,498	(68,260)	205,238
Elementary and Secondary School Emergency Relief 2 Fund										
	03/13/20-09/30/23	84.425D	5891215560	N/A	956,746	956,746	214,704 *	214,704	-	214,704
	03/13/20-09/30/23	84.425D	5891214415	N/A	877,151	877,151	183,527 *	183,527	-	183,527
Total Elementary and Secondary School Emergency Relief II Fund							398,231	398,231	-	398,231
American Rescue Plan - Elementary and Secondary School Relief										
	03/31/20-09/30/24	84.425J	unknown	N/A	2,153,208	2,153,208	371,292 *	371,292	-	371,292
	03/31/20-09/30/24	84.425U	unknown	N/A	1,969,956	1,969,956	244,195 *	244,195	-	244,195
Total American Rescue Plan							615,487	615,487	-	615,487
Total Education Stabilization Fund							1,287,216	1,287,216	(68,260)	1,218,956
Charter School Planning and Implementation Grant										
Charter School Planning and Implementation Grant - COVID-19	07/01/20-06/30/21	84.282	0089211036	C403559	443,700	443,700	349,126	349,126	(68,740)	260,386
	7/1/20-9/30/20	84.282-COVID	unknown	N/A	49,500	49,500	49,500	49,500	-	49,500
Total Charter School Planning and Implementation Grant							398,626	398,626	(68,740)	309,886
Title I - Grants to Local Educational Agencies										
Title I - Grants to Local Educational Agencies	09/01/20-08/31/21	84.010	0021215560	N/A	97,411	172,916	153,416	153,416	(19,481)	133,935
	09/01/20-08/31/21	84.010	0021214415	N/A	267,192	275,630	267,630	267,630	(53,438)	214,192
Title I - Grants to Local Educational Agencies	09/01/19-08/31/20	84.010	0021204415	N/A	261,787	270,215	14,000	14,000	(5,572)	8,428
Title I - Grants to Local Educational Agencies	09/01/19-08/31/20	84.010	0021205560	N/A	-	-	15,048	15,048	(15,048)	-
Total Title I - Grants to Local Educational Agencies							450,094	450,094	(93,539)	356,555
Title II - Supporting Effective Instruction										
Title II - Supporting Effective Instruction	09/01/20-08/31/21	84.367	0147215560	N/A	14,546	25,904	25,904	25,904	(2,909)	22,995
	09/01/20-08/31/21	84.367	0147214415	N/A	33,610	34,309	22,547	22,547	(6,722)	15,825
Total Title II - Supporting Effective Instruction							48,451	48,451	(9,631)	38,820
Title III - Immigrant Education										
Total Title III - Immigrant Education	09/01/20-08/31/21	84.365	0021215560	N/A	30,568	30,568	15,568	15,568	-	15,568
Title IV - Student Support and Academic Enrichment Program										
Title IV - Student Support and Academic Enrichment Program	09/01/20-08/31/21	84.424	0204215560	N/A	10,000	10,000	10,000	10,000	(2,000)	8,000
	09/01/20-08/31/21	84.424	0204214415	N/A	20,734	20,734	20,734	20,734	(4,146)	16,588
Total Title IV - Student Support and Academic Enrichment Program							30,734	30,734	(6,146)	24,588
Total U.S. Department of Education										
Total pass-through federal awards							2,230,689	2,230,689	(266,316)	1,964,373
<b>TOTAL EXPENDITURES OF FEDERAL AWARDS</b>							<b>2,230,689</b>	<b>2,230,689</b>	<b>(266,316)</b>	<b>1,964,373</b>

\* Major Programs

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to the Schedule of Expenditures of Federal Awards**  
**For the year ended June 30, 2021**

**Note 1 - Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of University Prep Public Charter Schools (formerly University Prep Charter High School) (the "School") (a non-profit organization), under programs funded by the federal government for the year ended June 30, 2021. The information in this Schedule is presented in accordance with the requirements of *Title 2 U.S. Code of Federal Regulations, Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of University Prep Public Charter Schools, it is not intended to and does not present the financial position, changes in net assets or cash flows of University Prep Public Charter Schools.

For purposes of the Schedule, federal awards include all grants, contracts and similar agreements entered into directly between the School and agencies and departments of the federal government.

**Note 2 - Summary of Significant Accounting Policies**

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance wherein certain types of expenditures are not allowable or are limited as to reimbursement.

**Note 3 - Indirect Cost Rate**

The Institute does not qualify for the 10% *de minimis* indirect cost rate.



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Trustees  
University Prep Public Charter Schools

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the combined and combining financial statements of University Prep Public Charter Schools (a non-profit organization), which comprise the combined statement of financial position as of June 30, 2021, and the related combining statements of activities and functional expenses and combined statement of cash flows for the year then ended, and the related notes to the combined and combining financial statements, and have issued our report thereon dated October 27, 2021.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the combined and combining financial statements, we considered the University Prep Public Charter Schools' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the combined and combining financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University Prep Public Charter Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of the University Prep Public Charter Schools' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

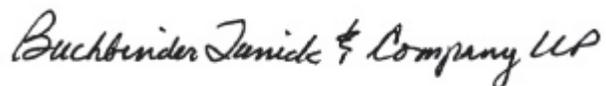
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the University Prep Public Charter Schools' combined and combining financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



BUCHBINDER TUNICK COMPANY LLP

New York, NY  
October 27, 2021



**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR  
PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE  
REQUIRED BY THE UNIFORM GUIDANCE**

To the Board of Trustees  
University Prep Public Charter Schools

**Report on Compliance for Each Major Federal Program**

We have audited the University Prep Public Charter Schools' compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on the University Prep Public Charter Schools' major federal programs for the year ended June 30, 2021. The University Prep Public Charter Schools' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs and summary of results.

**Management's Responsibility**

Management is responsible for compliance with the requirements of laws, regulations, contracts and grants applicable to its federal programs.

**Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of the University Prep Public Charter Schools' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of *Title 2, U.S. Code of Federal Regulations, Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the University Prep Public Charter Schools' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the University Prep Public Charter Schools' compliance.

### **Opinion on Each Major Federal Program**

In our opinion, the University Prep Public Charter Schools complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

### **Report on Internal Control Over Compliance**

Management of the University Prep Public Charter Schools is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the University Prep Public Charter Schools' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the University Prep Public Charter Schools' internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Buchbinder Tunick & Company LLP*

BUCHBINDER TUNICK COMPANY LLP

New York, NY  
October 27, 2021

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**Schedule of Findings and Questioned Costs and Summary of Results**  
**For the year ended June 30, 2021**

**Section I - Summary of Auditor's Results**

Financial Statements

Type of auditor's report issued on whether the financial statements audited were prepared in accordance to GAAP:

**Unmodified**

Internal control over financial reporting:

Material weakness(es) identified?	__yes	<u>X</u> no
Significant deficiency(s) identified?	__yes	<u>X</u> none
Noncompliance material to financial statements noted?	__yes	<u>X</u> no

Federal Awards

Internal control over major programs:

Material weakness(es) identified?	__yes	<u>X</u> no
Significant deficiency(ies) identified?	__yes	<u>X</u> none

Type of auditor's report issued on compliance for major programs:

**Unmodified**

Any audit findings disclosed that are required to be reported in accordance with 2 CFR §200.516(a)?	__yes	<u>X</u> no
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Identification of Major Programs:

<b>CFDA Number(s)</b>	<b>Name of Federal Program or Cluster</b>
84.425D	Education Stabilization Fund – Elementary and Secondary School Elementary and Secondary Relief 1 2 Fund
84.425U	Education Stabilization Fund – American Rescue Plan – Elementary and Secondary School Relief

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$750,000</u>
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Auditee qualified as low-risk auditee?	__yes	<u>X</u> no
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**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**Schedule of Findings and Questioned Costs and Summary of Results (Continued)**  
**For the year ended June 30, 2021**

**Section II – Financial Statement Findings**

None

**Section III – Federal Award Findings and Questioned Costs**

None



**UNIVERSITY PREP CHARTER HIGH  
SCHOOL**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Andrea d'Amato, Executive Director

600 St. Ann's Avenue – 4<sup>th</sup> floor  
Bronx, NY 10455

718-292-6543; adamato@upchs.org

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Andrea d’Amato, Executive Director, prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Steve Barr	Chairperson	
Judith Bergtraum	Member	
Justin Pasternak	Teacher Representative	
Burton Sacks	Treasurer	Finance
Miguel Suarez	Member	Negotiation
Randi Weingarten	Member	

**Andrea d’Amato has served as the Executive Director since July 1, 2019 and was the Principal from July 1, 2015 – June 30, 2019. Andrew Ayers has served as the Principal since July 1, 2019.**

## SCHOOL OVERVIEW

University Prep Charter High School (UPCHS) strives to develop and sustain a dynamic and collaborative school community in which learning outcomes for **all** students result in the attainment of a social-emotional and academic skill set that prepares students to excel in college and in their future careers. UPCHS was nationally recognized as a 2016 National Blue Ribbon School in the category of Exemplary High-Performing Schools.

### Theory of Action

At UPCHS, the theory of action is as follows:

- If teachers are knowledgeable about the Common Core Learning Standards, the outcomes that reflect high levels of learning, and if they participate in collaborative curriculum development and inquiry, then, teachers will be able to assess their own knowledge and skills against rigorous standards, and students will demonstrate higher levels of performance in their learning across the content areas.
- If students are knowledgeable about the content and skills needed to succeed in college, and if students are tracking their own progress and engaging in challenging learning activities that equip them with the skills necessary to persevere and grow their intelligence over time, then, students will be able to assess their own learning and demonstrate high levels of performance that indicate college readiness.
- If parents are knowledgeable about college readiness standards and partner with the school in supporting students to achieve at their highest level of ability, then, parents will be instrumental in successfully guiding students throughout their high school experience to attain the skills necessary for college and beyond.

### The University Prep Charter High School Model

UPCHS is rooted in a steadfast belief that central to a school's success is the presence of a strong teacher in every classroom. The UPCHS model is grounded in the belief that the first keystone to increasing student outcomes is consistent and effective professional development. Our experience, supported by research in teacher leadership and professional learning communities indicates that teachers function best when they collaborate and make their practice public. Teachers at UPCHS are critical practitioners who share and reflect on their practice by using artifacts to support their learning. The existence of school-based professional learning communities that provide teachers with ongoing professional growth focused on effective classroom instruction and collaborative learning and problem-solving drives instructional improvement. UPCHS embraces a site-based decision-making model in which teachers take full responsibility for the continual improvement of their practice and increase in student achievement.

The second keystone to increasing student achievement is the belief that students excel in a school culture that provides a personalized learning environment. The UPCHS model adheres to research that demonstrates that students can grow their intelligence given the right supports and learning tasks that both challenge their thinking and build their perseverance. This research indicates that

students learn best in a nurturing, supportive environment where they are challenged to develop critical thinking skills, but where they are also known and treated as individuals whose backgrounds are respected as teachers come to understand the whole child as a learner.

University Prep Public Charter Schools opened a middle school in Fall 2019 in order to begin preparing students for college and career earlier.

### **Key Design Elements**

Our key design elements provide the UPCHS path toward achieving this theory of action.

*A Shared Commitment to Academic Excellence* – The UPCHS community of stakeholders shares a commitment to academic excellence. We design and decide together. At UPCHS, we prioritize our commitment to teacher voice and agency through our community decision-making model of distributed leadership. Distributed leadership means instructional decision-making is shared and extended between administrators and faculty; and, that responsibility for excellence is held by those with expertise. Anchored in our unique partnership with the United Federation of Teachers, our model provides systemic, mission-aligned opportunities for teachers to share responsibilities and lead various initiatives. To sustain and extend the effectiveness of our practice, we collaborate on the design of professional development opportunities. We ensure professional development provides teachers with timely, relevant and challenging content within structures inter-visitation, coaching, mentorship, small group leadership, etc.) created by and for teachers. We measure our shared commitment to excellence through multiple data points, including teacher turnover rate.

*Powerful Teaching and Learning* – The UPCHS instructional program delivers powerful teaching and learning throughout our community. To assess the power or impact of our teaching and learning we begin with an empirical foundation of data. Our administrators and faculty convene structured, data-rich meetings to benchmark performance and evaluate progress. Department team meetings, grade-level team meetings and inquiry groups inform our instructional decision-making and shape our approach to ongoing schoolwide impact analysis. Two cornerstones of our work are Integrated Co-Teaching (ICT) and our Problem-Solving methodology. Our ICT model places two certified teachers (one general education, one special education) in a single classroom. The model increases the individual attention for students, reduces our teacher-to-student ratio, and leverages the skills of highly-trained special education teachers in building comprehensive and collaborative solutions for all learners. The model also allows students with IEPs to receive instruction from a content specialist rather than a special educator.

Other products of our collaboration include potent programmatic approaches such as, but not limited to:

- Freshman and sophomore composition class. Our instructional teams ascertained that incoming students would benefit from a standards-based, rigorous writing class centered on improving reading comprehension, structured writing prowess and general literacy skills. The course, taken once weekly, accelerates learning for new students who often join the UPCHS family facing hurdles of uneven, interrupted or incomplete schooling.
- Block scheduling. The foundation of academic rigor is stamina. We encourage the development of powerful teaching and learning through scheduling double periods. Our approach permits teachers to build instructional depth and encourages students to make

ongoing and meaningful inquiries and contributions within expanded lessons. The instructional depth of our seminar and project-based initiatives aligns with and prepares our students to meet and exceed NYS standards across the curriculum. Moreover, the scheduling encourages the formation of habits of mind that are transferable to co-curricular and extra-curricular activities.

- Advanced Placement courses. We currently offer AP instruction in Composition, Literature, Biology, Spanish and Government. In the next charter term, our AP offerings will include Math and Computer Science. UPCHS faculty are committed to preparing our students for academic success in rigorous and demanding collegiate environments. To achieve this goal, we have thoughtfully developed courses aligned with the strong foundation provided by our traditional curriculum.

We have also developed several other high impact approaches for students. Faculty hold weekly office hours with students. At UPCHS, students use office hours to build rapport with faculty, to probe deeply and build on knowledge acquired in class, to seek clarification on open questions, and to strengthen bonds within and across the community. We run a Saturday Academy to provide additional academic support for students throughout the year. Our Summer Bridge program, like the composition class, is a formal structure to mitigate the challenges faced by our incoming students. In partnership with CUNY, we offer College Now courses to introduce our students to the expectations and routines of higher education, while earning academic credit. UPCHS students have achieved a 98% graduation rate and 100% college acceptance rate. Across our campus, we expect college enrollment and success. Our teams work internally, and with external partners, to broaden and illuminate the path for our students.

*Inclusive School Culture* – The integrity of the UPCHS learning community is rooted in our commitment to an inclusive school culture. We affirm “inclusion” as our shared point of departure, or beginning, in all communication and interactions within the community. Inclusion looks and feels like a thoughtful, principled commitment to practice and reinforces our core values by considering and respecting the true diversity (visible and invisible, spoken and unspoken) at UPCHS. Students work towards a set of four core values that keep them on course to be successful at the college of their choice and beyond. “The Core Four” are:

- Accepting Personal Responsibility: students see themselves as the primary cause of their outcomes and experiences
- Discovering Self-Motivation: students find purpose in their lives by discovering personally meaningful goals and dreams
- Mastering Self-Management: students plan for and take purposeful actions in pursuit of their goals and dreams
- Creating Positive Interdependence: students build mutually supportive relationships that help them to achieve their goals and dreams – while helping others do the same

We conduct regular Town Hall meetings. These monthly gatherings are shared celebrations of success within our learning and service communities. We present honor roll certificates and attendance awards. Students also showcase their talents in the performing arts. We have built rich,

layered support structures wherein four counselors provide support services and loop with our students to ensure stability and to strengthen interpersonal connections.

*Student Leadership and Character Development* – Fulfilling the mission of UPCHS calls for administrators and faculty to embody and instill principles of student leadership and character development. We model our ideals through a daily advisory period wherein students receive explicit instruction on essential skills such as life management, college readiness, and reducing risk factors. We supplement this instruction by providing students with opportunities to lead and demonstrate character through faculty-led clubs and athletics. Clubs include Spanish Honor Society, UPCHS Pillars (Boys Club), Music Club, Coding Club, Financial Literacy Club (“Money Talks”), and the Dance and Movement Club. Extensive athletics offerings include basketball and soccer (boys and girls), baseball (boys), softball (girls), volleyball (girls) and cheerleading. In addition to the opportunities to lead during the academic year, students can demonstrate their acquired skills as Summer Bridge Assistants who welcome and guide incoming students to the UPCHS community.

*Family and Community Involvement* – At UPCHS, our model of family and community involvement comprises five traditional methods of information sharing and collaborative decision-making: parent association meetings, back-to-school night, introduction to college night, enrollment meetings and quarterly parent-teach conferences. Each of these structured events allow parents and families to be informed members of the school community. To ensure ongoing access to accurate and timely information, we deploy the PowerSchool school information platform and conduct seminars to train parents in using the platform, as well as e-mail.

### **Academic Support and Intervention**

The following are some of the intervention and support programs built into the UPCHS model:

- *Summer Bridge Program*: Typically a four-week mandatory summer session held for incoming ninth graders. The curriculum is interdisciplinary, drawing concepts from ELA, algebra, health, and character education through advisory. The curriculum serves to support incoming freshman by stressing the values of preparation, self-assessment, stress management, healthy decision-making and leadership as a means of being successful.
- *Freshman Composition Class*: This course is given to freshman to support the development of rigorous common core aligned writing skills that high school students are expected to master. Argumentative and expository writing are highlighted in this course.
- *Saturday Academy*: Students struggling in classes that end with Regents Exams are provided with extra support during Saturday classes that focus on teaching the essential skills and concepts needed to pass both the course and the State exam.
- *Advisory*: The advisory program is designed to be a 30-minute period in the middle of the school day aimed at supporting the academic progress and social-emotional development of the student. Typically, students meet with their advisors four times per week. The advisory curriculum focuses on developing academic skills, college and career awareness, social and emotional skills, and tracking individual academic progress.
- *Special Education and ELL Support*: UPCHS has a track record of working with ELL students, with a focus on building English fluency and writing skills. ENL services are usually provided by using a push-in model. It also offers stand-alone ENL classes. Its special education approach combines push-in SETTS services with the ICT model, giving students personalized supports that are consistent with their IEPs in the least restrictive environment. In addition

to the service mandates in their IEPs, students with disabilities receive strict testing modifications, mandated group and/or individual counseling, speech, and hearing services. The school's administration and faculty fully comply with all of the terms set forth in the IEP.

- Faculty Office Hours: All faculty hold office hours for at least one hour per week but frequently more during which students meet for additional support. This practice is meant to provide needed support to students as well as to develop a sense of ownership for their own learning.
- Counseling: The school model includes one school counselor per grade. Each counselor has a manageable caseload so that she can provide mandated and at-risk counseling for social and emotional issues, as well as academic counseling. The school counselors also facilitate professional development for the teachers to support the teachers in their efforts to understand the whole child, differentiate instructional practices for the diverse learners in their classrooms, and develop more effective classroom management skills. The school also has a college counselor who provides students with information on the college admissions and financial aid process. The college counselor communicates with students and families while assisting students with each step of the application, admissions, and financial aid processes.

Additional practices of the UPCHS model are as follows:

- College-preparatory curriculum
- Faculty office hours
- One day a week early student dismissal to facilitate school-wide professional development
- Tuning protocols and consultancies utilized by professional learning communities to examine adult work and student work to facilitate adjustments in instructional practices
- Peer inter-visitation cycles
- Formal academic intervention programs for students in ELA and mathematics
- Professional learning plans for teachers
- Descriptive Reviews of students to focus on at-risk students
- Extensive social, emotional, and academic counseling for mandated and at-risk students
- SETTS or ICT for SWDs
- Push-in services for ELLs
- Additionally, ELL students receive direct instruction in dedicated ENL classes appropriate to the students
- Access to College courses for students who meet the CUNY College Now criteria
- College Advisement built into every 12<sup>th</sup> grader's program

### **Extensive Professional Development**

Professional development for teachers and school-site leaders is a critical component of UPCHS school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Scheduled into the daily routine of University Prep, professional development opportunities provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide as well as individual teacher goals.

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- The administrative team provide Professional Development sessions on the Danielson Rubric to support teachers in their construction of their Professional Development Plans and their ability to give their colleagues constructive feedback.
- The Principal, Assistant Principals, and lead teachers present Professional Development in the areas of argumentative writing and modeling to support teachers' lesson studies and development of learning units or math performance tasks. One Assistant Principal is explicitly dedicated to instruction and professional learning.
- Professional development sessions are also dedicated to supporting teachers in the design of Common Core-aligned lessons.
- The Danielson Rubric is used for teachers to self-assess and for informal observations during teacher inter-visitations.
- Each teacher on every grade team presents a minimum of one tuning protocol and/or consultancy protocol. These protocols will be utilized to look at adult and/or student work and provide critical feedback to the presenter. Feedback will be given that is aligned to the teacher's professional growth goals.

### **School Demographics**

In the 2020-21 school year, UPCHS enrolled 458 students in grades 9-12. Of the total student body enrolled on BEDS Day, 61.57% (282) were Hispanic, 36.02% (165) Black, 1.97% (9) Asian, 0.22% (1) Middle Eastern (1); and 0.22% (1) Undisclosed. 83% of students were living in poverty, 15.7% had a disability, and 8.3% were English Language Learners.

### **Modalities of Instruction during the 2020-21**

Instruction at UPCHS was 100% remote for all of the 2020-21 school year. Remote instruction was provided on a regular schedule, with all classes using live synchronous instruction. Utilizing Google classroom, teachers posted lessons that students reviewed and completed independently and hosted regular office hours to provide additional support to students. For students who needed significant remediation, we offered in-person supplemental instruction three-days per week. Students with IEPs met with learning specialists twice per week, and received checklists of work to complete each day. Student attendance and work completion was tracked on a daily basis, with outreach made every day to students who did not complete work and/or attend class.

To help sustain mental and emotional health for our students and families, UPCHS implemented a thorough system to monitor and address student mental and physical wellness. All students had individual check-in conversations with their advisers each week for wellness checks and to ensure that families were not suffering from food or housing insecurity. Our partnership with the Morris Heights Health Center provided additional support for families in need. Students also met with their counselors on a rotating basis. In addition, students gathered together as a whole school for community-building events each Friday evening at 4 pm for seminars focused on health and wellness. And, finally, the school continued to offered multiple clubs and social activities and strongly encouraged students to participate.

## ENROLLMENT SUMMARY

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School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17										104	120	102	80	406
2017-18										113	106	115	99	433
2018-19										114	113	99	107	433
2019-20										127	111	112	97	447
2020-21										115	133	103	107	458

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

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

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2018-19	2015-16	2015	107	3	104
2019-20	2016-17	2016	95	0	95
2020-21	2017-18	2017	107	1	106

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting

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program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	104	1	105
2019-20	2016-17	2016	95	0	95
2020-21	2017-18	2017	106	0	106

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	0	0	0
2019-20	2015-16	2015	0	0	0
2020-21	2016-17	2016	0	0	0

## PROMOTION POLICY

General: Students pass, and thereby receive the appropriate credits, for UPCHS classes by receiving a grade of 70 and up as a final average at the end of the school year. Students who fail to meet this metric are remanded to summer school. Therein, they must pass summer school to receive passing credit for the class in question. Failure there requires schedule adjustments if the course is a graduation requirement.

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

University Prep Charter High School students will meet all of the New York State graduation requirements.

### Goal 1: Leading Indicator

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

### METHOD

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

### RESULTS AND EVALUATION

UPCHS has exceeded this benchmark by 10.8 percentage points, with 87.8% of UPCHS's 2019 cohort students and 85.8% of the 2020 cohort earning the number of credits in the 2020-21 school year required to be promoted to the next grade.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	119	90.7%
2020	113	85.8%

### ADDITIONAL EVIDENCE

UPCHS has met this goal in all years of its charter, although our percentage was lower this year due to the challenges presented by COVID-19 and remote instruction. The school structures its course loads so that all 9<sup>th</sup> Graders take 15 credits and 10<sup>th</sup> graders take at least 12 credits to increase the likelihood that they will graduate within four years.

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## Goal 1: Leading Indicator

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

## METHOD

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

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

## RESULTS AND EVALUATION

UPCHS surpassed this benchmark by 25 points. 95% of students in the 2019 Total Graduation Cohort were exempted from three or more Regents examinations required for graduation by the end of their second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	117	93%
2018	2019-20	105	91%
2019	2020-21	119	95%

## ADDITIONAL EVIDENCE

UPCHS has met this measure each of the past three years. 91% of students in the 2018 passed or were exempted from three or more Regents examinations required for graduation by the end of their second year. 93% of students in the 2017 Cohort passed three or more Regents examinations required for graduation by the end of their second year, and 78% of students in the 2016 Cohort passed three or more Regents examinations required for graduation by the end of their second year.

## Goal 1: Absolute Measures

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

## METHOD

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

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

## RESULTS AND EVALUATION

UPCHS exceeded this measure by almost 25 percentage points for students in the fourth year high school Total Graduation Cohort and 5 percentage points for students in the fifth year high school Total Graduation Cohort. In the 2017 cohort, 105 out of 106 students graduated within four years.

We credit these accomplishments, in large part, to our low ratio of students per school counselors and the diligence and dedication of our entire staff who support students through quality instruction as well as increased instructional time and extensive office hours. We also encourage our students to take Regents exams early and often.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	105	99
2016	2019-20	95	100
2017	2020-21	106	99.1

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	96	100
2015	2019-20	105	100
2016	2020-21	95	100

## ADDITIONAL EVIDENCE

At least 99% of UPCHS students have graduated after four years in each of the last cohorts, exceeding both benchmarks substantially. All students in the 2017 Graduation cohort except one graduated after four years, and 100% of students in the 2016 Cohort graduated after four years. All but one student in the 2015 Graduation cohort graduated after four years. All students in the 2014 Graduation cohort graduated after four years. All but one student in the 2013 Graduation cohort

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<sup>1</sup> The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

graduated after four years. All but four students in the 2012 Graduation cohort graduated after four years.

### Goal 1: Comparative Measure

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

### METHOD

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

### RESULTS AND EVALUATION

CSD 7's graduation rate for 2020-21, but comparing our rate to the District for 2019-20, we exceeded CSD 7 by 30 percentage points.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	105	99	1,795	66%
2016	2019-20	95	100	1,798	69%
2017	2020-21	106	99.1	1,798	69%

### ADDITIONAL EVIDENCE

UPCHS has met this measure year after year, exceeding CSD 7 by at least 30 percentage points in each of the last years.

### Goal 1: Absolute Measure

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

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### METHOD

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

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

### RESULTS AND EVALUATION

Not applicable - no UPCHS students in the high school Total Cohort took an approved pathway assessment.

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

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

#### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	0	N/A
2016	2019-20	0	N/A
2017	2020-21	0	N/A

### ADDITIONAL EVIDENCE

Not Applicable

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

UPCHS achieved five out of five applicable high school graduation goals.

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

ACTION PLAN

The school will continue to provide the levels of support in place for all students including counseling, office hours in every class, summer school for remediation, professional development around the transition to the Common Core Learning Standards, Saturday and after school test prep sessions, and extended academic support for at-risk students. We will continue to promote a positive school culture, small class sizes, small student-to-teacher ratio, eight classes per year for all students, frequent parental communication, and an effective discipline system. We will continue with our Peer Group Connection program, which has demonstrated strong results in increasing positive relationships between students and good decision-making. Most importantly, we will continue to provide high quality instruction daily at both the middle school and high school.

In Science, we will be introducing a two-tiered Chemistry course as well as Physics and Environmental Science. We are also switching our Living Environment Course to 9<sup>th</sup> Grade to allow for 4 years of Science courses. In Math, we will be adding Statistics and AP Calculus and introducing a 2-year option for Algebra. In History, we are adding African-American Studies. For ELA, we will be

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adding a Special Education to support with writing in our 9<sup>th</sup> and 10<sup>th</sup> Grade Composition classes. We have also hired a Speech and Language Pathologist.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

University Prep Charter High School students will be prepared for institutions of higher education.

Over the past few years, UPCHS students have achieved a 99% graduation rate and close to 100% college acceptance rate. Across our campus, we expect college enrollment and success.

In partnership with CUNY, we offer College Now courses to introduce our students to the expectations and routines of higher education, while earning academic credit. UPCHS is focusing on enrolling more students in College Now, beginning in the 10th grade. College Now is a preparation program that helps students to transition into college while in high school. While University Prep Charter High School is currently partnered with City College, students have taken classes at a variety of colleges including Lehman College, New York City College of Technology, Hostos Community College and Bronx Community College. At University Prep students can enroll in College Now as early as 10th grade. As a result, students can earn up to 15 transferable college credits. Not only does this program acclimate students to the academic expectations of college, but it also provides students with a competitive advantage when applying.

Student must meet the following criteria to enroll in College Now:

- Students must have a cumulative GPA of 80 or above
- Students must earn a minimum score of 75 on the ELA Regents and minimum Reading score of 480 on the PSAT/SAT
- Students must take a placement exam for certain Math courses

Courses have included:

Course Name	College
Applications of Psychology in The Modern World	City College
Architecture	City College (Summer)
Biology: Human	City College
College Algebra/Trigonometry	Lehman College
Freshman Composition	City College
Fundamentals of Sociology	Lehman College
*Introduction to Business	Bronx Community College
*Introduction to Criminal Justice	Bronx Community College
Introduction to Philosophy	City College
Physics	City College
Precalculus	Lehman College

College Advisement is built into every 12th grader’s program. UPCHS also offers a college readiness workshop for 10th Graders that stresses the goal of meeting college readiness benchmarks, as well as an SAT prep course for all 11th grade students.

### Goal 2: Absolute Measure

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

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

### METHOD

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

**For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.**

### RESULTS AND EVALUATION

UPCHS’s graduating students met this measure.

75.24% of the 105 graduates in UPCHS’s 2017 Cohort demonstrated college preparation by at least one indicator:

- 40 graduates took at least one Advanced Placement (“AP”) exam in English Language, English Literature, US Government, Biology, or Spanish Language; 22 of these graduates earned a score of 3 or higher on at least one AP exam, although not all scores have been received to date.
- 103 graduates took the SAT; 31 of these graduates achieved the college and career readiness benchmark (currently scoring at least 480 on the SAT Reading and Writing section and at least 530 on the SAT Math section).
- Of 105 graduates, 78 earned a Regents diploma with advanced designation.

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

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Pass an AP exam*	40	22	13.3%
CCR benchmark on SAT	105	31	29.5%
Regents Diploma with Advanced Designation	105	78	74.3%
Overall	105	79	75.2%

\*Not all AP scores have been received to date.

### Goal 2: Absolute Measure

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

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

### Goal 2: Comparative Measure

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

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

### Goal 2: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

The school has defined matriculation as having paid the college tuition deposit, enrolled in college courses, and/or attended class sessions of more than one course. The school surveys students to

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gather matriculation information. UPCHS has not yet completed surveying the 2017 Cohort regarding their matriculation. 94% of graduates from the 2017 Cohort were accepted into college or university, and we expect more than 75% of graduates will matriculate into a college or university this year.

**Matriculation Rate of Graduates by Year**

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	104	75**	93
2016	2019-20	95	TBA	TBA
2017	2020-21	105	TBA	TBA

### ADDITIONAL EVIDENCE

UPCHS has met, or nearly met, this measure the past three years. As of Fall 2020, of the 81 students from the 2015 cohort who UPCHS has been in touch with, 93% have matriculated into a college or university in the 2019-20 year. UPCHS is awaiting confirmation from an additional 23 students. As of Fall 2019, of the 84 graduates of the Class of 2018 (2014 cohort) with whom UPCHS has spoken, 68 students (81%) were have enrolled in college courses. The school is awaiting confirmation from an additional 11 students. As of Fall 2017, of the 78 graduates of the Class of 2017 (2013 Cohort), 70 students (90%) had enrolled in college courses. The school's matriculation rate of 90% exceeded the goal by 15 percentage points. As of Fall 2016, of the 81 graduates of the Class of 2016 (2012 Cohort), 70 students (86%) had enrolled in college courses. The school's matriculation rate of 86% exceeded the goal by 11 percentage points.

### SUMMARY OF THE COLLEGE PREPARATION GOAL

UPCHS achieved both of the applicable college preparation goals?

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

## ACTION PLAN

To continue to ensure that UPCHS graduating students are prepared to enter and be success in institutions of higher education, the school will continue to focus on increasing the percentage of students who meet the college readiness standards. The specific strategies to be used include:

- One Assistant Principal with expertise in intellectual engagement focuses on instruction and professional learning, with the aim of having students move beyond compliance to instead grapple with challenging material to prepare for college
- Double ELA instruction time for 9<sup>th</sup> and 10<sup>th</sup> Grade students and double math instruction time for 9<sup>th</sup> grade students
- Continuing independent reading, with the support of a literacy specialist, 4 days per week
- Enrolling more students in College Now classes starting in the 10<sup>th</sup> grade
- Offering a college readiness workshop for 10th Graders that stresses the goal of meeting college readiness benchmarks
- SAT prep course for all 11th grade students
- Administering Regents-aligned diagnostic and benchmark examinations to determine and address gaps in understanding in ELA and Math
- UPCHS is also exploring offering the ACT examination.

UPCHS will continue to offer robust support to all students, including:

- English as a New Language programming helps students with English Language acquisition. Our ENL coordinator also works with teachers in a coaching capacity to help general education teachers develop strategies for reaching students who have diverse needs – particularly those who are learning the English language.
- We provide supplemental instruction to targeted students in ELA and in Math who have come close to obtaining college readiness benchmark scores on NYS Regents exams. Students in this category will be encouraged to sit for the math and/or ELA Regents again after receiving more support in the appropriate content area.

UPCHS will also continue with the core programs that set students up for academic success in high school and college:

- A renewed focus on Understanding by Design has transformed unity planning and pushed the school to pivot unit assessment towards performance-based and project-based tasks for deeper assessment of concepts.
- The opening of our middle school has pushed us to ensure tight vertical alignment across the grades.
- The school will begin offering a coding class to help students prepare for today's tech careers.
- UPCHS will continue the leadership course called Peer Group Connection, now in its third year. In this program, 12<sup>th</sup> grade students participate in a year-long leadership class to build facilitation and communication skills. The 12<sup>th</sup> grade students in turn teach 9<sup>th</sup> grade students one a week, which will help create connections between students and building a culture of responsibility and interdependence across the school. The program has demonstrated an increased sense of school connectedness, increased motivation, increased preparedness for college and career, and increased goal-setting and decision-making skills.

## GOAL 3: ENGLISH LANGUAGE ARTS

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### Goal 3: Absolute Measure

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

#### METHOD

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

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

#### RESULTS AND EVALUATION

UPCHS exceeded this benchmark by three percentage points. 68.6% of students in the 2017 Cohort scored at least a 4 on the Regents English Common Core Exam. UPCHS has demonstrated consistently strong performance against this benchmark for the past two years.

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>2</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	104	0	61	59
2016	2019-20	95	0	68	72
2017	2020-21	106	1	72	68.6

<sup>2</sup> Based on the highest score for each student on the English Regents exam

## ADDITIONAL EVIDENCE

Looking forward, the 2018 Cohort has already met this benchmark. Of the 100 students enrolled in the 2017 cohort, 99% were eligible for an exemption on the Regents in Exam in English Language Arts (Common Core).<sup>3</sup>

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	117	17	110	67	106	68
2018	109	0	105	0	100	99*
2019			123	0	119	0
2020					113	0

\*Exemptions

### Goal 3: Absolute Measure

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

## METHOD

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

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

## RESULTS AND EVALUATION

UPCHS has exceeded this measure by four percentage points.

<sup>3</sup> The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

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84.8% of students in the 2017 cohort scored a Level 3 or higher the on Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort.

The school also met this benchmark the prior three years. 99% of students in the 2016 Cohort, 97% of students in the 2015 Cohort, and 95% of students in the 2014 Cohort scored a Level 3 or higher the on Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	104	0	101	97
2016	2019-20	95	0	94	99
2017	2020-21	106	1	89	84.8

### ADDITIONAL EVIDENCE

The 2018 Cohort has already met this benchmark. Of the 100 students in the 2015 cohort, 99% have already partially met Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)).

**Percent Achieving at Least Level 3 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	117	20	110	83	106	99
2018	109	0	105	0	100	99*
2019			123	0	119	0
2020					113	0

\*Exemptions

#### Goal 3: Absolute Measure

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

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

#### Goal 3: Comparative Measure

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

percentage of comparable students in the district meeting or exceeding Common Core expectations.

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

### Goal 3: Comparative Measure

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

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

### Goal 3: Comparative Measure

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

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

### Goal 3: Growth Measure

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

## METHOD

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

## RESULTS AND EVALUATION

UPCHS’s 2017 cohort fell short of this measure by six percentage points.

Of the 85 students in the 2017 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 41 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 44% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade	Number Exempted with No Valid Score	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)

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		(a)	(b)		
2015	2018-19	70	0	31	44
2016	2019-20	51	0	32	63
2017	2020-21	41	0	18	44

### ADDITIONAL EVIDENCE

UPCHS exceeded this measure by last year by 13 percentage points. Of the 76 students in the 2016 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 51 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 63% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 88 students in the 2015 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 70 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 44% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 72 students in the 2014 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 59 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 59% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

#### Goal 3: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

UPCHS's 2017 cohort fell short of this measure by nine percentage points.

Of the 85 students in the 2017 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 41 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 66% partially met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

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

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Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	70	0	68	97
2016	2019-20	51	0	0	98
2017	2020-21	41	0	27	66

### ADDITIONAL EVIDENCE

UPCHS exceeded this measure by last year by 23 percentage points. Of the 76 students in the 2016 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 51 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 98% partially met Common Core Expectations on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 88 students in the 2015 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 70 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 97% partially met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 72 students in the 2014 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 59 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 92% at least partially met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

UPCHS has achieved two out of two applicable absolute measures and none of the applicable growth measures in ELA.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts	N/A

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	(Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved

### ACTION PLAN

In the 2021-22 school year, UPCHS will continue to focus on literacy support. All classes will focus on reading and writing for content acquisition and demonstrating mastery. This will be supported in part by Overdrive, a digital reading software UPCHS is introducing this fall.

UPCHS will continue to focus on implementing the schoolwide strategies that were developed in response to the transition to the Common Core Standards in English. The school will continue to emphasize student literacy skill development through nonfiction complex text, closer reading, deeper analysis, text citation, and writing using sources. Teachers will continue to receive professional development on the implementation of the Common Core Literacy Standards and will follow curriculum adjustments. The school will also continue to utilize after-school and Saturday school instruction to provide remedial instruction as well as Regents prep.

In addition, UPCHS will continue to invest in remediation for students who are struggling in ELA to get them on-track earlier in their high school career. The school will once again implement best practices in preparation for the ELA Regents Exam and institute a Saturday Academy to improve student literacy levels for targeted groups of students such as ELLs, SWDs, and students in the lowest one-third. Specific strategies include:

- The school has implemented a formal strategic inquiries initiative for students outside the sphere of success. For seven different groups of students (mostly subject specific), teachers will engage in a participatory action research cycle to examine student work, research strategies, reflect, and assess the impact of the strategies. This process helps UPCHS build varied custom effective strategies for helping students succeed academically.
- 9<sup>th</sup> and 10<sup>th</sup> grade students take both an ELA and Composition class. The additional time allows the teachers to slow the pace of the courses, thereby accommodating the remedial needs of students, allowing for deeper probing of material, and developing more cross-content connections. We have added a Special Education Teacher to these classes to further support students requiring significant remediation.

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- The school has invested in expanding classroom libraries and incorporated more independent reading into literacy.
- The school's English as a New Language course helps students with English Language acquisition. In comparison to the push-in support for ELL students we had done previously, this new course will allow for more intensive targeted English instruction. Our ENL coordinator also works with teachers in a coaching capacity to help general education teachers develop strategies for reaching students who have diverse needs – particularly those who are learning the English language.

We are also continuing programs to better support the emotional and physical needs of our high-poverty student population. UPCHS' school site has brought in a school-based health clinic with a full service doctor's office and support from social workers. The Peer Group Connection program is helping to build positive communication, interdependence, motivation, and responsibility. In addition, we have implemented a staff-wide diversity training series to help ensure staff are developing their abilities to be culturally responsive and sensitive to student needs.

### GOAL 4: MATHEMATICS

#### HIGH SCHOOL MATHEMATICS

##### Goal 4: Absolute Measure

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

##### METHOD

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

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

## RESULTS AND EVALUATION

UPCHS fell short on this measure.

38% of students in the 2017 cohort exceeded Common Core expectations with a score of 4 or above on a Regents Common Core math exam by their fourth year in the cohort.

UPCHS students aim to achieve a 70 or higher on the Regents Algebra I Common Core exam, which is the benchmark for college readiness for CUNY schools.<sup>4</sup> 91% of the 2017 Cohort met the CUNY college readiness requirement in mathematics, a decrease from 92% for the 2016 Cohort and an increase over the 2015 Cohort (83%).

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	104	0	21	20
2016	2019-20	95	0	40	42
2017	2020-21	106	1	40	38

## ADDITIONAL EVIDENCE

The 2018 and 2019 cohorts are making progress towards this measure. The number of Level 4 and 5 scores vs. exemptions comprising the total percentages are included below the chart. The 2020 Cohort has not taken any Regents exams due to COVID-19.

**Percent Achieving at Least Level 4 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	117	38	110	36	106	38
2018	109	35	105	34	100	91*
2019			123	7	119	99**
2020					113	65***

\*34 Level 4 or 5 scores and 57 exemptions

\*\*8 Level 4 or 5 scores and 100 exemptions

\*\*\*73 exemptions

<sup>4</sup> <http://www2.cuny.edu/academics/testing/testing-faqs/>

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 4: Absolute Measure

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

## METHOD

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

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

## RESULTS AND EVALUATION

UPCHS exceeded this measure by 16 percentage points.

98% of students in the 2017 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam by their fourth year in the cohort.

UPCHS has also shown strong results in previous years. 100% of students in the 2016 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam by their fourth year in the cohort. 99% of students in the 2015 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam by their fourth year in the cohort. 96% of students in the 2014 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam or a 65 or above on a Regents math exam by their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	104	0	103	99
2016	2019-20	95	0	95	100

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	2020-21	106	1	103	98
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### ADDITIONAL EVIDENCE

The 2018 and 2019 cohorts are making progress towards this measure. The number of Level 3, 4, and 5 scores vs. exemptions comprising the total percentages are included below the chart. The 2020 Cohort has not taken any Regents exams due to COVID-19. Only exemptions are included in the percentage.

**Percent Achieving at Least Level 3 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	117	98	110	97	106	98
2018	109	90	105	89	100	99*
2019			123	11	119	99**
2020					113	65***

\*89 Level 3, 4, or 5 scores and 10 exemptions

\*\*13 Level 3, 4 or 5 scores and 105 exemptions

\*\*\*73 exemptions

#### Goal 4: Absolute Measure

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

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

#### Goal 4: Comparative Measure

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

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

#### Goal 4: Comparative Measure

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

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

#### Goal 4: Comparative Measure

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

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

UPCHS did not meet this measure. Of the 68 students in the 2017 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 47 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 20% fully met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year.

This demonstrates a decrease from last year but a substantial increase from the two years prior. Of the 66 students in the 2016 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 48 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 29% fully met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year. Of the 83 students in the 2015 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 60 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 7% fully met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year. Of the 86 students in the 2014 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 52 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 2% fully met Common Core Expectation on a Regents Exam in Mathematics.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	60	0	29	7
2016	2019-20	48	0	14	29
2017	2020-21	47	1	9	20

### ADDITIONAL EVIDENCE

Because recent administrations of the Regents were cancelled due to the Covid-19 pandemic, younger cohorts have not had as many opportunities to demonstrate proficiency in Mathematics.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

UPCHS met this measure. Of the 68 students in the 2017 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 47 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 96% at least partially met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year.

UPCHS met this measure each of the prior three years as well. Of the 66 students in the 2016 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 48 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 100% at least partially met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year. Of the 83 students in the 2015 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 60 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 98% at least partially met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year. Of the 68 students in the 2014 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 52 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 94% at least partially met Common Core Expectation on a Regents Exam in Mathematics (scoring at Performance Level 3 on a Regents mathematics exam).

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	60	0	59	98
2016	2019-20	48	0	48	100
2017	2020-21	47	1	44	96

### ADDITIONAL EVIDENCE

Because recent administrations of the Regents were cancelled due to the Covid-19 pandemic, younger cohorts have not had as many opportunities to demonstrate proficiency in Mathematics. However, we believe our performance in this measure will remain strong.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

UPCHS achieved one of two applicable Absolute Goals and one of two growth goals.

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

### ACTION PLAN

UPCHS will continue to focus on implementing the schoolwide strategies that were developed in response to the transition to the Common Core Standards in Mathematics. UPCHS has invested significantly in shifting its mathematics program to meet the New York State Common Core Learning Standards. The school altered its mathematics curriculum, beginning with Algebra I, and purchased additional Common Core-aligned materials to support student learning aligned to these standards. Math teachers receive targeted professional development that support their use and

implementation of the new resources to ensure that their math lessons address the instructional shifts in math.

To help students become proficient in the application of mathematical skills and concepts, the school has introduced “Problem Solving,” a STEM-focused class in 9<sup>th</sup> grade to help students solve unfamiliar and challenging problems. This class has been fundamental in improving our students’ abilities in navigating Common Core mathematics. The school will continue to incorporate, within the curriculum, unit exams that have been designed around the language of the state exam. These unit exams are given approximately every six weeks to determine student growth and identify students for intervention programs, including office hours, small-group tutoring, and Saturday classes.

UPCHS will also invest more deeply in remediation for students who are struggling in math to get them on-track earlier in their high school career. In 2017-18, UPCHS introduced “Algebra Enrichment”, a remedial algebra course for students who did not demonstrate proficiency in math on the 8<sup>th</sup> grade New York State assessment. The course is co-taught with a special education teacher to provide additional support to struggling learners. Starting in 2019-20, the school also began offering a course called “Numeracy”, which is a supplementary remediation course that covers basic algebraic concepts. Once students can develop their skills in algebraic operations, they will be prepared to access the more abstract mathematical concepts found in higher-level mathematics courses.

In the 2021-22 school year, UPCHS is introducing a Statistics course and an AP Calculus course and introducing a 2-year option for Algebra providing students opportunities for learn challenging and critical mathematical subjects.

UPCHS will also use continue inventions to support learners who do not demonstrate proficiency in mathematics prior to 9<sup>th</sup> grade. Targeted students take algebra for a year and a half (as opposed to a year), which has shown strong results in helping struggling learners to demonstrate proficiency in mathematics. UPCHS will use the strategic inquiries initiative to develop additional strategies to support struggling learners.

UPCHS is continuing to use data to target instruction. Students are assessed quarterly so teachers can identify gaps in student learning and restructure groupings as needed. The school is also using more data to correctly identify students for groupings in Algebra II, as well as shift students to a 3-semester-long course to give more time to absorb the material and practice the skills.

The additional physical and emotional supports provided by the onsite clinic, Peer Group Connection course, and staff-wide diversity training series will help students be ready to learn and reduce disruption and truancy.

## GOAL 5: SCIENCE

### HIGH SCHOOL SCIENCE

#### Goal 5: Absolute Measure

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

#### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered no exams in the 2020-21 school year. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

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

#### RESULTS AND EVALUATION

UPCHS has exceeded this measure by 22 percentage points. 97% of students in the 2017 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort.

UPCHS also exceeded this measure the past three years. 100% of students in the 2016 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort. 99% of students in the 2015 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort. 94% of students in the 2014 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	104	0	103	99
2016	2019-20	95	9	95	100
2017	2020-21	106	0	103	97

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

The 2018 and 2019 cohorts are making progress towards this measure. The number of scores of 65 and above vs. exemptions comprising the total percentages are included below the chart. The 2020 Cohort has not taken any Regents exams due to COVID-19. Only exemptions are included in the percentage.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	117	98	110	97	106	97
2018	109	14	105	98	100	100*
2019			123	7	119	92**
2020					113	79***

\*12 scores of 65 or higher and 88 exemptions

\*\*8 scores of 65 or higher and 102 exemptions

\*\*\*89 exemptions

#### Goal 5: Comparative Measure

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

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

### ADDITIONAL EVIDENCE

Not Applicable

## GOAL 6: SOCIAL STUDIES

#### Goal 6: Social Studies

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of Social Studies.

#### Goal 6: Absolute Measure

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

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

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

### RESULTS

UPCHS meet this measure for the 2015 and 2016 Cohorts. For the 2017 Cohort no students took the exam, but 96 students received an exemption.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	104	0	102	98
2016	2019-20	95	0	95	100
2017	2020-21	106	96	N/A	N/A

### EVALUATION

In the 2017 cohort, 96 students were exempted. UPCHS met this measure in previous years. 100% of students in the 2016 cohort scored at least a 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort. 98% of students in the 2015 cohort scored at least a 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort. 97% of students in the 2014 cohort scored at least a 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort. 100% of students in the 2013 cohort and 94% of students in the 2012 cohort met this measure as well.

### ADDITIONAL EVIDENCE

Usually UPCHS students take the US History exam at the end of their third year. However because the recent administrations of the Regents were cancelled due to the Covid-19 pandemic, the 2017 and 2018 cohort has not had the opportunity to demonstrate proficiency in US History. However controlling for this factor, UPCHS cohorts have consistently met this measure.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	117	9	110	5	106	91*
2018	109	4	105	1	100	100**
2019			123	2	119	0
2020					113	0

\*96 exemptions

\*\*100 exemptions

#### Goal 6: Comparative Measure

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

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

#### Goal 6: Absolute Measure

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

### METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

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

### RESULTS

UPCHS meet this measure for the 2017, 2016, and 2015 Cohorts.

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

Cohort Designation	Fourth Year	Number in Cohort	Number Exempted with No Valid Score	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)	(b)		
2015	2018-19	104	0	103	99
2016	2019-20	95	0	95	100
2017	2020-21	106	0	100	94

### EVALUATION

UPCHS has exceeded this measure by 25 percentage points. 94% of students in the 2017 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

UPCHS also met this measure in prior years. 100% of students in the 2016 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort. 99% of students in the 2015 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort. 97% of students in the 2014 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort. 99% of students in the 2013 cohort and 95% of students in the 2012 cohort met this measure.

### ADDITIONAL EVIDENCE

Usually UPCHS students take the Global History exam at the end of their second year. However because the recent administrations of the Regents were cancelled due to the Covid-19 pandemic, the 2018 and 2019 cohort has not had the opportunity to demonstrate proficiency in Global History. However controlling for this factor, UPCHS cohorts have consistently met this measure.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	117	96	110	95	106	94
2018	109	0	105	92	100	94*
2019			123	0	119	90**
2020					113	0

\*94 exemptions

\*\*107 exemptions

#### Goal 6: Comparative Measure

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

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

### ADDITIONAL EVIDENCE

Not Applicable

## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

UPCHS has met this measure; the school is in good standing.

## ADDITIONAL EVIDENCE

UPCHS has been in good standing each of the past three years.

Accountability Status by Year

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



**GENERAL INSTRUCTIONS FOR  
ANNUAL BUDGET/QUARTERLY REPORT**

**TEMPLATE TABS**

**1- GRAY tab contains the Instructions**

<a href="#">Instructions</a>	Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	Charter School Tuition Rates

**2- BLUE tabs require input of information**

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

**CELL COLORS & GUIDANCE COMMENTS**

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

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



**ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE**

**University Prep Charter High School**

<b>SCHOOL</b>	University Prep Charter High School
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<b>CONTACT INFORMATION</b>	
<b>Contact Name:</b>	Ms. Andrea d'Amato
<b>Contact Title:</b>	Executive Director
<b>Contact Email:</b>	[REDACTED]
<b>Contact Phone:</b>	[REDACTED]

<b>REPORT PERIOD</b>	
<b>Current Academic Year:</b>	2021-22
<b>Prior Academic Year:</b>	2020-21



PRIMARY/OTHER	DISTRICT NAME(S)	ANNUAL BUDGET ENROLLMENT BY QUARTER												ACTUAL ENROLLMENT BY QUARTER											
		QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4			QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4								
PRIOR YEAR		Original	Revised	Budgeted	Enrollment	Original	Revised	Budgeted	Enrollment	Original	Revised	Budgeted	Enrollment	Original	Revised	Budgeted	Enrollment	Actual	Enrollment	Actual	Enrollment	Actual	Enrollment		
		2020-21																							





**UNIVERSITY PREP CHARTER HIGH SCHOOL  
2021-22**

**STAFFING PLAN FULL-TIME EQUIVALENT ( FTE )**

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	Original	Revised	Q1	Q2	Q3	Q4	Original	Revised	Original	Revised	Q1	Q2	Q3	Q4	
Executive Management	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	
Instructional Management	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
Operations Management	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	
Operations / Business Manager	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	
TOTAL ADMINISTRATIVE STAFF	9.5	9.5	9.5	9.5	9.5	9.5	9.5	9.5	9.5	9.5	9.5	9.5	9.5	9.5	
INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
Teachers - Regular	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	
Teachers - SPED	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	
Substitute Teachers	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	
Teaching Assistants	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	
Specialty Teachers	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	
Aides	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	
Therapists & Counselors	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	
Other															
TOTAL INSTRUCTIONAL			41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	
NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
Nurse	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Librarian															
Custodian															
Security															
Other															
TOTAL NON-INSTRUCTIONAL			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE			49.0	49.0	49.0	49.0	49.0	49.0	49.0	49.0	49.0	49.0	49.0	49.0	

\*NOTE: Enter the number of FTE positions in the "blue" cells.

\*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the REVISED Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

\*NOTE: Each quarter, the actual FTE should be input.

\*NOTE: State the assumptions that are being made for personnel FTE levels.



**UNIVERSITY PREP CHARTER HIGH SCHOOL**  
**Budget / Operating Plan**  
**2021-22**

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	2,416,630	-	2,416,630	-	2,416,630	-	2,416,630	-	2,416,630	-	2,416,630	-
Total Expenses	-	2,230,413	-	2,230,413	-	2,230,413	-	2,230,413	-	2,230,413	-	2,230,413	-
Net Income	-	186,217	-	186,217	-	186,217	-	186,217	-	186,217	-	186,217	-
Actual Student Enrollment	-	450	-	450	-	450	-	450	-	450	-	450	-
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
	Avg. No. of Positions	213,437		213,437		213,437		213,437		213,437		213,437	
Executive Management	5.50												
Instructional Management	-												
Deans, Directors & Coordinators	-												
CFO / Director of Finance	-												
Operation / Business Manager	-												
Administrative Staff	4.50	66,650		66,650		66,650		66,650		66,650		66,650	
TOTAL ADMINISTRATIVE STAFF	10.00	280,087	-	280,087	-	280,087	-	280,087	-	280,087	-	280,087	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
	Avg. No. of Positions	470,528		470,528		470,528		470,528		470,528		470,528	
Teachers - Regular	19.00												
Teachers - SPED	8.50	183,611		183,611		183,611		183,611		183,611		183,611	
Substitute Teachers	-												
Teaching Assistants	-												
Specialty Teachers	9.00	237,141		237,141		237,141		237,141		237,141		237,141	
Aides	-												
Therapists & Counselors	5.00	138,575		138,575		138,575		138,575		138,575		138,575	
Other	-	75,265		75,265		75,265		75,265		75,265		75,265	
TOTAL INSTRUCTIONAL	41.50	1,105,120	-	1,105,120	-	1,105,120	-	1,105,120	-	1,105,120	-	1,105,120	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
	Avg. No. of Positions	1,385,207		1,385,207		1,385,207		1,385,207		1,385,207		1,385,207	
Nurse	-												
Librarian	-												
Custodian	-												
Security	-												
Other	-												
TOTAL NON-INSTRUCTIONAL	-	-		-		-		-		-		-	
SUBTOTAL PERSONNEL SERVICE COSTS	51.50	1,385,207	-	1,385,207	-	1,385,207	-	1,385,207	-	1,385,207	-	1,385,207	-
<b>PAYROLL TAXES AND BENEFITS</b>													
	Avg. No. of Positions	105,968		105,968		105,968		105,968		105,968		105,968	
Payroll Taxes	-												
Fringe / Employee Benefits	-	247,162		247,162		247,162		247,162		247,162		247,162	
Retirement / Pension	-	140,541		140,541		140,541		140,541		140,541		140,541	
TOTAL PAYROLL TAXES AND BENEFITS	-	493,671	-	493,671	-	493,671	-	493,671	-	493,671	-	493,671	-
TOTAL PERSONNEL SERVICE COSTS	51.50	1,878,878	-	1,878,878	-	1,878,878	-	1,878,878	-	1,878,878	-	1,878,878	-
<b>CONTRACTED SERVICES</b>													
	Avg. No. of Positions	4,188		4,188		4,188		4,188		4,188		4,188	
Accounting / Audit	-												
Legal	-	1,250		1,250		1,250		1,250		1,250		1,250	
Management Company Fee	-												
Nurse Services	-												
Food Service / School Lunch	-												
Payroll Services	-	1,451		1,451		1,451		1,451		1,451		1,451	
Special Ed Services	-												
Titlment Services (i.e. Title I)	-												
Other Purchased / Professional / Consulting	-	88,850		88,850		88,850		88,850		88,850		88,850	
TOTAL CONTRACTED SERVICES	-	95,738	-	95,738	-	95,738	-	95,738	-	95,738	-	95,738	-

**UNIVERSITY PREP CHARTER HIGH SCHOOL**  
**Budget / Operating Plan**  
**2021-22**

	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget
Total Revenue	2,416,630	-	2,416,630	-	2,416,630	-	2,416,630	-
Total Expenses	2,230,413	-	2,230,413	-	2,230,413	-	2,230,413	-
Net Income	186,217	-	186,217	-	186,217	-	186,217	-
Actual Student Enrollment	450	-	450	-	450	-	450	-
Prior Year Actual 2020-21 Revenue Per Pupil								
<b>SCHOOL OPERATIONS</b>								
Board Expenses	36,688	-	36,688	-	36,688	-	36,688	-
Classroom / Teaching Supplies & Materials								
Special Ed Supplies & Materials								
Textbooks / Workbooks	2,500	-	2,500	-	2,500	-	2,500	-
Supplies & Materials other	3,750	-	3,750	-	3,750	-	3,750	-
Equipment / Furniture	8,647	-	8,647	-	8,647	-	8,647	-
Telephone	1,625	-	1,625	-	1,625	-	1,625	-
Technology	61,385	-	61,385	-	61,385	-	61,385	-
Student Testing & Assessment	2,000	-	2,000	-	2,000	-	2,000	-
Field Trips	25,000	-	25,000	-	25,000	-	25,000	-
Transportation (student)	3,750	-	3,750	-	3,750	-	3,750	-
Student Services - other	15,525	-	15,525	-	15,525	-	15,525	-
Office Expense	13,250	-	13,250	-	13,250	-	13,250	-
Staff Development	16,250	-	16,250	-	16,250	-	16,250	-
Staff Recruitment	250	-	250	-	250	-	250	-
Student Recruitment / Marketing	6,250	-	6,250	-	6,250	-	6,250	-
School Meals / Lunch	1,250	-	1,250	-	1,250	-	1,250	-
Travel (Staff)	125	-	125	-	125	-	125	-
Fundraising								
Other	14,183	-	14,183	-	14,183	-	14,183	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>212,426</b>	<b>-</b>	<b>212,426</b>	<b>-</b>	<b>212,426</b>	<b>-</b>	<b>212,426</b>	<b>-</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance	9,620	-	9,620	-	9,620	-	9,620	-
Janitorial								
Building and Land Rent / Lease / Facility Finance Interest								
Repairs & Maintenance	3,750	-	3,750	-	3,750	-	3,750	-
Equipment / Furniture								
Security								
Utilities								
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>13,370</b>	<b>-</b>	<b>13,370</b>	<b>-</b>	<b>13,370</b>	<b>-</b>	<b>13,370</b>	<b>-</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>								
COVID-19 / CONTINGENCY	30,001	-	30,001	-	30,001	-	30,001	-
DEFERRED RENT								
<b>TOTAL EXPENSES</b>	<b>2,230,413</b>	<b>-</b>	<b>2,230,413</b>	<b>-</b>	<b>2,230,413</b>	<b>-</b>	<b>2,230,413</b>	<b>-</b>
<b>NET INCOME</b>	<b>186,217</b>	<b>-</b>	<b>186,217</b>	<b>-</b>	<b>186,217</b>	<b>-</b>	<b>186,217</b>	<b>-</b>







**UNIVERSITY PREP CHARTER HIGH SCHOOL**

**Budget / Operating Plan**

**2021-22**

**DESCRIPTION OF ASSUMPTIONS**

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget
<b>Total Revenue</b>	9,666,519	9,666,519	-	9,666,519	9,666,519
<b>Total Expenses</b>	8,921,650	8,921,650	-	(8,921,650)	(8,921,650)
<b>Net Income</b>	744,869	744,869	-	744,869	744,869
<b>Actual Student Enrollment</b>					
<b>SCHOOL OPERATIONS</b>					
Board Expenses	146,750	146,750	-	-	(146,750)
Classroom / Teaching Supplies & Materials	10,000	10,000	-	(10,000)	(10,000)
Special Ed Supplies & Materials	15,000	15,000	-	(15,000)	(15,000)
Textbooks / Workbooks	34,586	34,586	-	(34,586)	(34,586)
Supplies & Materials other	6,500	6,500	-	(6,500)	(6,500)
Equipment / Furniture	245,538	245,538	-	(245,538)	(245,538)
Telephone	8,000	8,000	-	(8,000)	(8,000)
Technology	100,000	100,000	-	(100,000)	(100,000)
Student Testing & Assessment	15,000	15,000	-	(15,000)	(15,000)
Field Trips	62,100	62,100	-	(62,100)	(62,100)
Transportation (student)	53,000	53,000	-	(53,000)	(53,000)
Student Services - other	65,000	65,000	-	(65,000)	(65,000)
Office Expense	1,000	1,000	-	(1,000)	(1,000)
Staff Development	25,000	25,000	-	(25,000)	(25,000)
Staff Recruitment	5,000	5,000	-	(5,000)	(5,000)
Student Recruitment / Marketing	500	500	-	(500)	(500)
School Meals / Lunch	56,731	56,731	-	(56,731)	(56,731)
Travel (Staff)	849,705	849,705	-	(849,705)	(849,705)
Fundraising					
Other					
<b>TOTAL SCHOOL OPERATIONS</b>	38,478	38,478	-	(38,478)	(38,478)
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	-	-	-	-	-
Janitorial	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	15,001	15,001	-	(15,001)	(15,001)
Repairs & Maintenance	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	53,479	53,479	-	(53,479)	(53,479)
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	120,002	120,002	-	(120,002)	(120,002)
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-
<b>COVID-19 / CONTINGENCY</b>	-	-	-	-	-
<b>DEFERRED RENT</b>	-	-	-	-	-
<b>TOTAL EXPENSES</b>	8,921,650	8,921,650	-	(8,921,650)	(8,921,650)
<b>NET INCOME</b>	744,869	744,869	-	744,869	744,869



**UNIVERSITY PREP CHARTER HIGH SCHOOL**  
**Budget / Operating Plan**  
**2021-22**

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
<b>Total Revenue</b>	-	2,416,630	-	2,416,630	-	2,416,630	-	2,416,630	-	2,416,630	-	2,416,630	-	9,666,519
<b>Total Expenses</b>	-	2,230,413	-	2,230,413	-	2,230,413	-	2,230,413	-	2,230,413	-	2,230,413	-	8,921,650
<b>Net Income</b>	-	186,217	-	186,217	-	186,217	-	186,217	-	186,217	-	186,217	-	744,869
<b>Actual Student Enrollment</b>	-	450	-	450	-	450	-	450	-	450	-	450	-	-
<b>CASH FLOW ADJUSTMENTS</b>														
<b>OPERATING ACTIVITIES (enter descriptions below )</b>														
Example - Add Back Depreciation	-	30,001	-	30,001	-	30,001	-	30,001	-	30,001	-	30,001	-	120,002
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	-	30,001	-	30,001	-	30,001	-	30,001	-	30,001	-	30,001	-	120,002
<b>INVESTMENT ACTIVITIES (enter descriptions below )</b>														
Example - Subtract Property and Equipment Expenditures	-	101,138	-	101,138	-	101,138	-	101,138	-	101,138	-	101,138	-	404,550
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Investment Activities</b>	-	101,138	-	101,138	-	101,138	-	101,138	-	101,138	-	101,138	-	404,550
<b>FINANCING ACTIVITIES (enter descriptions below )</b>														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Financing Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	131,138	-	131,138	-	131,138	-	131,138	-	131,138	-	131,138	-	524,552
<b>NET INCOME</b>	-	317,355	-	317,355	-	317,355	-	317,355	-	317,355	-	317,355	-	1,269,421
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>ENDING CASH BALANCE</b>	-	317,355	-	634,711	-	634,711	-	952,066	-	952,066	-	1,269,421	-	1,269,421

**UNIVERSITY PREP CHARTER HIGH SCHOOL**

**Budget / Operating Plan  
2021-22**

	Total Year		VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget	
<b>Total Revenue</b>	9,666,519	-	9,666,519	9,666,519	
<b>Total Expenses</b>	8,921,650	-	(8,921,650)	(8,921,650)	
<b>Net Income</b>	744,869	-	744,869	744,869	
<b>Actual Student Enrollment</b>					
<b>CASH FLOW ADJUSTMENTS</b>					
OPERATING ACTIVITIES <i>(enter descriptions below)</i>					
Example - Add Back Depreciation	120,002	-	120,002	120,002	
Other	-	-	-	-	
<b>Total Operating Activities</b>	120,002	-	120,002	120,002	
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>					
Example - Subtract Property and Equipment Expenditures	404,550	-	404,550	404,550	
Other	-	-	-	-	
<b>Total Investment Activities</b>	404,550	-	404,550	404,550	
FINANCING ACTIVITIES <i>(enter descriptions below)</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	
Other	-	-	-	-	
<b>Total Financing Activities</b>	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	524,552	-	524,552	524,552	
<b>NET INCOME</b>	1,269,421	-	1,269,421	1,269,421	
<b>Beginning Cash Balance</b>	-	-	-	-	
<b>ENDING CASH BALANCE</b>	1,269,421	-	1,269,421	1,269,421	





**UNIVERSITY PREP CHARTER HIGH SCHOOL**  
**Budget / Operating Plan**

2021-22

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	2,416,630	-	-	2,416,630	-	-	2,416,630	-	-	2,416,630	-
Total Expenses	-	2,230,413	-	-	2,230,413	-	-	2,230,413	-	-	2,230,413	-
Net Income	-	186,217	-	-	186,217	-	-	186,217	-	-	186,217	-
Actual Student Enrollment	-	450	-	-	450	-	-	450	-	-	450	-

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

		Quarter 0			Quarter 1			Quarter 2			Quarter 3			Quarter 4		
		Actual	Current Budget	Variance												
<b>EXPENSES</b>																
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>																
	No. of Positions															
	Executive Management		213,437	-		213,437	-		213,437	-		213,437	-		213,437	-
	Instructional Management		-	-		-	-		-	-		-	-		-	-
	Deans, Directors & Coordinators		-	-		-	-		-	-		-	-		-	-
	CFO / Director of Finance		-	-		-	-		-	-		-	-		-	-
	Operation / Business Manager		-	-		-	-		-	-		-	-		-	-
	Administrative Staff		66,650	-		66,650	-		66,650	-		66,650	-		66,650	-
	<b>TOTAL ADMINISTRATIVE STAFF</b>		280,087	-		280,087	-		280,087	-		280,087	-		280,087	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>																
	Teachers - Regular		470,528	-		470,528	-		470,528	-		470,528	-		470,528	-
	Teachers - SPED		183,611	-		183,611	-		183,611	-		183,611	-		183,611	-
	Substitute Teachers		-	-		-	-		-	-		-	-		-	-
	Teaching Assistants		-	-		-	-		-	-		-	-		-	-
	Specialty Teachers		237,141	-		237,141	-		237,141	-		237,141	-		237,141	-
	Aides		-	-		-	-		-	-		-	-		-	-
	Therapists & Counselors		138,575	-		138,575	-		138,575	-		138,575	-		138,575	-
	Other		75,265	-		75,265	-		75,265	-		75,265	-		75,265	-
	<b>TOTAL INSTRUCTIONAL</b>		1,105,120	-		1,105,120	-		1,105,120	-		1,105,120	-		1,105,120	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>																
	Nurse		-	-		-	-		-	-		-	-		-	-
	Librarian		-	-		-	-		-	-		-	-		-	-
	Custodian		-	-		-	-		-	-		-	-		-	-
	Security		-	-		-	-		-	-		-	-		-	-
	Other		-	-		-	-		-	-		-	-		-	-
	<b>TOTAL NON-INSTRUCTIONAL</b>		-	-		-	-		-	-		-	-		-	-
	<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		1,385,207	-		1,385,207	-		1,385,207	-		1,385,207	-		1,385,207	-
<b>PAYROLL TAXES AND BENEFITS</b>																
	Payroll Taxes		105,968	-		105,968	-		105,968	-		105,968	-		105,968	-
	Fringe / Employee Benefits		247,162	-		247,162	-		247,162	-		247,162	-		247,162	-
	Retirement / Pension		140,541	-		140,541	-		140,541	-		140,541	-		140,541	-
	<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		493,671	-		493,671	-		493,671	-		493,671	-		493,671	-
	<b>TOTAL PERSONNEL SERVICE COSTS</b>		1,878,878	-		1,878,878	-		1,878,878	-		1,878,878	-		1,878,878	-
<b>CONTRACTED SERVICES</b>																
	Accounting / Audit		4,188	-		4,188	-		4,188	-		4,188	-		4,188	-
	Legal		1,250	-		1,250	-		1,250	-		1,250	-		1,250	-
	Management Company Fee		-	-		-	-		-	-		-	-		-	-
	Nurse Services		-	-		-	-		-	-		-	-		-	-
	Food Service / School Lunch		-	-		-	-		-	-		-	-		-	-
	Payroll Services		1,451	-		1,451	-		1,451	-		1,451	-		1,451	-
	Special Ed Services		-	-		-	-		-	-		-	-		-	-
	Titlment Services (i.e. Title I)		-	-		-	-		-	-		-	-		-	-
	Other Purchased / Professional / Consulting		88,850	-		88,850	-		88,850	-		88,850	-		88,850	-
	<b>TOTAL CONTRACTED SERVICES</b>		95,738	-		95,738	-		95,738	-		95,738	-		95,738	-

**UNIVERSITY PREP CHARTER HIGH SCHOOL**  
**Budget / Operating Plan**

2021-22

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>Total Revenue</b>	-	2,416,630	-	-	2,416,630	-	-	2,416,630	-	-	2,416,630	-
<b>Total Expenses</b>	-	2,230,413	-	-	2,230,413	-	-	2,230,413	-	-	2,230,413	-
<b>Net Income</b>	-	186,217	-	-	186,217	-	-	186,217	-	-	186,217	-
<b>Actual Student Enrollment</b>	-	450	-	-	450	-	-	450	-	-	450	-
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>												
<b>SCHOOL OPERATIONS</b>												
Board Expenses	-	36,688	-	-	36,688	-	-	36,688	-	-	36,688	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-
Supplies & Materials other	-	3,750	-	-	3,750	-	-	3,750	-	-	3,750	-
Equipment / Furniture	-	8,647	-	-	8,647	-	-	8,647	-	-	8,647	-
Telephone	-	1,625	-	-	1,625	-	-	1,625	-	-	1,625	-
Technology	-	61,385	-	-	61,385	-	-	61,385	-	-	61,385	-
Student Testing & Assessment	-	2,000	-	-	2,000	-	-	2,000	-	-	2,000	-
Field Trips	-	25,000	-	-	25,000	-	-	25,000	-	-	25,000	-
Transportation (student)	-	3,750	-	-	3,750	-	-	3,750	-	-	3,750	-
Student Services - other	-	15,525	-	-	15,525	-	-	15,525	-	-	15,525	-
Office Expense	-	13,250	-	-	13,250	-	-	13,250	-	-	13,250	-
Staff Development	-	16,250	-	-	16,250	-	-	16,250	-	-	16,250	-
Staff Recruitment	-	250	-	-	250	-	-	250	-	-	250	-
Student Recruitment / Marketing	-	6,250	-	-	6,250	-	-	6,250	-	-	6,250	-
School Meals / Lunch	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
Travel (Staff)	-	125	-	-	125	-	-	125	-	-	125	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	14,183	-	-	14,183	-	-	14,183	-	-	14,183	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	212,426	-	-	212,426	-	-	212,426	-	-	212,426	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>												
Insurance	-	9,620	-	-	9,620	-	-	9,620	-	-	9,620	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	3,750	-	-	3,750	-	-	3,750	-	-	3,750	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	13,370	-	-	13,370	-	-	13,370	-	-	13,370	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	30,001	-	-	30,001	-	-	30,001	-	-	30,001	-
<b>COVID-19 / CONTINGENCY</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>DEFERRED RENT</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	-	2,230,413	-	-	2,230,413	-	-	2,230,413	-	-	2,230,413	-
<b>NET INCOME</b>	-	186,217	-	-	186,217	-	-	186,217	-	-	186,217	-





**UNIVERSITY PREP CHARTER HIGH SCHOOL**  
**Budget / Operating Plan**

2021-22

Total Revenue	-	-	-	9,666,519	(9,666,519)	-	9,666,519	(9,666,519)	-
Total Expenses	-	-	-	8,921,650	8,921,650	-	8,921,650	8,921,650	-
Net Income	-	-	-	744,869	(744,869)	-	744,869	(744,869)	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	TOTALS AND VARIANCE ANALYSIS				Actual vs. Original Budget - TY	Actual vs. Original Budget	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
					Actual Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget				

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Quarter 0 No. of Positions	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	TOTALS AND VARIANCE ANALYSIS				Actual vs. Original Budget - TY	Actual vs. Original Budget	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
						Actual Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget				
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
Executive Management	-	-	-	-	853,747	853,747	-	853,747	-	853,747	-	853,747	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	266,600	266,600	-	266,600	-	266,600	-	266,600	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	1,120,347	1,120,347	-	1,120,347	-	1,120,347	-	1,120,347	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	-	-	-	-	1,882,113	1,882,113	-	1,882,113	-	1,882,113	-	1,882,113	-
Teachers - SPED	-	-	-	-	734,444	734,444	-	734,444	-	734,444	-	734,444	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	948,562	948,562	-	948,562	-	948,562	-	948,562	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	554,301	554,301	-	554,301	-	554,301	-	554,301	-
Other	-	-	-	-	301,060	301,060	-	301,060	-	301,060	-	301,060	-
TOTAL INSTRUCTIONAL	-	-	-	-	4,420,480	4,420,480	-	4,420,480	-	4,420,480	-	4,420,480	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>													
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	-	-	-	-	423,873	423,873	-	423,873	-	423,873	-	423,873	-
Fringe / Employee Benefits	-	-	-	-	988,647	988,647	-	988,647	-	988,647	-	988,647	-
Retirement / Pension	-	-	-	-	562,164	562,164	-	562,164	-	562,164	-	562,164	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	1,974,684	1,974,684	-	1,974,684	-	1,974,684	-	1,974,684	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>													
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	-	-	-	-	16,750	16,750	-	16,750	-	16,750	-	16,750	-
Legal	-	-	-	-	5,000	5,000	-	5,000	-	5,000	-	5,000	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	5,803	5,803	-	5,803	-	5,803	-	5,803	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	355,400	355,400	-	355,400	-	355,400	-	355,400	-
TOTAL CONTRACTED SERVICES	-	-	-	-	382,953	382,953	-	382,953	-	382,953	-	382,953	-







**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
**UNIVERSITY PREP CHARTER HIGH SCHOOL**  
**2021-22**

Administrative  
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

**\*NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	University Preparatory
Name of trustee (print):	Steve Barr
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chairman
Email Address:	[REDACTED]

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

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

None

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

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

None

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

Trustee Signature

Signature:



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

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	university Prep Charter School
Name of trustee (print):	judith Bergtraum
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

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

None

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

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

None

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

**Trustee Signature**

Signature:



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



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	University Prep Public School
Name of trustee (print):	Justin Pasternak
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Teacher Representative / Director
Email Address:	[REDACTED]

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

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

### Questions

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

1a) Description of the position:	Teacher
1b) Salary:	108,528
1c) Start date:	08/2011

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

None

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

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

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

Home Address	
Please complete with <i>changes</i> only:	
Street:	No change
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	No change
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

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

None

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

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

None

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

**Trustee Signature**

Signature:

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

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	University Prep Charter School
Name of trustee (print):	Burt Sacks
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Member
Email Address:	[REDACTED]

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

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

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

None

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

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

None

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

**Trustee Signature**

Signature:

**Burt Sacks**

Digitally signed by Burt Sacks  
Date: 2021.07.08 10:25:42 -04'00'

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

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	University Prep Public Schools
Name of trustee (print):	Miguel Angel Suarez
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

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

None

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

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

None

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

**Trustee Signature**

Signature:

**Miguel A Suarez**

Digitally signed by Miguel A Suarez  
Date: 2021.07.27 11:12:16 -04'00'

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



FINAL – UPDATED MAY 18, 2021

AUGUST 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

- 1 Start of Quarter 3 and the Spring Semester / Lunar New Year (school is in session)
- 21-25 Midwinter Recess (no school)
- 28 Students return to school

- 8/30-3 Staff pre-service (no students)
- 6 Labor Day (no school)
- 7-8 Rosh Hashanah (no school)
- 9 First day of school, Quarter 1 and the Fall Semester
- 16 Yom Kippur (school is in session)
- 23 Back-to-school night

SEPTEMBER 2021						
	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MARCH 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 8 Quarter 3 family-teacher conference (evening)
- 11 Quarter 3 family-teacher conference (afternoon)
- 25 Staff PD Day (no students)
- 29-31 Grades 5-8 State ELA Exam (middle school)

- 11 Indigenous Peoples' Day / Columbus Day (no school)
- 12 Quarter 1 family-teacher conference (evening)
- 15 Quarter 1 family-teacher conference (afternoon)

OCTOBER 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 14 End of Quarter 3
- 15-22 Spring Recess (no school)
- 25 Students return to school and start of Quarter 4
- 26-28 Grades 5-8 State Math Exam (middle school)

- 2 Staff PD Day (no students)
- 5 End of Quarter 1
- 8 Start of Quarter 2
- 11 Veterans Day (schools is in session)
- 24-26 Thanksgiving holiday (no school)

NOVEMBER 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2022						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 3 Eid al-Fitr (no school)
- 20 Quarter 4 family-teacher conference (afternoon)
- 30 Memorial Day (no school)

- 7 Quarter 2 family-teacher conference (evening)
- 10 Quarter 2 family-teacher conference (afternoon)
- 22-1/4 Winter Recess (no school)

DECEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 6 Grade 8 State Science Test Written (middle school)
- 14-15 Alternate Prep Schedule
- 15-23 Regents exams (high school)
- 20 Juneteenth (no school)
- 23 Last Day of school and end of Quarter 4
- 24 Staff Retreat (no students)

- 5 Students return to school
- 17 Martin Luther King, Jr. Day (no school)
- 25-28 Regents exams (high school)
- 28 End of Quarter 2
- 31 Staff PD Day (no students)

JANUARY 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



HIGH SCHOOL  
600 ST. ANN'S AVENUE  
(718) 292-6543

MIDDLE SCHOOL  
470 JACKSON AVENUE  
(917) 985-8300

UPPUBLICSCHOOLS.ORG

- NO SCHOOL / HOLIDAYS
- QUARTER START & END DATES
- NO STUDENTS (STAFF REPORTS)
- PARENT-TEACHER CONFERENCE DAYS
- EXAM DAYS

