

Application: University Prep Charter Middle 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 Middle

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

1/2019

e. DATE FIRST OPENED FOR INSTRUCTION

9/2019

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)

310

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

291

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

Check all that apply

Grades Served

5, 6, 7

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	470 Jackson Avenue, 3rd floor, Bronx, NY 10455	718-585-0560	NYC CSD 7	5-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	David Patterson			
Operational Leader	Mayreni Arias			
Compliance Contact	Andrea d'Amato			
Complaint Contact	David Patterson			
DASA Coordinator	Donial Rodroquez			
Phone Contact for After Hours Emergencies	David Patterson			

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	Yes	2021	No		No

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

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

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

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

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

No

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

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Mayreni Arias
Position	Assistant Principal, Operations
Phone/Extension	718-292-6543
Email	marias@uppublicschools.org

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

Responses Selected:

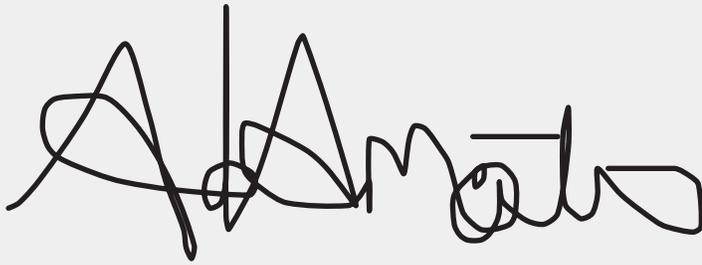
Yes

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

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Aug 2 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Aug 16 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.

UPCMS 20-21 APPR Final

Filename: UPCMS 20 21 APPR Final.pdf **Size:** 306.2 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 HwAwyhk.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 - MS

Filename: 2020 21 Audited Financial Statemen ifdMFPI.xlsx **Size:** 175.0 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^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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

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

Entry 4d - Financial 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_MS_sg 6

Filename: 2021 22 Budget and Quarterly Repor MyzLkYn.xlsx **Size:** 517.5 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 b5xfPEe.pdf **Size:** 223.2 kB

Sacks 2021-SUNY-Financial-Disclosure-Form

Filename: Sacks 2021 SUNY Financial Disclosur 73qU84h.pdf **Size:** 279.4 kB

Suarez 2021-SUNY-Financial-Disclosure-Form

Filename: Suarez 2021 SUNY Financial Disclosu 4DCqJFa.pdf **Size:** 276.8 kB

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

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

[Pasternak 2021 Financial Disclosure](#)

Filename: Pasternak 2021 Financial Disclosure jA6wr5o.pdf **Size:** 2.2 MB

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

Filename: Barr 2021 UP SUNY FINANCIAL Disclos gH0aiQX.pdf **Size:** 2.5 MB

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 Middle 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 (94.5%) reflects the validity of that philosophy. Our efforts include outreach and virtual presentations, attendance at virtual middle school fairs, distribution of brochures and flyers, and information sessions held throughout the year.</p>	<p>As we met our enrollment target (94.2%) for this subgroup of students, no changes are planned for the school's efforts to recruit Economically Disadvantaged students in 2021-22.</p>
English Language Learners	<p>To recruit English Language Learners, we contacted all elementary schools with higher than district averages for ELL students and held virtual information sessions. In our presentations, we stress the various programs we provide to serve this subgroup as well as our strong academic results. 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 9% of our total enrollment in 2020-21.</p>	<p>While we did not meet the enrollment target for this subgroup (19.9%), 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 have 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,</p>	<p>Although we were 5.5 percentage points below our enrollment target (25%) for this subgroup, we are confident that we are implementing a strong recruitment plan. Therefore, no</p>

	<p>we proudly point out that we are open to all students. In addition to instructional and emotional support, we stated that we provide speech and hearing services to students who require them. Using these recruitment strategies, Students with Disabilities comprised 19.5% of our total enrollment in 2020-21.</p>	<p>changes are planned for the school's efforts to recruit Students with Disabilities in 2021-22.</p>
--	--	---

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 and well above our target of 88.4%, 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</p>	

English Language Learners	<p>support subject matter teachers in working with ELL strategies in 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>As retention of English Language Learners was strong and above the target of 88.4%, we will implement similar strategies in 2021-22.</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. 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 counselling.</p>	<p>As retention of Students with Disabilities was strong, we exceeded our target of 89% and 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^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

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

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

B. Emergency Conditional Clearances

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

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

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

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. 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 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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

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

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

UPPS 2021-22 Academic calendar final 5

Filename: UPPS 2021 22 Academic calendar fina r8ISDft.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 Middle School**

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

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

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

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 Middle 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 MIDDLE SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents		\$ -
Grants and contracts receivable		-
Accounts receivables	-	-
Prepaid expenses		-
Contributions and other receivables		-
TOTAL CURRENT ASSETS	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-
<u>OTHER ASSETS</u>		-
TOTAL ASSETS	-	-
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses		\$ -
Accrued payroll and benefits		-
Deferred Revenue		-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT LIABILITIES	-	-
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	-	-
<u>NET ASSETS</u>		
Without Donor Restrictions		-
With Donor Restrictions		-
TOTAL NET ASSETS	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-

CK - Should be zero

-

-

UNIVERSITY PREP CHARTER MIDDLE SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 4,699,094	\$ -	\$ 4,699,094	\$ 2,499,419
Students with disabilities	599,597	-	599,597	252,309
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	-	-	-	418,336
Federal - Other	67,390	1,204,676	1,272,066	30,552
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	5,366,081	1,204,676	6,570,757	3,200,616
EXPENSES				
Program Services				
Regular Education	\$ 3,023,476	\$ -	\$ 3,023,476	\$ 2,123,550
Special Education	1,052,137	-	1,052,137	491,094
Other Programs	-	-	-	-
Total Program Services	4,075,613	-	4,075,613	2,614,644
Management and general	984,915	-	984,915	1,201,817
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	5,060,528	-	5,060,528	3,816,461
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	305,553	1,204,676	1,510,229	(615,845)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ 470,000
Individuals	12,270	-	12,270	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	1,389	-	1,389	1,888
Miscellaneous income	-	-	-	-
Net assets released from restriction	1,190,510	(1,190,510)	-	-
TOTAL SUPPORT AND OTHER REVENUE	1,204,169	(1,190,510)	13,659	471,888
CHANGE IN NET ASSETS	1,509,722	14,166	1,523,888	(143,957)
NET ASSETS BEGINNING OF YEAR	(430,205)	13,911	(416,294)	(272,337)
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 1,079,517	\$ 28,077	\$ 1,107,594	\$ (416,294)

UNIVERSITY PREP CHARTER MIDDLE SCHOOL

Statement of Cash Flows

as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets		\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable		-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses		-
Accounts Payable		-
Accrued Expenses		-
Accrued Liabilities		-
Contributions and fund-raising activities		-
Miscellaneous sources	-	-
Deferred Revenue		-
Interest payments	-	-
Other	-	-
Other		-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ -	\$ -
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment		-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ -	\$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ -	\$ -

UNIVERSITY PREP CHARTER MIDDLE 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	Management and General	Total	Total
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	
Administrative Staff Personnel	10.50	645,737	129,254	-	774,991	-	457,962	1,232,953	776,998
Instructional Personnel	21.50	1,315,104	596,475	-	1,911,579	-	-	1,911,579	1,335,644
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	32.00	1,960,841	725,729	-	2,686,570	-	457,962	3,144,532	2,112,642
Fringe Benefits & Payroll Taxes		559,257	202,839	-	762,096	-	134,487	896,583	632,399
Retirement		-	-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting Services		131,236	48,684	-	179,920	-	18,250	18,250	157,748
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	178,373	178,373	358,293
Repairs & Maintenance		3,496	1,297	-	4,793	-	755	5,548	8,491
Insurance		9,707	3,593	-	13,300	-	35,829	49,129	24,429
Utilities		-	-	-	-	-	-	-	15,246
Supplies / Materials		150,233	35,240	-	185,473	-	-	185,473	144,930
Equipment / Furnishings		-	-	-	-	-	-	-	-
Staff Development		32,424	7,605	-	40,029	-	67,676	67,676	6,162
Marketing / Recruitment		-	-	-	-	-	13,434	53,463	16,111
Technology		44,215	16,402	-	60,617	-	10,697	71,314	42,875
Food Service		1,738	408	-	2,146	-	-	2,146	24,901
Student Services		37,836	8,875	-	46,711	-	-	46,711	203,545
Office Expense		4,314	1,465	-	5,779	-	44,146	49,925	76,570
Depreciation		88,179	-	-	88,179	-	13,529	101,708	67,750
OTHER		-	-	-	-	-	9,777	9,777	6,977
Total Expenses		\$ 3,023,476	\$ 1,052,137	\$ -	\$ 4,075,613	\$ -	\$ 984,915	\$ 5,060,528	\$ 3,816,461



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

Charter School Name:	University Prep Charter Middle 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 MIDDLE SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents		\$ -
Grants and contracts receivable		-
Accounts receivables	-	-
Prepaid expenses		-
Contributions and other receivables		-
TOTAL CURRENT ASSETS	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-
<u>OTHER ASSETS</u>		-
TOTAL ASSETS	-	-
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses		\$ -
Accrued payroll and benefits		-
Deferred Revenue		-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT LIABILITIES	-	-
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	-	-
<u>NET ASSETS</u>		
Without Donor Restrictions		-
With Donor Restrictions		-
TOTAL NET ASSETS	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-

CK - Should be zero

-

-

UNIVERSITY PREP CHARTER MIDDLE SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 4,699,094	\$ -	\$ 4,699,094	\$ 2,499,419
Students with disabilities	599,597	-	599,597	252,309
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	-	-	-	418,336
Federal - Other	67,390	1,204,676	1,272,066	30,552
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	5,366,081	1,204,676	6,570,757	3,200,616
EXPENSES				
Program Services				
Regular Education	\$ 3,023,476	\$ -	\$ 3,023,476	\$ 2,123,550
Special Education	1,052,137	-	1,052,137	491,094
Other Programs	-	-	-	-
Total Program Services	4,075,613	-	4,075,613	2,614,644
Management and general	984,915	-	984,915	1,201,817
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	5,060,528	-	5,060,528	3,816,461
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	305,553	1,204,676	1,510,229	(615,845)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ 470,000
Individuals	12,270	-	12,270	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	1,389	-	1,389	1,888
Miscellaneous income	-	-	-	-
Net assets released from restriction	1,190,510	(1,190,510)	-	-
TOTAL SUPPORT AND OTHER REVENUE	1,204,169	(1,190,510)	13,659	471,888
CHANGE IN NET ASSETS	1,509,722	14,166	1,523,888	(143,957)
NET ASSETS BEGINNING OF YEAR	(430,205)	13,911	(416,294)	(272,337)
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 1,079,517	\$ 28,077	\$ 1,107,594	\$ (416,294)

UNIVERSITY PREP CHARTER MIDDLE SCHOOL

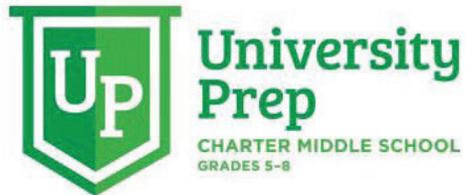
Statement of Cash Flows

as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets		\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable		-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses		-
Accounts Payable		-
Accrued Expenses		-
Accrued Liabilities		-
Contributions and fund-raising activities		-
Miscellaneous sources	-	-
Deferred Revenue		-
Interest payments	-	-
Other	-	-
Other		-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ -	\$ -
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment		-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ -	\$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ -	\$ -

UNIVERSITY PREP CHARTER MIDDLE 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	Management and General	Total	Total
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	
Administrative Staff Personnel	10.50	645,737	129,254	-	774,991	-	457,962	1,232,953	776,998
Instructional Personnel	21.50	1,315,104	596,475	-	1,911,579	-	-	1,911,579	1,335,644
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	32.00	1,960,841	725,729	-	2,686,570	-	457,962	3,144,532	2,112,642
Fringe Benefits & Payroll Taxes		559,257	202,839	-	762,096	-	134,487	896,583	632,399
Retirement		-	-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting Services		131,236	48,684	-	179,920	-	18,250	18,250	157,748
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	178,373	178,373	358,293
Repairs & Maintenance		3,496	1,297	-	4,793	-	755	5,548	8,491
Insurance		9,707	3,593	-	13,300	-	35,829	49,129	24,429
Utilities		-	-	-	-	-	-	-	15,246
Supplies / Materials		150,233	35,240	-	185,473	-	-	185,473	144,930
Equipment / Furnishings		-	-	-	-	-	-	-	-
Staff Development		32,424	7,605	-	40,029	-	67,676	67,676	6,162
Marketing / Recruitment		-	-	-	-	-	13,434	53,463	16,111
Technology		44,215	16,402	-	60,617	-	10,697	71,314	42,875
Food Service		1,738	408	-	2,146	-	-	2,146	24,901
Student Services		37,836	8,875	-	46,711	-	-	46,711	203,545
Office Expense		4,314	1,465	-	5,779	-	44,146	49,925	76,570
Depreciation		88,179	-	-	88,179	-	13,529	101,708	67,750
OTHER		-	-	-	-	-	9,777	9,777	6,977
Total Expenses		\$ 3,023,476	\$ 1,052,137	\$ -	\$ 4,075,613	\$ -	\$ 984,915	\$ 5,060,528	\$ 3,816,461



**UNIVERSITY PREP CHARTER
MIDDLE SCHOOL**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Andrea d'Amato, Executive Director

470 Jackson Ave, 3rd Floor
Bronx, NY 10455

(917) 985-8300

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	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. David Patterson has served as the Principal since August 28, 2018.

SCHOOL OVERVIEW

The University Prep Charter Middle School has as its mission to prepare students for success in high school, college, leadership and life. Ensuring growth in all three areas is our professional commitment and privilege. UPCMS (or “the School”) achieves this mission by creating small, college-preparatory learning communities where all stakeholders (administrators, teachers, parents, students and community) actively engage in the education process. We create a student-centered environment that unifies the efforts of family, community and school to foster life-long learning, cross-cultural competency, social responsibility and academic excellence. The underlying belief at UPCMS is that all students can go to college and that their preparation is our professional responsibility and moral obligation.

University Prep Charter Middle School opened in Fall 2019 serving grades 5 and 6 and will grow by one grade each year to become a full Grade 5-8 middle school. University Prep Public Schools opened UPCMS to offer an earlier start to college and career preparation. University Prep Public Schools also operates University Prep Charter High School, which was nationally recognized as a 2016 National Blue Ribbon School in the category of Exemplary High-Performing Schools.

Our Approach

We believe that with appropriate academic supports, students of all abilities learn more in classes with highly challenging content than in those with low academic rigor. The administration and staff of University Prep Public Schools is forward focused, making sure that we are working to achieve long-term longitudinal academic goals for our students. Regardless of the age group, teachers and administrators are striving to ensure that all students have the preparation necessary to excel at the next level.

UPCMS students enroll in a scope and sequence of courses aligned to the New York State and Common Core Learning Standards. We employ a team of highly qualified individuals to help identify and service the social and emotional needs of our diverse student body which fosters our school's culture of support and creates a strong sense of community.

Key Design Elements

The key design elements of University Prep Public Schools are:

A Shared Commitment to Academic Excellence – The UPCMS community of stakeholders shares a commitment to academic excellence. We design and decide together. At UPCMS, 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 UPCMS 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.

The core of University Prep Middle School’s (UP Middle) academic work is threefold: to prepare students to discuss big ideas; to defend their own and others’ opinions; and to find joy in reading and thinking. UP Middle is a knowledge-led school—the goal of the school is to teach a broad, in-depth set of cultural and historical knowledge that is challenging and vital and that students can successfully commit to long-term memory through instruction and assessment. To achieve this, our teachers will work closely in teams—across grades and within departments— to create, practice, teach, and analyze lessons with shared ideas and concepts across courses, based on an idea that is simple but powerful—that knowledge builds on knowledge.

The most important aspect of UP Middle’s design is that it is purposeful in employing a curriculum that is specific, sequenced, and aligned. The curriculum presents a sequence of study that is organized and distinguished in both breadth and depth—what students learn is coherent, cumulative, and content-specific. The foundation of all curricular activities at the school is the Core Knowledge sequence, a K-8 course of study developed and refined by the Core Knowledge Foundation at the University of Virginia and in use by some of the highest performing middle schools in New York City today.

The Core Knowledge sequence outlines content and skills that every child should learn in English, history, geography, mathematics, science, music, and the visual arts. It seeks to identify the content and skills that comprise the foundational knowledge that all students need in order to know a lot about the world, to think and read critically, and to solve problems by learning from the past and using knowledge wisely.

These three broad definitions of what it means for a student to be successful are predicated on the mastery of six core skills or abilities that encompass reading, writing, listening, speaking, and numeracy:

1. Students read grade-level fiction and non-fiction, across content subject areas, selected by both teachers and themselves, every day, for a sustained period of time;
2. Students read fiction and informational texts, across content subject areas, that reflect grade-level complexity and the Common Core State reading standards 1-10;

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

3. Students demonstrate, through writing and speaking, a high level of comprehension when reading or listening, across content subject areas—understanding context and background knowledge, locating evidence to support answers, and tightly and accurately summarizing material they have read or listened to;
4. Students argue—analyze, evaluate, support, and defend—their positions with evidence when writing and speaking about appropriately complex issues and topics in their classes, across content subject areas;
5. Students learn the core algebra strand defined by the National Council of Teachers of Mathematics;
6. Students write expository essays and creative prose that reflect an understanding and mastery of appropriate sentence structure, grammar, usage, and spelling, across content subject areas.

We have also developed several other high impact approaches for students. Faculty hold weekly office hours with students. At UPCMS, 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 UPCMS 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 reinforce our core values by considering and respecting the true diversity (visible and invisible, spoken and unspoken) at UPCMS. 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 UPCMS 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, UPCMS Pillars (Boys Club), Music Club and the Dance and Movement Club. Extensive athletics offerings include basketball and soccer (boys and girls), baseball (boys), softball (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 UPCMS community.

Family and Community Involvement – At UPCMS, our model of family and community involvement will incorporate 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-teacher 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.

School Demographics

In the 2020-21 school year, UPCMS enrolled 300 students in grades 5-7. Of the total student body enrolled on BEDS Day, 50.7% were Hispanic, 49% Black, and 0.3% Asian. Almost 94% of students were living in poverty, 19.7% had a disability, and 6.7% were English Language Learners.

Modalities of Instruction during the 2020-21

Instruction at UPCMS was 100% remote for all of the 2020-21 school year. Remote instruction was provided on a regular schedule, with all classes meeting three times a week using a combination of live and asynchronous instruction. Independent reading was required three days a week. For all students who needed additional support, we offered afternoon small-group tutoring sessions lasting for one hour 4 days per week. Students with IEPs met with learning specialists twice per week, and received checklists of work to complete each day.

Students continued to complete homework using the existing homework schedule. Students submitted work on Google Classroom, and teachers returned comments to students on their work. Teachers marked two assignments each week and provided feedback on work at least once a week. 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, UPCMS 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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 offer multiple clubs and social activities and strongly encouraged students to participate.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

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														
2017-18														
2018-19														
2019-20						59	96							155
2020-21						62	126	110						298

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the school will become proficient in reading and reading of the English Language.

BACKGROUND

The foundation of all curricular activities at the school is the Core Knowledge sequence, which is fully aligned to the New York State Standards. The Core Knowledge sequence outlines content and skills that every child should learn. The Core Knowledge curriculum is taught to students, grade by grade, year by year, in a coherent, age appropriate sequence. In this way, ideas and concepts—organized in “domains,” or areas of study that have a related set of language and vocabulary—can be logically shared between classes and among grades. Teachers at UPCMS supplement the ideas and concepts taught in the Core Knowledge sequence with their own lessons and backwards-designed units and project-based performance tasks. UPCMS has also chosen to use the ELA curriculum Reading Reconsidered.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

To further support student learning in ELA, UPCMS offers “Reading and Speaking” and “Writing and Language” courses. During Reading and Speaking, students read approximately fifteen to twenty whole grade-level fiction, non-fiction, and dramatic texts; a number of short stories and poems; and many newspaper and magazine articles, all of which are read aloud in the classroom or read partially aloud and silently by students. These read-alouds continue in the school through all grades, based on research that shows students’ comprehension through listening outpaces their comprehension through reading until at least the ninth grade. This reading is close reading, requiring students to annotate and underline passages, read and reread carefully passages for meaning, and summarize passages.

These practices are done to help students understand meaning in texts, and to provide practice in arguing and solving problems based on the material. Students engage in debate during class about essential questions raised by the books they read, and use evidence from texts to support their positions. Students participate in at least three discussions per week about their reading in Reading and Talking.

In Writing and Language, students are expected to write at least three times a week, and to complete one major writing assignment per unit, or approximately two per marking period. These writing assignments include whole-school common page lengths and use a common scoring guide. Major work is written in at least two drafts, and all teachers provide multiple high-quality exemplar papers to provide models for students both before and during the writing process. Finally, students are expected to make presentations based on their written work at least once a marking period. These presentations are opportunities for peers to take notes, open up points of agreement or disagreement about the argument presented, and respond in the spirit of informed debate.

Writing and Language focuses on the development of writing at the level of the sentence, a need shared by many incoming middle schoolers. Grammar includes word study based on word roots, explicit vocabulary development, and the process of learning to develop ever more complex, grammatically sound sentences using the technique of sentence diagramming. Students practice taking apart sentences in texts they are currently reading, and writing new sentences based on similar ideas and content.

Teachers understand how to effectively implement and teach the school’s curriculum by participating preservice professional development focused on the Core Knowledge Curriculum. After learning about the content of the Core Knowledge sequence, each department creates a preliminary map of ten sequential units per grade for each subject area. Over the school year, teachers flesh out the maps generated in UP University by creating detailed instructional, domain-based unit plans that include individual lesson plans. Regularly scheduled planning time across grade levels and within departments supports the successful development and renewal of the maps that are initially written at the start of the year. Professional learning communities also work to revivify aspects of curriculum design and student assessment as the school year progresses and we learn more about the strengths and weaknesses of our students.

Student achievement data in the classroom are the foundation of collective decisions surrounding curricular choices and direction, instructional goals, and intervention and support programs for struggling students. Throughout, the goal of data gathering and sharing is to support best practices

in the classroom and the development in all units of common school-wide formative assessments, or checks for understanding. UPCMS tracks student performance on diagnostic assessments, formative assessments, summative assessments, high-stakes tests, final grades, and D and F (interim and final) grades.

All same-course teachers at UP Middle meet at least two times a week to help design short, regular, and common formative assessments that are used throughout a given unit to guide and improve instruction and student success. Teachers input and share results to compare outcomes, discuss trends, develop action plans for targeted student interventions, and identify pockets of missed comprehension. Students who regularly struggle on many skills on the common formative assessments are identified during the grade team meetings, where the purpose is to address student need and make recommendations for further comprehensive academic intervention and support. Students who are identified as struggling in a number of classes are recommended to the administration for further supports.

For ELA instruction, teachers continued to conduct live instruction via Zoom, as well as read-louds and shared reading. UPCMS continued to use the Reading Reconsidered middle school curriculum. UPCMS continued to ensure ample independent reading time, and students were quizzed on their independent reading. Learning specialists and our ENL teacher team-taught or met with students separately through Zoom.

METHOD

For the first half of the school year, UPCMS evaluated student achievement in ELA through the Star Assessment, an interim assessment that assesses student mastery of New York State standards. Scoring is norm-referenced, allowing for a comparison of student performance with that of other students across the US. UPCMS administered the Star Assessment for Reading once in December 2020. However, the school leadership made the decision to switch to NWEA MAP mid-year in order to get a higher degree of validity and to utilize an internal assessment that is more commonly used by charter schools and more closely aligned to SUNY/CSI data requirements. The school will continue to use NWEA as our internal ELA assessment moving forward.

UPCMS also assessed student achievement in ELA through summative assessments, which are aligned to the New York State standards. The assessments administered at the conclusion of each unit taught over the year, and evaluated against a target of 75% of students passing. Students were asked to solve a challenging and messy problem using skills and knowledge developed over the course of the unit. Some of these assessments also asked students to respond to an argument with evidence either in support of or against a position. In ELA, the novel study units used Reading Reconsidered Teach Like a Champion Middle School English Curriculum.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: STAR and NWEA MAP

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

UPCMS students fell short of the target on the Star Assessment in ELA administered in December 2020. The mean grade equivalent (GE) for 5th grade students was 4.4, which is .6 GE lower than the target of 5.0 GE. The mean grade equivalent (GE) for 6th grade students was 5.04, which is 0.96 lower than the target of 6.0 GE. The mean grade equivalent (GE) for 7th grade students was 5.15, which is -1.85 points lower than the target of 7.0 GE.

Performance on the Star Exam
in ELA By Grade in October 2019

	Mean GE	Target GE	Difference to Grade Level GE
5 th grade	4.4	5.0	-.6
6 th grade	5.04	6.0	-0.96
7 th Grade	5.15	7.0	-1.85

NWEA

As UPCMS administered the MAP ELA only once in April, the median growth percentile cannot be measured.

2020-21 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	N/A	N/A	N/A
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	N/A	N/A	N/A
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	<input checked="" type="checkbox"/>	N/A	N/A	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	N/A	N/A	N/A
---	-------------	-----	-----	-----	-----

The table below shows the end of year performance on the MAP ELA assessment for all students as well as those students who attended the school for two consecutive years. As all 5th Graders were new to the school this year, no comparisons can be drawn. However, the performance of 6th Grade students in their second year of enrollment was 2.2 percentage points higher than all students. For 7th Grade, the performance of students in their second year of enrollment was 1.2 percentage points higher than all students.

End of Year Performance on 2020-21 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹	Number Tested	Percent Proficient	Number Tested
3				
4				
5	13%	54	N/A	N/A
6	17.8%	118	20%	45
7	8.2%	110	9.4%	85
8				
All	13.1%	282	13.1%	130

As UPCMS administered the MAP ELA only once in April, End of Year Growth cannot be measured.

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5	N/A	N/A
6	N/A	N/A
7	N/A	N/A

¹ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

8		
All	N/A	N/A

ADDITIONAL CONTEXT AND EVIDENCE

Multi-year comparisons cannot be made as UPCMS transitioned from STAR to NWEA MAP during the 2020-21 school year. In addition, UPCMS is only in its second year of operation.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

As evidenced from UPCMS’s end of year performance on the NWEA MAP ELA assessments, UPCMS did not meet the Absolute Measure of 75% of students enrolled in at least their second year performing at or above the equivalent of grade level standards. We are unable to measure whether we met the Growth Measure or Gap Closing Measure due to our transition from the STAR assessments to NWEA MAP.

ACTION PLAN

In the 2021-22 school year, UPCMS will be making strategic curricular changes in ELA and History to address learning loss experienced by our students due to the pandemic. We will continue to prioritize uniform literacy (writing and reading) practices across all classes—specifically Everybody Writes, Show Call, Sentence Stems, shared reading, guided reading, and reading for homework as pre-work for the next day’s classwork. We will be adding a 4 year US History sequence that will enable our students to take the US History Regents at the end of the 8th Grade.

Additionally, UPCMS will continue to enhance and extend independent practice in the coming school year and use Accelerated Reader to ensure that students get credit for the books they read. The school will help build students’ home libraries with rich, engaging books that their parents can read alongside, with, or to them, and that siblings can read and benefit from, as well. In addition to further expanding and curating classroom libraries, UPCMS will continue to provide students with access to a considerably greater array of books through OverDrive, an ebook and audiobook reading application.

UPCMS is also working to achieve higher growth with students who are behind grade level in reading. Zero Period, our period dedicating to helping lagging readers make more progress to get on grade level, will be part of a set regular schedule in the 2021-22 year, and will include regular checks for student growth. All students who are 1.25 years behind will be required to attend. Teachers and leaders at the school have been working during the summer of 2021 to design a new Zero Period curriculum that focuses on close reading and shared reading. The new curriculum will also incorporate a series of assessments that will allow the school to track growth in reading level proficiency over the course of the school year. This data will be shared with both students and parents throughout the year.

Professional Development for content and learning specialist teachers will continue to be a priority in 2021-22. UPCMS will focus on ensuring that teachers work together to improve the alignment and coordination of their curricula, especially as we grow to include 8th Grade. UPCMS has established a set schedule for collaboration in for both content and grade-level teacher teams, as well as and through inter-visitations.

Lastly UPCMS will have an increased focus on the intentional, regular collection of quantifiable data in the coming school year through the use of NWEA MAP assessments and curriculum unit assessments. Outcomes will be tracked and reported to students and families throughout the school year. Independent reading progress will be tracked by pages and words read, and compared against targets based on reading level. The 2022 New York State ELA examination results will also provide a critical look into student growth since the last time we administered the tests for our students was in 2019.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

BACKGROUND

The foundation of all curricular activities at the school is the Core Knowledge sequence, which is fully aligned to the New York State Standards. The Core Knowledge sequence outlines content and skills that every child should learn. The Core Knowledge curriculum is taught to students, grade by grade, year by year, in a coherent, age appropriate sequence. In this way, ideas and concepts—organized in “domains,” or areas of study that have a related set of language and vocabulary—can be logically shared between classes and among grades. Teachers at UPCMS supplement the ideas and concepts taught in the Core Knowledge sequence with their own lessons and backwards-designed units and project-based performance tasks. UPCMS has also chosen to use the math curriculum Eureka’s Great Minds program.

The Mathematics program at UP Middle has two strands: one that focuses on mastering foundational procedures, and another that focuses on algebraic problem solving and mathematical reasoning. First, to build the vital foundation necessary for success in high school and college, we dedicate much of our math instruction to solidifying procedural knowledge. We emphasize the development of strong number sense, excellent mental-math skills and a deep understanding of place value. Students engage in daily timed procedural drills that allow students to gain fluency in operation sense and computational skills.

Second, our mathematics curriculum relies on the belief that every student should be exposed to algebraic mathematical thinking skills starting in the fifth grade. Starting in the early years, students will exercise in algebraic reasoning skills and practice algebraic notation. Throughout middle school, students are provided with increasingly more frequent opportunities to solve complex problems and to independently draw conclusions. With this technique, all students will have learned the core algebra strand defined by the National Council of Teachers of Mathematics by the end of eighth grade. Additionally, students that excel in mathematics during sixth and seventh grades will have the opportunity to enroll in a regent's level algebra course for their eighth grade year

Teachers understand how to effectively implement and teach the school's curriculum by participating preservice professional development focused on the Core Knowledge Curriculum. After learning about the content of the Core Knowledge sequence, each department creates a preliminary map of ten sequential units per grade for each subject area. Over the school year, teachers flesh out the maps generated in UP University by creating detailed instructional, domain-based unit plans that include individual lesson plans. Regularly scheduled planning time across grade levels and within departments supports the successful development and renewal of the maps that are initially written at the start of the year. Professional learning communities also work to revivify aspects of curriculum design and student assessment as the school year progresses and we learn more about the strengths and weaknesses of our students.

Student achievement data in the classroom are the foundation of collective decisions surrounding curricular choices and direction, instructional goals, and intervention and support programs for struggling students. Throughout, the goal of data gathering and sharing is to support best practices in the classroom and the development in all units of common school-wide formative assessments, or checks for understanding. UPCMS tracks student performance on diagnostic assessments, formative assessments, summative assessments, high-stakes tests, final grades, and D and F (interim and final) grades.

All same-course teachers at UP Middle meet at least two times a week to help design short, regular, and common formative assessments that are used throughout a given unit to guide and improve instruction and student success. Teachers input results from these common assessments in a GoogleDrive spreadsheet to compare outcomes, discuss trends, develop action plans for targeted student interventions, and identify pockets of missed comprehension. Students who regularly struggle on many skills on the common formative assessments are identified during the grade team meetings, where the purpose is to address student need and make recommendations for further comprehensive academic intervention and support. Students who are identified as struggling in a number of classes are recommended to the administration for further supports.

For Math instruction, teachers continued to conduct live instruction via Zoom and used video-casting software for direct and shared instruction with iPads. Students also used Khan Academy lessons for practice and review. Learning specialists and our ENL teacher team-taught or met with students separately through Zoom.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

In past years, UPCMS evaluated student achievement in mathematics through the Star Assessment, an interim assessment that assesses student mastery of New York State standards. Scoring is norm-referenced, allowing for a comparison of student performance with that of other students across the US. However, the STAR assessments were not administered in the 2020-21 school year as originally planned. The school leadership made the decision to switch to NWEA MAP mid-year in order to get a higher degree of validity and to utilize an internal assessment that is more commonly used by charter schools and more closely aligned to SUNY/CSI data requirements. The school will continue to use NWEA as our internal Math assessment moving forward.

UPCMS also assessed student achievement in mathematics through summative assessments, which were administered at the conclusion of each unit taught over the year. The assessments are aligned to the New York State standards. Students were asked to solve a challenging and messy problem using skills and knowledge developed over the course of the unit. Some of these assessments also asked students to respond to an argument with evidence either in support of or against a position. In mathematics, the units used Eureka-Great Minds (Engage NY) math curriculum.

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

RESULTS AND EVALUATION

NWEA

As UPCMS administered the MAP Math assessment only once in June, the median growth percentile cannot be measured.

2020-21 NWEA MAP Math Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	N/A	N/A	N/A
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	N/A	N/A	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	[X]	N/A	N/A	N/A
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	N/A	N/A	N/A

The table below shows the end of year performance on the MAP Math assessment for all students as well as those students who attended the school for two consecutive years. As all 5th Graders were new to the school this year, no comparisons can be drawn. However, the performance of 6th Grade students in their second year of enrollment was 1.2 percentage points lower than all students. For 7th Grade, the performance of students in their second year of enrollment was 1.7 percentage points lower than all students.

End of Year Performance on 2020-21 NWEA MAP Math Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ²	Number Tested	Percent Proficient	Number Tested
3				
4				
5	0%	48	N/A	N/A
6	8.2%	110	7%	43
7	15.6%	96	13.7%	73
8				
All	9.4%	254	11.2%	116

As UPCMS administered the MAP Math assessment only once in June, End of Year Growth cannot be measured.

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By All Students

² Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Median Growth Percentile	Number Tested
3		
4		
5	N/A	N/A
6	N/A	N/A
7	N/A	N/A
8		
All	N/A	N/A

ADDITIONAL CONTEXT AND EVIDENCE

Multi-year comparisons cannot be made as UPCMS transitioned from STAR to NWEA MAP during the 2020-21 school year. In addition, UPCMS is only in its second year of operation.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

As evidenced from UPCMS's end of year performance on the NWEA MAP Math assessments, UPCMS did not meet the Absolute Measure of 75% of students enrolled in at least their second year performing at or above the equivalent of grade level standards. We are unable to measure whether we met the Growth Measure or Gap Closing Measure due to our transition from the STAR assessments to NWEA MAP.

ACTION PLAN

In the 2021-22 school year, UPCMS will be making strategic curricular changes in Math to address learning loss experienced by our students due to the pandemic and to ensure coherent and coordinated practice across grades.

UPCMS is also working to achieve higher growth with students who are behind grade level in Math by expanding Zero Period, our period dedicated to helping struggling learners make more progress. In 2021-22, Zero Period will be part of a set regular schedule, and will include regular checks for student growth. All students who are 1.25 years behind will be required to attend. In the forthcoming year, the school will also add a two-hour Saturday morning academy that will be done virtually. This will provide support to students to all subject areas. In January of 2022, these sessions will become in person and they will support preparation for the state exams in the spring of 2022. The school also intends to begin a tutoring program, GatorCorps, that makes use of UPCHS current students and alumni who are at college. This program will offer individual and small-group tutoring and academic support to students in all subject areas in the evenings during the week and on Friday afternoons when students have early dismissal.

In the upcoming school year, UPCMS will continue to focus on ensuring that teachers work together to improve the alignment and coordination of their curricula. UPCMS has established a set schedule

for collaboration in for both content and grade-level teacher teams, as well as and through inter-visitations.

Lastly UPCMS will have an increased focus on the intentional, regular collection of quantifiable data in the coming school year through the use of NWEA MAP assessments and curriculum unit assessments. Outcomes will be tracked and reported to students and families throughout the school year. The 2022 New York State mathematics examination results will also provide a critical look into student growth since the last time we administered the tests for our students was in 2019.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

The foundation of all curricular activities at the school is the Core Knowledge sequence, which is fully aligned to the New York State Standards. The Core Knowledge sequence outlines content and skills that every child should learn. The Core Knowledge curriculum is taught to students, grade by grade, year by year, in a coherent, age appropriate sequence. In this way, ideas and concepts—organized in “domains,” or areas of study that have a related set of language and vocabulary—can be logically shared between classes and among grades. Teachers at UPCMS supplement the ideas and concepts taught in the Core Knowledge sequence with their own lessons and backwards-designed units and project-based performance tasks. UPCMS has also chosen to use the science curriculum Amplify Science.

Effective instruction in science requires, first and foremost, hands-on experience and observation from a student’s very first day in school, and this is reflected in the practices in science education at UP Middle. Students apply the scientific method of inquiry to critically assess ideas presented by others and to gain insights into natural phenomena. Students ask questions to think critically about the world and bring a healthy skepticism to differing perspectives derived from extensive content knowledge. They conduct research, fully prepared to seek appropriate sources and comprehend grade level informational texts to supplement what they already know during inquiry work. After conducting research, they construct testable hypotheses. They experiment, carrying out both proper scientific investigation and collect both quantitative and qualitative data. They analyze results by assessing data and observations, drawing conclusions from results. They evaluate and defend their positions using evidence. Students at UP Middle can communicate the results of their inquiry when both writing and speaking.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

For Science instruction in 2020-21, teachers continued to conduct live instruction via Zoom and used the digital resources from Amplify to conduct virtual experiments. Students used completed work in investigation notebooks at home while completing and submitting work on Google Classroom, including performance tasks for new units. Learning specialists and our ENL teacher team-taught or met with students separately through Zoom.

METHOD

UPCMS assessed student achievement in science through unit assessments, which were administered at the conclusion of each unit taught over the year. The assessments are aligned to the New Generation Science Standards. Students were asked to solve a challenging and messy problem using skills and knowledge developed over the course of the unit. Some of these assessments also asked students to respond to an argument with evidence either in support of or against a position.

We plan to use MWEA MAP for Science assessments beginning in the 2021-22 school year.

RESULTS AND EVALUATION

No formal summative assessments were administered for Science in the 2020-21 school year, so we are unable to measure year-end performance results against our accountability goal. We know from our unit assessments, however, that continual progress and growth was made during the school year.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

No formal summative assessments were administered for Science in the 2020-21 school year, so we are unable to measure year-end performance results against our accountability goal.

ACTION PLAN

In 2021-22, UPCMS will continue using the Amplify Science middle school curriculum, as it has demonstrated success.

UPCMS will also continue to focus on ensuring that teachers work together to improve the alignment and coordination of their curricula. UPCMS is establishing a set schedule for collaboration in for both content and grade-level teacher teams, as well as and through inter-visitations. UPCMS is also working to onboard new teachers to become part of UPCMS's shared culture and develop ownership of building a strong school culture.

Lastly UPCMS will have an increased focus on the intentional, regular collection of quantifiable data in the coming school year, through the use of NWEA MAP Science assessments and unit assessments. UPCMS has redesigned its curricula to include a pre- and post-assessment for at least

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

five units in each content area, and outcomes will be tracked and reported to students and families throughout the school year.

GOAL 4: 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

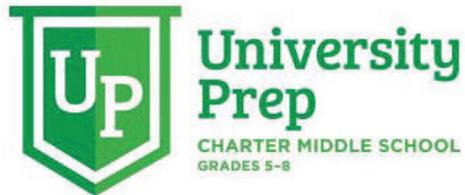
UPCMS is in Good Standing

ADDITIONAL EVIDENCE

2019-20 was UPCMS' inaugural year. We have been in Good Standing for our first two years of operation.

Accountability Status by Year

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



**UNIVERSITY PREP CHARTER
MIDDLE SCHOOL**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Andrea d'Amato, Executive Director

470 Jackson Ave, 3rd Floor
Bronx, NY 10455

(917) 985-8300

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	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. David Patterson has served as the Principal since August 28, 2018.

SCHOOL OVERVIEW

The University Prep Charter Middle School has as its mission to prepare students for success in high school, college, leadership and life. Ensuring growth in all three areas is our professional commitment and privilege. UPCMS (or “the School”) achieves this mission by creating small, college-preparatory learning communities where all stakeholders (administrators, teachers, parents, students and community) actively engage in the education process. We create a student-centered environment that unifies the efforts of family, community and school to foster life-long learning, cross-cultural competency, social responsibility and academic excellence. The underlying belief at UPCMS is that all students can go to college and that their preparation is our professional responsibility and moral obligation.

University Prep Charter Middle School opened in Fall 2019 serving grades 5 and 6 and will grow by one grade each year to become a full Grade 5-8 middle school. University Prep Public Schools opened UPCMS to offer an earlier start to college and career preparation. University Prep Public Schools also operates University Prep Charter High School, which was nationally recognized as a 2016 National Blue Ribbon School in the category of Exemplary High-Performing Schools.

Our Approach

We believe that with appropriate academic supports, students of all abilities learn more in classes with highly challenging content than in those with low academic rigor. The administration and staff of University Prep Public Schools is forward focused, making sure that we are working to achieve long-term longitudinal academic goals for our students. Regardless of the age group, teachers and administrators are striving to ensure that all students have the preparation necessary to excel at the next level.

UPCMS students enroll in a scope and sequence of courses aligned to the New York State and Common Core Learning Standards. We employ a team of highly qualified individuals to help identify and service the social and emotional needs of our diverse student body which fosters our school's culture of support and creates a strong sense of community.

Key Design Elements

The key design elements of University Prep Public Schools are:

A Shared Commitment to Academic Excellence – The UPCMS community of stakeholders shares a commitment to academic excellence. We design and decide together. At UPCMS, 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 UPCMS 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.

The core of University Prep Middle School’s (UP Middle) academic work is threefold: to prepare students to discuss big ideas; to defend their own and others’ opinions; and to find joy in reading and thinking. UP Middle is a knowledge-led school—the goal of the school is to teach a broad, in-depth set of cultural and historical knowledge that is challenging and vital and that students can successfully commit to long-term memory through instruction and assessment. To achieve this, our teachers will work closely in teams—across grades and within departments— to create, practice, teach, and analyze lessons with shared ideas and concepts across courses, based on an idea that is simple but powerful—that knowledge builds on knowledge.

The most important aspect of UP Middle’s design is that it is purposeful in employing a curriculum that is specific, sequenced, and aligned. The curriculum presents a sequence of study that is organized and distinguished in both breadth and depth—what students learn is coherent, cumulative, and content-specific. The foundation of all curricular activities at the school is the Core Knowledge sequence, a K-8 course of study developed and refined by the Core Knowledge Foundation at the University of Virginia and in use by some of the highest performing middle schools in New York City today.

The Core Knowledge sequence outlines content and skills that every child should learn in English, history, geography, mathematics, science, music, and the visual arts. It seeks to identify the content and skills that comprise the foundational knowledge that all students need in order to know a lot about the world, to think and read critically, and to solve problems by learning from the past and using knowledge wisely.

These three broad definitions of what it means for a student to be successful are predicated on the mastery of six core skills or abilities that encompass reading, writing, listening, speaking, and numeracy:

1. Students read grade-level fiction and non-fiction, across content subject areas, selected by both teachers and themselves, every day, for a sustained period of time;
2. Students read fiction and informational texts, across content subject areas, that reflect grade-level complexity and the Common Core State reading standards 1-10;

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

3. Students demonstrate, through writing and speaking, a high level of comprehension when reading or listening, across content subject areas—understanding context and background knowledge, locating evidence to support answers, and tightly and accurately summarizing material they have read or listened to;
4. Students argue—analyze, evaluate, support, and defend—their positions with evidence when writing and speaking about appropriately complex issues and topics in their classes, across content subject areas;
5. Students learn the core algebra strand defined by the National Council of Teachers of Mathematics;
6. Students write expository essays and creative prose that reflect an understanding and mastery of appropriate sentence structure, grammar, usage, and spelling, across content subject areas.

We have also developed several other high impact approaches for students. Faculty hold weekly office hours with students. At UPCMS, 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 UPCMS 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 reinforce our core values by considering and respecting the true diversity (visible and invisible, spoken and unspoken) at UPCMS. 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 UPCMS 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, UPCMS Pillars (Boys Club), Music Club and the Dance and Movement Club. Extensive athletics offerings include basketball and soccer (boys and girls), baseball (boys), softball (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 UPCMS community.

Family and Community Involvement – At UPCMS, our model of family and community involvement will incorporate 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-teacher 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.

School Demographics

In the 2020-21 school year, UPCMS enrolled 300 students in grades 5-7. Of the total student body enrolled on BEDS Day, 50.7% were Hispanic, 49% Black, and 0.3% Asian. Almost 94% of students were living in poverty, 19.7% had a disability, and 6.7% were English Language Learners.

Modalities of Instruction during the 2020-21

Instruction at UPCMS was 100% remote for all of the 2020-21 school year. Remote instruction was provided on a regular schedule, with all classes meeting three times a week using a combination of live and asynchronous instruction. Independent reading was required three days a week. For all students who needed additional support, we offered afternoon small-group tutoring sessions lasting for one hour 4 days per week. Students with IEPs met with learning specialists twice per week, and received checklists of work to complete each day.

Students continued to complete homework using the existing homework schedule. Students submitted work on Google Classroom, and teachers returned comments to students on their work. Teachers marked two assignments each week and provided feedback on work at least once a week. 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, UPCMS 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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 offer multiple clubs and social activities and strongly encouraged students to participate.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

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														
2017-18														
2018-19														
2019-20						59	96							155
2020-21						62	126	110						298

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the school will become proficient in reading and reading of the English Language.

BACKGROUND

The foundation of all curricular activities at the school is the Core Knowledge sequence, which is fully aligned to the New York State Standards. The Core Knowledge sequence outlines content and skills that every child should learn. The Core Knowledge curriculum is taught to students, grade by grade, year by year, in a coherent, age appropriate sequence. In this way, ideas and concepts—organized in “domains,” or areas of study that have a related set of language and vocabulary—can be logically shared between classes and among grades. Teachers at UPCMS supplement the ideas and concepts taught in the Core Knowledge sequence with their own lessons and backwards-designed units and project-based performance tasks. UPCMS has also chosen to use the ELA curriculum Reading Reconsidered.

To further support student learning in ELA, UPCMS offers “Reading and Speaking” and “Writing and Language” courses. During Reading and Speaking, students read approximately fifteen to twenty whole grade-level fiction, non-fiction, and dramatic texts; a number of short stories and poems; and many newspaper and magazine articles, all of which are read aloud in the classroom or read partially aloud and silently by students. These read-alouds continue in the school through all grades, based on research that shows students’ comprehension through listening outpaces their comprehension through reading until at least the ninth grade. This reading is close reading, requiring students to annotate and underline passages, read and reread carefully passages for meaning, and summarize passages.

These practices are done to help students understand meaning in texts, and to provide practice in arguing and solving problems based on the material. Students engage in debate during class about essential questions raised by the books they read, and use evidence from texts to support their positions. Students participate in at least three discussions per week about their reading in Reading and Talking.

In Writing and Language, students are expected to write at least three times a week, and to complete one major writing assignment per unit, or approximately two per marking period. These writing assignments include whole-school common page lengths and use a common scoring guide. Major work is written in at least two drafts, and all teachers provide multiple high-quality exemplar papers to provide models for students both before and during the writing process. Finally, students are expected to make presentations based on their written work at least once a marking period. These presentations are opportunities for peers to take notes, open up points of agreement or disagreement about the argument presented, and respond in the spirit of informed debate.

Writing and Language focuses on the development of writing at the level of the sentence, a need shared by many incoming middle schoolers. Grammar includes word study based on word roots, explicit vocabulary development, and the process of learning to develop ever more complex, grammatically sound sentences using the technique of sentence diagramming. Students practice taking apart sentences in texts they are currently reading, and writing new sentences based on similar ideas and content.

Teachers understand how to effectively implement and teach the school’s curriculum by participating preservice professional development focused on the Core Knowledge Curriculum. After learning about the content of the Core Knowledge sequence, each department creates a preliminary map of ten sequential units per grade for each subject area. Over the school year, teachers flesh out the maps generated in UP University by creating detailed instructional, domain-based unit plans that include individual lesson plans. Regularly scheduled planning time across grade levels and within departments supports the successful development and renewal of the maps that are initially written at the start of the year. Professional learning communities also work to revivify aspects of curriculum design and student assessment as the school year progresses and we learn more about the strengths and weaknesses of our students.

Student achievement data in the classroom are the foundation of collective decisions surrounding curricular choices and direction, instructional goals, and intervention and support programs for struggling students. Throughout, the goal of data gathering and sharing is to support best practices

in the classroom and the development in all units of common school-wide formative assessments, or checks for understanding. UPCMS tracks student performance on diagnostic assessments, formative assessments, summative assessments, high-stakes tests, final grades, and D and F (interim and final) grades.

All same-course teachers at UP Middle meet at least two times a week to help design short, regular, and common formative assessments that are used throughout a given unit to guide and improve instruction and student success. Teachers input and share results to compare outcomes, discuss trends, develop action plans for targeted student interventions, and identify pockets of missed comprehension. Students who regularly struggle on many skills on the common formative assessments are identified during the grade team meetings, where the purpose is to address student need and make recommendations for further comprehensive academic intervention and support. Students who are identified as struggling in a number of classes are recommended to the administration for further supports.

For ELA instruction, teachers continued to conduct live instruction via Zoom, as well as read-louds and shared reading. UPCMS continued to use the Reading Reconsidered middle school curriculum. UPCMS continued to ensure ample independent reading time, and students were quizzed on their independent reading. Learning specialists and our ENL teacher team-taught or met with students separately through Zoom.

METHOD

For the first half of the school year, UPCMS evaluated student achievement in ELA through the Star Assessment, an interim assessment that assesses student mastery of New York State standards. Scoring is norm-referenced, allowing for a comparison of student performance with that of other students across the US. UPCMS administered the Star Assessment for Reading once in December 2020. However, the school leadership made the decision to switch to NWEA MAP mid-year in order to get a higher degree of validity and to utilize an internal assessment that is more commonly used by charter schools and more closely aligned to SUNY/CSI data requirements. The school will continue to use NWEA as our internal ELA assessment moving forward.

UPCMS also assessed student achievement in ELA through summative assessments, which are aligned to the New York State standards. The assessments administered at the conclusion of each unit taught over the year, and evaluated against a target of 75% of students passing. Students were asked to solve a challenging and messy problem using skills and knowledge developed over the course of the unit. Some of these assessments also asked students to respond to an argument with evidence either in support of or against a position. In ELA, the novel study units used Reading Reconsidered Teach Like a Champion Middle School English Curriculum.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: STAR and NWEA MAP

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

UPCMS students fell short of the target on the Star Assessment in ELA administered in December 2020. The mean grade equivalent (GE) for 5th grade students was 4.4, which is .6 GE lower than the target of 5.0 GE. The mean grade equivalent (GE) for 6th grade students was 5.04, which is 0.96 lower than the target of 6.0 GE. The mean grade equivalent (GE) for 7th grade students was 5.15, which is -1.85 points lower than the target of 7.0 GE.

Performance on the Star Exam
in ELA By Grade in October 2019

	Mean GE	Target GE	Difference to Grade Level GE
5 th grade	4.4	5.0	-.6
6 th grade	5.04	6.0	-0.96
7 th Grade	5.15	7.0	-1.85

NWEA

As UPCMS administered the MAP ELA only once in April, the median growth percentile cannot be measured.

2020-21 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	N/A	N/A	N/A
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	N/A	N/A	N/A
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	<input checked="" type="checkbox"/>	N/A	N/A	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	N/A	N/A	N/A
---	-------------	-----	-----	-----	-----

The table below shows the end of year performance on the MAP ELA assessment for all students as well as those students who attended the school for two consecutive years. As all 5th Graders were new to the school this year, no comparisons can be drawn. However, the performance of 6th Grade students in their second year of enrollment was 2.2 percentage points higher than all students. For 7th Grade, the performance of students in their second year of enrollment was 1.2 percentage points higher than all students.

End of Year Performance on 2020-21 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹	Number Tested	Percent Proficient	Number Tested
3				
4				
5	13%	54	N/A	N/A
6	17.8%	118	20%	45
7	8.2%	110	9.4%	85
8				
All	13.1%	282	13.1%	130

As UPCMS administered the MAP ELA only once in April, End of Year Growth cannot be measured.

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5	N/A	N/A
6	N/A	N/A
7	N/A	N/A

¹ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

8		
All	N/A	N/A

ADDITIONAL CONTEXT AND EVIDENCE

Multi-year comparisons cannot be made as UPCMS transitioned from STAR to NWEA MAP during the 2020-21 school year. In addition, UPCMS is only in its second year of operation.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

As evidenced from UPCMS’s end of year performance on the NWEA MAP ELA assessments, UPCMS did not meet the Absolute Measure of 75% of students enrolled in at least their second year performing at or above the equivalent of grade level standards. We are unable to measure whether we met the Growth Measure or Gap Closing Measure due to our transition from the STAR assessments to NWEA MAP.

ACTION PLAN

In the 2021-22 school year, UPCMS will be making strategic curricular changes in ELA and History to address learning loss experienced by our students due to the pandemic. We will continue to prioritize uniform literacy (writing and reading) practices across all classes—specifically Everybody Writes, Show Call, Sentence Stems, shared reading, guided reading, and reading for homework as pre-work for the next day’s classwork. We will be adding a 4 year US History sequence that will enable our students to take the US History Regents at the end of the 8th Grade.

Additionally, UPCMS will continue to enhance and extend independent practice in the coming school year and use Accelerated Reader to ensure that students get credit for the books they read. The school will help build students’ home libraries with rich, engaging books that their parents can read alongside, with, or to them, and that siblings can read and benefit from, as well. In addition to further expanding and curating classroom libraries, UPCMS will continue to provide students with access to a considerably greater array of books through OverDrive, an ebook and audiobook reading application.

UPCMS is also working to achieve higher growth with students who are behind grade level in reading. Zero Period, our period dedicating to helping lagging readers make more progress to get on grade level, will be part of a set regular schedule in the 2021-22 year, and will include regular checks for student growth. All students who are 1.25 years behind will be required to attend. Teachers and leaders at the school have been working during the summer of 2021 to design a new Zero Period curriculum that focuses on close reading and shared reading. The new curriculum will also incorporate a series of assessments that will allow the school to track growth in reading level proficiency over the course of the school year. This data will be shared with both students and parents throughout the year.

Professional Development for content and learning specialist teachers will continue to be a priority in 2021-22. UPCMS will focus on ensuring that teachers work together to improve the alignment and coordination of their curricula, especially as we grow to include 8th Grade. UPCMS has established a set schedule for collaboration in for both content and grade-level teacher teams, as well as and through inter-visitations.

Lastly UPCMS will have an increased focus on the intentional, regular collection of quantifiable data in the coming school year through the use of NWEA MAP assessments and curriculum unit assessments. Outcomes will be tracked and reported to students and families throughout the school year. Independent reading progress will be tracked by pages and words read, and compared against targets based on reading level. The 2022 New York State ELA examination results will also provide a critical look into student growth since the last time we administered the tests for our students was in 2019.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

BACKGROUND

The foundation of all curricular activities at the school is the Core Knowledge sequence, which is fully aligned to the New York State Standards. The Core Knowledge sequence outlines content and skills that every child should learn. The Core Knowledge curriculum is taught to students, grade by grade, year by year, in a coherent, age appropriate sequence. In this way, ideas and concepts—organized in “domains,” or areas of study that have a related set of language and vocabulary—can be logically shared between classes and among grades. Teachers at UPCMS supplement the ideas and concepts taught in the Core Knowledge sequence with their own lessons and backwards-designed units and project-based performance tasks. UPCMS has also chosen to use the math curriculum Eureka’s Great Minds program.

The Mathematics program at UP Middle has two strands: one that focuses on mastering foundational procedures, and another that focuses on algebraic problem solving and mathematical reasoning. First, to build the vital foundation necessary for success in high school and college, we dedicate much of our math instruction to solidifying procedural knowledge. We emphasize the development of strong number sense, excellent mental-math skills and a deep understanding of place value. Students engage in daily timed procedural drills that allow students to gain fluency in operation sense and computational skills.

Second, our mathematics curriculum relies on the belief that every student should be exposed to algebraic mathematical thinking skills starting in the fifth grade. Starting in the early years, students will exercise in algebraic reasoning skills and practice algebraic notation. Throughout middle school, students are provided with increasingly more frequent opportunities to solve complex problems and to independently draw conclusions. With this technique, all students will have learned the core algebra strand defined by the National Council of Teachers of Mathematics by the end of eighth grade. Additionally, students that excel in mathematics during sixth and seventh grades will have the opportunity to enroll in a regent's level algebra course for their eighth grade year

Teachers understand how to effectively implement and teach the school's curriculum by participating preservice professional development focused on the Core Knowledge Curriculum. After learning about the content of the Core Knowledge sequence, each department creates a preliminary map of ten sequential units per grade for each subject area. Over the school year, teachers flesh out the maps generated in UP University by creating detailed instructional, domain-based unit plans that include individual lesson plans. Regularly scheduled planning time across grade levels and within departments supports the successful development and renewal of the maps that are initially written at the start of the year. Professional learning communities also work to revivify aspects of curriculum design and student assessment as the school year progresses and we learn more about the strengths and weaknesses of our students.

Student achievement data in the classroom are the foundation of collective decisions surrounding curricular choices and direction, instructional goals, and intervention and support programs for struggling students. Throughout, the goal of data gathering and sharing is to support best practices in the classroom and the development in all units of common school-wide formative assessments, or checks for understanding. UPCMS tracks student performance on diagnostic assessments, formative assessments, summative assessments, high-stakes tests, final grades, and D and F (interim and final) grades.

All same-course teachers at UP Middle meet at least two times a week to help design short, regular, and common formative assessments that are used throughout a given unit to guide and improve instruction and student success. Teachers input results from these common assessments in a GoogleDrive spreadsheet to compare outcomes, discuss trends, develop action plans for targeted student interventions, and identify pockets of missed comprehension. Students who regularly struggle on many skills on the common formative assessments are identified during the grade team meetings, where the purpose is to address student need and make recommendations for further comprehensive academic intervention and support. Students who are identified as struggling in a number of classes are recommended to the administration for further supports.

For Math instruction, teachers continued to conduct live instruction via Zoom and used video-casting software for direct and shared instruction with iPads. Students also used Khan Academy lessons for practice and review. Learning specialists and our ENL teacher team-taught or met with students separately through Zoom.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

In past years, UPCMS evaluated student achievement in mathematics through the Star Assessment, an interim assessment that assesses student mastery of New York State standards. Scoring is norm-referenced, allowing for a comparison of student performance with that of other students across the US. However, the STAR assessments were not administered in the 2020-21 school year as originally planned. The school leadership made the decision to switch to NWEA MAP mid-year in order to get a higher degree of validity and to utilize an internal assessment that is more commonly used by charter schools and more closely aligned to SUNY/CSI data requirements. The school will continue to use NWEA as our internal Math assessment moving forward.

UPCMS also assessed student achievement in mathematics through summative assessments, which were administered at the conclusion of each unit taught over the year. The assessments are aligned to the New York State standards. Students were asked to solve a challenging and messy problem using skills and knowledge developed over the course of the unit. Some of these assessments also asked students to respond to an argument with evidence either in support of or against a position. In mathematics, the units used Eureka-Great Minds (Engage NY) math curriculum.

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

RESULTS AND EVALUATION

NWEA

As UPCMS administered the MAP Math assessment only once in June, the median growth percentile cannot be measured.

2020-21 NWEA MAP Math Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	N/A	N/A	N/A
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	N/A	N/A	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	[X]	N/A	N/A	N/A
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	N/A	N/A	N/A

The table below shows the end of year performance on the MAP Math assessment for all students as well as those students who attended the school for two consecutive years. As all 5th Graders were new to the school this year, no comparisons can be drawn. However, the performance of 6th Grade students in their second year of enrollment was 1.2 percentage points lower than all students. For 7th Grade, the performance of students in their second year of enrollment was 1.7 percentage points lower than all students.

End of Year Performance on 2020-21 NWEA MAP Math Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ²	Number Tested	Percent Proficient	Number Tested
3				
4				
5	0%	48	N/A	N/A
6	8.2%	110	7%	43
7	15.6%	96	13.7%	73
8				
All	9.4%	254	11.2%	116

As UPCMS administered the MAP Math assessment only once in June, End of Year Growth cannot be measured.

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By All Students

² Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Median Growth Percentile	Number Tested
3		
4		
5	N/A	N/A
6	N/A	N/A
7	N/A	N/A
8		
All	N/A	N/A

ADDITIONAL CONTEXT AND EVIDENCE

Multi-year comparisons cannot be made as UPCMS transitioned from STAR to NWEA MAP during the 2020-21 school year. In addition, UPCMS is only in its second year of operation.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

As evidenced from UPCMS's end of year performance on the NWEA MAP Math assessments, UPCMS did not meet the Absolute Measure of 75% of students enrolled in at least their second year performing at or above the equivalent of grade level standards. We are unable to measure whether we met the Growth Measure or Gap Closing Measure due to our transition from the STAR assessments to NWEA MAP.

ACTION PLAN

In the 2021-22 school year, UPCMS will be making strategic curricular changes in Math to address learning loss experienced by our students due to the pandemic and to ensure coherent and coordinated practice across grades.

UPCMS is also working to achieve higher growth with students who are behind grade level in Math by expanding Zero Period, our period dedicated to helping struggling learners make more progress. In 2021-22, Zero Period will be part of a set regular schedule, and will include regular checks for student growth. All students who are 1.25 years behind will be required to attend. In the forthcoming year, the school will also add a two-hour Saturday morning academy that will be done virtually. This will provide support to students to all subject areas. In January of 2022, these sessions will become in person and they will support preparation for the state exams in the spring of 2022. The school also intends to begin a tutoring program, GatorCorps, that makes use of UPCHS current students and alumni who are at college. This program will offer individual and small-group tutoring and academic support to students in all subject areas in the evenings during the week and on Friday afternoons when students have early dismissal.

In the upcoming school year, UPCMS will continue to focus on ensuring that teachers work together to improve the alignment and coordination of their curricula. UPCMS has established a set schedule

for collaboration in for both content and grade-level teacher teams, as well as and through inter-visitations.

Lastly UPCMS will have an increased focus on the intentional, regular collection of quantifiable data in the coming school year through the use of NWEA MAP assessments and curriculum unit assessments. Outcomes will be tracked and reported to students and families throughout the school year. The 2022 New York State mathematics examination results will also provide a critical look into student growth since the last time we administered the tests for our students was in 2019.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

The foundation of all curricular activities at the school is the Core Knowledge sequence, which is fully aligned to the New York State Standards. The Core Knowledge sequence outlines content and skills that every child should learn. The Core Knowledge curriculum is taught to students, grade by grade, year by year, in a coherent, age appropriate sequence. In this way, ideas and concepts—organized in “domains,” or areas of study that have a related set of language and vocabulary—can be logically shared between classes and among grades. Teachers at UPCMS supplement the ideas and concepts taught in the Core Knowledge sequence with their own lessons and backwards-designed units and project-based performance tasks. UPCMS has also chosen to use the science curriculum Amplify Science.

Effective instruction in science requires, first and foremost, hands-on experience and observation from a student’s very first day in school, and this is reflected in the practices in science education at UP Middle. Students apply the scientific method of inquiry to critically assess ideas presented by others and to gain insights into natural phenomena. Students ask questions to think critically about the world and bring a healthy skepticism to differing perspectives derived from extensive content knowledge. They conduct research, fully prepared to seek appropriate sources and comprehend grade level informational texts to supplement what they already know during inquiry work. After conducting research, they construct testable hypotheses. They experiment, carrying out both proper scientific investigation and collect both quantitative and qualitative data. They analyze results by assessing data and observations, drawing conclusions from results. They evaluate and defend their positions using evidence. Students at UP Middle can communicate the results of their inquiry when both writing and speaking.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

For Science instruction in 2020-21, teachers continued to conduct live instruction via Zoom and used the digital resources from Amplify to conduct virtual experiments. Students used completed work in investigation notebooks at home while completing and submitting work on Google Classroom, including performance tasks for new units. Learning specialists and our ENL teacher team-taught or met with students separately through Zoom.

METHOD

UPCMS assessed student achievement in science through unit assessments, which were administered at the conclusion of each unit taught over the year. The assessments are aligned to the New Generation Science Standards. Students were asked to solve a challenging and messy problem using skills and knowledge developed over the course of the unit. Some of these assessments also asked students to respond to an argument with evidence either in support of or against a position.

We plan to use MWEA MAP for Science assessments beginning in the 2021-22 school year.

RESULTS AND EVALUATION

No formal summative assessments were administered for Science in the 2020-21 school year, so we are unable to measure year-end performance results against our accountability goal. We know from our unit assessments, however, that continual progress and growth was made during the school year.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

No formal summative assessments were administered for Science in the 2020-21 school year, so we are unable to measure year-end performance results against our accountability goal.

ACTION PLAN

In 2021-22, UPCMS will continue using the Amplify Science middle school curriculum, as it has demonstrated success.

UPCMS will also continue to focus on ensuring that teachers work together to improve the alignment and coordination of their curricula. UPCMS is establishing a set schedule for collaboration in for both content and grade-level teacher teams, as well as and through inter-visitations. UPCMS is also working to onboard new teachers to become part of UPCMS's shared culture and develop ownership of building a strong school culture.

Lastly UPCMS will have an increased focus on the intentional, regular collection of quantifiable data in the coming school year, through the use of NWEA MAP Science assessments and unit assessments. UPCMS has redesigned its curricula to include a pre- and post-assessment for at least

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

five units in each content area, and outcomes will be tracked and reported to students and families throughout the school year.

GOAL 4: 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

UPCMS is in Good Standing

ADDITIONAL EVIDENCE

2019-20 was UPCMS' inaugural year. We have been in Good Standing for our first two years of operation.

Accountability Status by Year

Year	Status
2018-19	N/A
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**

INDEX

	<u>Page</u>
Independent Auditor's Report	1-2
Financial Statements	
Combined Statements of Financial Position	3
Combining Statements of Activities	4-5
Combining Statements of Functional Expenses	6-7
Combined Statements of Cash Flows	8
Notes to Financial Statements	9-15
Supplemental Schedules	
Schedule of Expenditures of Federal Awards	16
Notes to the Schedule of Expenditures of Federal Awards	17
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 <i>Government Auditing Standards</i>	18-19
Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance	20-22
Schedule of Findings and Questioned Costs and Summary of Results	23-24



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

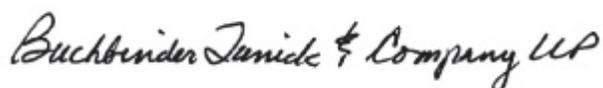
In our opinion, the combined and combining financial statements referred to above present fairly, in all material respects, the financial position of University Prep Public Charter Schools as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance 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>
ASSETS		
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>
LIABILITIES AND NET ASSETS		
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	60,076	186,994	131,236	48,684	67,676	263,303	83,535	346,839
Consulting	-	-	16,509	16,509	-	-	16,509	-	-	16,509
Financial management services	-	-	180,144	180,144	-	-	180,144	-	-	180,144
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	-	-	18,250
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	-	-	42,934	-	-	42,934
Postage	224	39	-	263	990	232	408	5,678	1,059	7,071
Teachers' discretionary	362	64	-	426	-	-	-	224	39	263
Food service	5,720	1,510	715	7,945	1,738	408	2,146	2,100	472	2,572
Repairs and maintenance	2,601	686	326	3,613	3,496	1,297	5,639	9,216	2,807	13,584
Payroll processing	63,020	11,121	-	74,141	1,948	723	471	4,549	1,409	7,977
Student services	65,232	-	1,789	67,021	88,179	2,223	11,701	72,498	13,344	85,842
Depreciation	-	-	-	-	-	-	13,529	-	-	13,529
Miscellaneous	-	-	21,729	21,729	-	-	9,777	163,411	-	173,188
	\$ 5,485,667	\$ 1,388,299	\$ 1,060,733	\$ 7,934,699	\$ 3,023,476	\$ 1,052,137	\$ 984,915	\$ 8,509,143	\$ 2,440,436	\$ 10,949,579
Total expenses										

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	15,170	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	-	-	19,230	-	-	15,230	-	-	-	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
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	67,750	128,065	-	141,712
Miscellaneous	5,682	1,536	1,016	4,249	1,123	1,605	9,931	2,659	2,621	15,211
Total expenses	\$ 4,870,815	\$ 1,261,631	\$ 1,332,491	\$ 2,123,550	\$ 491,094	\$ 1,201,817	\$ 6,994,365	\$ 1,752,725	\$ 2,534,308	\$ 11,281,398

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
TOTAL EXPENDITURES OF FEDERAL AWARDS							2,230,689	2,230,689	(266,316)	1,964,373

* 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.

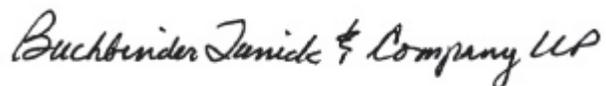
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not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

Identification of Major Programs:

CFDA Number(s)	Name of Federal Program or Cluster
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>
--	------------------

Auditee qualified as low-risk auditee?	__yes	<u>X</u> no
--	-------	-------------

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 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**

INDEX

	<u>Page</u>
Independent Auditor's Report	1-2
Financial Statements	
Combined Statements of Financial Position	3
Combining Statements of Activities	4-5
Combining Statements of Functional Expenses	6-7
Combined Statements of Cash Flows	8
Notes to Financial Statements	9-15
Supplemental Schedules	
Schedule of Expenditures of Federal Awards	16
Notes to the Schedule of Expenditures of Federal Awards	17
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 <i>Government Auditing Standards</i>	18-19
Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance	20-22
Schedule of Findings and Questioned Costs and Summary of Results	23-24



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

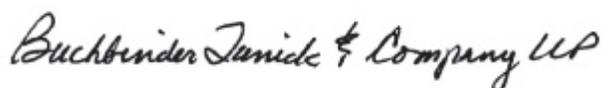
In our opinion, the combined and combining financial statements referred to above present fairly, in all material respects, the financial position of University Prep Public Charter Schools as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance 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>
ASSETS		
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>
LIABILITIES AND NET ASSETS		
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	67,501
Postage	224	39	263	526	-	-	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	-	181,940
Depreciation	-	-	21,729	21,729	-	-	9,777	-	-	31,506
Miscellaneous	-	-	-	-	-	-	-	-	-	-
Total expenses	\$ 5,485,667	\$ 1,388,299	\$ 1,060,733	\$ 7,934,699	\$ 3,023,476	\$ 1,052,137	\$ 984,915	\$ 8,509,143	\$ 2,440,436	\$ 12,952,227

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	2,063	30,500
Teacher recruitment	24,883	6,719	4,446	21,422	5,663	8,090	46,285	12,362	12,536	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	-	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	67,750	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
Total expenses	\$ 4,870,815	\$ 1,261,631	\$ 1,332,491	\$ 2,123,550	\$ 491,094	\$ 1,201,817	\$ 6,994,365	\$ 1,752,725	\$ 2,534,308	\$ 11,281,398

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:

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

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:

	<u>2021</u>	<u>2020</u>
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	<u>-</u>	<u>58,947</u>
Total net assets with donor restrictions	<u>\$ 75,016</u>	<u>\$ 58,947</u>

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
TOTAL EXPENDITURES OF FEDERAL AWARDS							2,230,689	2,230,689	(266,316)	1,964,373

* 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.

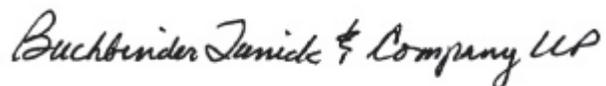
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not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

Identification of Major Programs:

CFDA Number(s)	Name of Federal Program or Cluster
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>
--	------------------

Auditee qualified as low-risk auditee?	__yes	<u>X</u> no
--	-------	-------------

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.

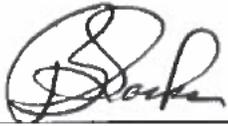
21) We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us.

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 (48 CFR part 201, subpart E) [and OMB Circular A-122, *Cost Principles for Nonprofit Organizations*, and Subpart C, Section 201.15, *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



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS

1- GRAY tab contains the Instructions

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

2- BLUE tabs require input of information

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

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE 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 Middle School

SCHOOL	University Prep Charter Middle School
---------------	---------------------------------------

CONTACT INFORMATION	
Contact Name:	Ms. Andrea d'Amato
Contact Title:	Executive Director
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD	
Current Academic Year:	2021-22
Prior Academic Year:	2020-21

**UNIVERSITY PREP CHARTER MIDDLE SCHOOL
2021-22**

ENROLLMENT BY GRADES

1	2	3	4	5	6	7	8	9	10	11	12
				51	117	121	111				

1	2	3	4	5	6	7	8
400	0	0	0	400	0	400	0
1	0	1	0	1	0	1	0
Original	Revised	Original	Revised	Original	Revised	Original	Revised

K

INITIAL BUDGETED ENROLLMENT	
TOTAL ENROLLMENT = 400	

ENROLLMENT BY DISTRICT

ANNUAL BUDGET							
TOTAL DISTRICTS/ENROLLMENT BY QUARTER							
QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
400	0	400	0	400	0	400	0
1	0	1	0	1	0	1	0
Original	Revised	Original	Revised	Original	Revised	Original	Revised

ANNUAL BUDGET							
ENROLLMENT BY QUARTER							
QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
400	0	400	0	400	0	400	0

PRIOR YEAR	
ACTUAL	
1	
290,925	

NUMBER OF SCHOOL DISTRICTS ENROLLED:	
NUMBER OF STUDENTS ENROLLED:	

***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.

ACTUAL QUARTERLY							
TOTAL DISTRICTS/ENROLLMENT							
QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0

ACTUAL ENROLLMENT BY QUARTER							
QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual

PRIOR YEAR	
2020-21	
Actual	
Enrollment	
290,925	

DISTRICT NAME(S)	
1 PRIMARY District	NYC CHANCELLOR'S OFFICE
2 SECONDARY District	(Select from drop-down list) →

PRIMARY/OTHER	DISTRICT NAME(S)	PRIOR YEAR 2020-21 Actual Enrollment	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
			Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**UNIVERSITY PREP CHARTER MIDDLE SCHOOL
2021-22**

STAFFING PLAN FULL-TIME EQUIVALENT (FTE)

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ANNUAL BUDGETED FTE				ANNUAL BUDGETED FTE				Description of Assumptions	
		Q1 Original	Q1 Revised	Q2 Original	Q2 Revised	Q3 Original	Q3 Revised	Q4 Original	Q4 Revised	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual		
Executive Management	3.0	4.5	4.5	4.5	4.5	4.5	4.5	4.5											
Instructional Management																			
Peers, Directors & Coordinators																			
CEO / Director of Finance																			
Operations / Business Manager	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5											
Other																			
TOTAL ADMINISTRATIVE STAFF	7.5	9.0	9.0	9.0	9.0	9.0	9.0	9.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ANNUAL BUDGETED FTE				ANNUAL BUDGETED FTE				Description of Assumptions	
		Q1 Original	Q1 Revised	Q2 Original	Q2 Revised	Q3 Original	Q3 Revised	Q4 Original	Q4 Revised	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual		
Teachers - Regular	12.0	16.0	16.0	16.0	16.0	16.0	16.0	16.0	16.0										
Teachers - SPED	6.5	9.5	9.5	9.5	9.5	9.5	9.5	9.5											
Substitute Teachers																			
Teaching Assistants																			
Specialty Teachers	3.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0											
Aides		4.0	4.0	4.0	4.0	4.0	4.0	4.0											
Therapists & Counselors																			
Other																			
TOTAL INSTRUCTIONAL	24.5	34.5	34.5	34.5	34.5	34.5	34.5	34.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ANNUAL BUDGETED FTE				ANNUAL BUDGETED FTE				Description of Assumptions	
		Q1 Original	Q1 Revised	Q2 Original	Q2 Revised	Q3 Original	Q3 Revised	Q4 Original	Q4 Revised	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual		
Nurse																			
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	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE	32.0	43.5	43.5	43.5	43.5	43.5	43.5	43.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

*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 MIDDLE 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
Total Revenue	-	2,309,332	-	2,309,332	-	2,309,332	-
Total Expenses	-	1,846,480	-	1,846,480	-	1,846,480	-
Net Income	-	462,852	-	462,852	-	462,852	-
Actual Student Enrollment	291	400	-	400	-	400	-
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management		179,910	-	179,910	-	179,910	-
Instructional Management		-	-	-	-	-	-
Deans, Directors & Coordinators		-	-	-	-	-	-
CFO / Director of Finance		-	-	-	-	-	-
Operation / Business Manager		-	-	-	-	-	-
Administrative Staff	4.50	61,011	-	61,011	-	61,011	-
TOTAL ADMINISTRATIVE STAFF	9.00	240,922	-	240,922	-	240,922	-
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	16.00	276,721	-	276,721	-	276,721	-
Teachers - SPED	9.50	166,323	-	166,323	-	166,323	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	5.00	95,756	-	95,756	-	95,756	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	4.00	105,417	-	105,417	-	105,417	-
Other	-	104,964	-	104,964	-	104,964	-
TOTAL INSTRUCTIONAL	34.50	749,179	-	749,179	-	749,179	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS							
		990,101	-	990,101	-	990,101	-
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		75,743	-	75,743	-	75,743	-
Fringe / Employee Benefits		206,682	-	206,682	-	206,682	-
Retirement / Pension		118,709	-	118,709	-	118,709	-
TOTAL PAYROLL TAXES AND BENEFITS		401,134	-	401,134	-	401,134	-
TOTAL PERSONNEL SERVICE COSTS							
		1,391,235	-	1,391,235	-	1,391,235	-
CONTRACTED SERVICES							
Accounting / Audit		4,688	-	4,688	-	4,688	-
Legal		36,000	-	36,000	-	36,000	-
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		1,146	-	1,146	-	1,146	-
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		125,625	-	125,625	-	125,625	-
TOTAL CONTRACTED SERVICES		167,459	-	167,459	-	167,459	-

UNIVERSITY PREP CHARTER MIDDLE 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	2,309,332	-	2,309,332	-	2,309,332	-	2,309,332	-
Total Expenses	1,846,480	-	1,846,480	-	1,846,480	-	1,846,480	-
Net Income	462,852	-	462,852	-	462,852	-	462,852	-
Actual Student Enrollment	291	400	400	-	400	-	400	-
Prior Year Actual 2020-21 Revenue Per Pupil								
SCHOOL OPERATIONS								
Board Expenses	35,038	-	35,038	-	35,038	-	35,038	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	20,500	-	20,500	-	20,500	-	20,500	-
Textbooks / Workbooks	2,500	-	2,500	-	2,500	-	2,500	-
Supplies & Materials other	7,459	-	7,459	-	7,459	-	7,459	-
Equipment / Furniture	1,262	-	1,262	-	1,262	-	1,262	-
Telephone	27,563	-	27,563	-	27,563	-	27,563	-
Technology	4,500	-	4,500	-	4,500	-	4,500	-
Student Testing & Assessment	40,000	-	40,000	-	40,000	-	40,000	-
Field Trips	3,500	-	3,500	-	3,500	-	3,500	-
Transportation (student)	33,000	-	33,000	-	33,000	-	33,000	-
Student Services - other	13,750	-	13,750	-	13,750	-	13,750	-
Office Expense	5,125	-	5,125	-	5,125	-	5,125	-
Staff Development	625	-	625	-	625	-	625	-
Staff Recruitment	8,750	-	8,750	-	8,750	-	8,750	-
Student Recruitment / Marketing	23,100	-	23,100	-	23,100	-	23,100	-
School Meals / Lunch	250	-	250	-	250	-	250	-
Travel (Staff)	-	-	-	-	-	-	-	-
Fundraising	15,313	-	15,313	-	15,313	-	15,313	-
Other	242,234	-	242,234	-	242,234	-	242,234	-
TOTAL SCHOOL OPERATIONS								
FACILITY OPERATION & MAINTENANCE								
Insurance	9,649	-	9,649	-	9,649	-	9,649	-
Janitorial	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-
Repairs & Maintenance	3,750	-	3,750	-	3,750	-	3,750	-
Equipment / Furniture	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE								
DEPRECIATION & AMORTIZATION	32,154	-	32,154	-	32,154	-	32,154	-
COVID-19 / CONTINGENCY	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-
TOTAL EXPENSES								
	1,846,480	-	1,846,480	-	1,846,480	-	1,846,480	-
NET INCOME								
	462,852	-	462,852	-	462,852	-	462,852	-

UNIVERSITY PREP CHARTER MIDDLE SCHOOL

Budget / Operating Plan

2021-22

	2021-22			DESCRIPTION OF ASSUMPTIONS
	Total Year	Variance	VARIANCE	
	Original Budget	Revised Budget	Original Budget vs. PY Budget	Revised Budget
Total Revenue	9,237,326	9,237,326	-	9,237,326
Total Expenses	7,385,918	7,385,918	-	(7,385,918)
Net Income	1,851,408	1,851,408	-	1,851,408
Actual Student Enrollment				
EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS				
	Avg. No. of Positions			
Executive Management	719,641	719,641	-	(719,641)
Instructional Management	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-
CFO / Director of Finance	-	-	-	-
Operation / Business Manager	-	-	-	-
Administrative Staff	244,045	244,045	-	(244,045)
TOTAL ADMINISTRATIVE STAFF	963,686	963,686	-	(963,686)
INSTRUCTIONAL PERSONNEL COSTS				
	Avg. No. of Positions			
Teachers - Regular	1,106,882	1,106,882	-	(1,106,882)
Teachers - SPED	665,290	665,290	-	(665,290)
Substitute Teachers	-	-	-	-
Teaching Assistants	-	-	-	-
Specialty Teachers	383,023	383,023	-	(383,023)
Aides	-	-	-	-
Therapists & Counselors	421,666	421,666	-	(421,666)
Other	419,856	419,856	-	(419,856)
TOTAL INSTRUCTIONAL	2,996,717	2,996,717	-	(2,996,717)
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	-	-	-
Security	-	-	-	-
Other	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS				
	3,960,403	3,960,403	-	(3,960,403)
PAYROLL TAXES AND BENEFITS				
Payroll Taxes	302,971	302,971	-	(302,971)
Fringe / Employee Benefits	826,727	826,727	-	(826,727)
Retirement / Pension	474,837	474,837	-	(474,837)
TOTAL PAYROLL TAXES AND BENEFITS	1,604,535	1,604,535	-	(1,604,535)
TOTAL PERSONNEL SERVICE COSTS				
	5,564,938	5,564,938	-	(5,564,938)
CONTRACTED SERVICES				
Accounting / Audit	18,750	18,750	-	(18,750)
Legal	144,000	144,000	-	(144,000)
Management Company Fee	-	-	-	-
Nurse Services	-	-	-	-
Food Service / School Lunch	-	-	-	-
Payroll Services	4,584	4,584	-	(4,584)
Special Ed Services	-	-	-	-
Titlment Services (i.e., Title I)	-	-	-	-
Other Purchased / Professional / Consulting	502,500	502,500	-	(502,500)
TOTAL CONTRACTED SERVICES	669,834	669,834	-	(669,834)

UNIVERSITY PREP CHARTER MIDDLE SCHOOL

Budget / Operating Plan

2021-22

DESCRIPTION OF ASSUMPTIONS

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget
Total Revenue	9,237,326	9,237,326	-	9,237,326	9,237,326
Total Expenses	7,385,918	7,385,918	-	(7,385,918)	(7,385,918)
Net Income	1,851,408	1,851,408	-	1,851,408	1,851,408
Actual Student Enrollment					
SCHOOL OPERATIONS					
Board Expenses	140,150	140,150	-	(140,150)	(140,150)
Classroom / Teaching Supplies & Materials	-	-	-	-	-
Special Ed Supplies & Materials	82,000	82,000	-	(82,000)	(82,000)
Textbooks / Workbooks	10,000	10,000	-	(10,000)	(10,000)
Supplies & Materials other	29,837	29,837	-	(29,837)	(29,837)
Equipment / Furniture	5,048	5,048	-	(5,048)	(5,048)
Telephone	110,250	110,250	-	(110,250)	(110,250)
Technology	18,000	18,000	-	(18,000)	(18,000)
Student Testing & Assessment	160,000	160,000	-	(160,000)	(160,000)
Field Trips	14,000	14,000	-	(14,000)	(14,000)
Transportation (student)	132,000	132,000	-	(132,000)	(132,000)
Student Services - other	55,000	55,000	-	(55,000)	(55,000)
Office Expense	20,500	20,500	-	(20,500)	(20,500)
Staff Development	2,500	2,500	-	(2,500)	(2,500)
Staff Recruitment	35,000	35,000	-	(35,000)	(35,000)
Student Recruitment / Marketing	92,400	92,400	-	(92,400)	(92,400)
School Meals / Lunch	1,000	1,000	-	(1,000)	(1,000)
Travel (Staff)	-	-	-	-	-
Fundraising	61,250	61,250	-	(61,250)	(61,250)
Other	968,935	968,935	-	(968,935)	(968,935)
TOTAL SCHOOL OPERATIONS					
FACILITY OPERATION & MAINTENANCE					
Insurance	38,595	38,595	-	(38,595)	(38,595)
Janitorial	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-
Repairs & Maintenance	15,001	15,001	-	(15,001)	(15,001)
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	53,596	53,596	-	(53,596)	(53,596)
DEPRECIATION & AMORTIZATION					
COVID-19 / CONTINGENCY	128,615	128,615	-	(128,615)	(128,615)
DEFERRED RENT	-	-	-	-	-
TOTAL EXPENSES	7,385,918	7,385,918	-	(7,385,918)	(7,385,918)
NET INCOME	1,851,408	1,851,408	-	1,851,408	1,851,408

UNIVERSITY PREP CHARTER MIDDLE SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	9,237,326	9,237,326	9,237,326
Total Expenses	7,385,918	(7,385,918)	(7,385,918)
Net Income	1,851,408	-	1,851,408
Actual Student Enrollment			

Total Year	VARIANCE	
	Original Budget	Revised Budget vs. PY Budget
Original Budget		
Revised Budget		
Variance		

DESCRIPTION OF ASSUMPTIONS

ENROLLMENT - *School Districts Are Linked To Above Entries*

Number of Districts:

NYC CHANCELLOR'S OFFICE

-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-

ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

UNIVERSITY PREP CHARTER MIDDLE 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	-	2,309,332	-	-	2,309,332	-	-	2,309,332	-	-	2,309,332	-	-	9,237,326
Total Expenses	-	1,846,480	-	-	1,846,480	-	-	1,846,480	-	-	1,846,480	-	-	7,385,918
Net Income	-	462,852	-	-	462,852	-	-	462,852	-	-	462,852	-	-	1,851,408
Actual Student Enrollment	291	400	-	-	400	-	-	400	-	-	400	-	-	-
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES (enter descriptions below)														
Example - Add Back Depreciation		32,154	-	-	32,154	-	-	32,154	-	-	32,154	-	-	128,615
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		32,154	-	-	32,154	-	-	32,154	-	-	32,154	-	-	128,615
INVESTMENT ACTIVITIES (enter descriptions below)														
Example - Subtract Property and Equipment Expenditures		33,750	-	-	33,750	-	-	33,750	-	-	33,750	-	-	135,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		33,750	-	-	33,750	-	-	33,750	-	-	33,750	-	-	135,000
FINANCING ACTIVITIES (enter descriptions below)														
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		65,904	-	-	65,904	-	-	65,904	-	-	65,904	-	-	263,615
NET INCOME		528,756	-	-	528,756	-	-	528,756	-	-	528,756	-	-	2,115,023
Beginning Cash Balance		-	-	-	528,756	-	-	1,057,512	-	-	1,586,267	-	-	-
ENDING CASH BALANCE		-	-	-	1,057,512	-	-	1,586,267	-	-	2,115,023	-	-	2,115,023

UNIVERSITY PREP CHARTER MIDDLE SCHOOL

**Budget / Operating Plan
2021-22**

	Total Year		VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget	
Total Revenue	9,237,326		9,237,326	9,237,326	
Total Expenses	7,385,918		(7,385,918)	(7,385,918)	
Net Income	1,851,408		1,851,408	1,851,408	
Actual Student Enrollment					
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>(enter descriptions below)</i>					
Example - Add Back Depreciation			128,615	128,615	
Other			-	-	
Total Operating Activities			128,615	128,615	
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>					
Example - Subtract Property and Equipment Expenditures			135,000	135,000	
Other			-	-	
Total Investment Activities			135,000	135,000	
FINANCING ACTIVITIES <i>(enter descriptions below)</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit			-	-	
Other			-	-	
Total Financing Activities			-	-	
Total Cash Flow Adjustments			263,615	263,615	
NET INCOME	2,115,023		2,115,023	2,115,023	
Beginning Cash Balance	-		-	-	
ENDING CASH BALANCE	2,115,023		2,115,023	2,115,023	

**UNIVERSITY PREP CHARTER MIDDLE SCHOOL
Budget / Operating Plan**

2021-22

Total Revenue	-	2,309,332	-	-	2,309,332	-	-	2,309,332	-	-	2,309,332
Total Expenses	-	1,846,480	-	-	1,846,480	-	-	1,846,480	-	-	1,846,480
Net Income	-	462,852	-	-	462,852	-	-	462,852	-	-	462,852
Actual Student Enrollment	-	400	-	-	400	-	-	400	-	-	400

1st Quarter - 7/1 - 9/30

2nd Quarter - 10/1 - 12/31

3rd Quarter - 1/1 - 3/31

4th Quarter - 4/1 - 6/30

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	1st Quarter - 7/1 - 9/30				2nd Quarter - 10/1 - 12/31				3rd Quarter - 1/1 - 3/31				4th Quarter - 4/1 - 6/30			
	Actual	Current Budget	Variance		Actual	Current Budget	Variance		Actual	Current Budget	Variance		Actual	Current Budget	Variance	
EXPENSES																
ADMINISTRATIVE STAFF PERSONNEL COSTS																
Executive Management	-	179,910	-	-	-	179,910	-	-	-	179,910	-	-	-	179,910	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	61,011	-	-	-	61,011	-	-	-	61,011	-	-	-	61,011	-	-
TOTAL ADMINISTRATIVE STAFF	-	240,922	-	-	-	240,922	-	-	-	240,922	-	-	-	240,922	-	-
INSTRUCTIONAL PERSONNEL COSTS																
Teachers - Regular	-	276,721	-	-	-	276,721	-	-	-	276,721	-	-	-	276,721	-	-
Teachers - SPED	-	166,323	-	-	-	166,323	-	-	-	166,323	-	-	-	166,323	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	95,756	-	-	-	95,756	-	-	-	95,756	-	-	-	95,756	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	105,417	-	-	-	105,417	-	-	-	105,417	-	-	-	105,417	-	-
Other	-	104,964	-	-	-	104,964	-	-	-	104,964	-	-	-	104,964	-	-
TOTAL INSTRUCTIONAL	-	749,179	-	-	-	749,179	-	-	-	749,179	-	-	-	749,179	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS																
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	990,101	-	-	-	990,101	-	-	-	990,101	-	-	-	990,101	-	-
PAYROLL TAXES AND BENEFITS																
Payroll Taxes	-	75,743	-	-	-	75,743	-	-	-	75,743	-	-	-	75,743	-	-
Fringe / Employee Benefits	-	206,682	-	-	-	206,682	-	-	-	206,682	-	-	-	206,682	-	-
Retirement / Pension	-	118,709	-	-	-	118,709	-	-	-	118,709	-	-	-	118,709	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	401,134	-	-	-	401,134	-	-	-	401,134	-	-	-	401,134	-	-
TOTAL PERSONNEL SERVICE COSTS	-	1,391,235	-	-	-	1,391,235	-	-	-	1,391,235	-	-	-	1,391,235	-	-
CONTRACTED SERVICES																
Accounting / Audit	-	4,688	-	-	-	4,688	-	-	-	4,688	-	-	-	4,688	-	-
Legal	-	36,000	-	-	-	36,000	-	-	-	36,000	-	-	-	36,000	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	1,146	-	-	-	1,146	-	-	-	1,146	-	-	-	1,146	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	125,625	-	-	-	125,625	-	-	-	125,625	-	-	-	125,625	-	-
TOTAL CONTRACTED SERVICES	-	167,459	-	-	-	167,459	-	-	-	167,459	-	-	-	167,459	-	-

**UNIVERSITY PREP CHARTER MIDDLE 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	-	2,309,332	-	-	2,309,332	-	-	2,309,332	-	-	2,309,332	-
Total Expenses	-	1,846,480	-	-	1,846,480	-	-	1,846,480	-	-	1,846,480	-
Net Income	-	462,852	-	-	462,852	-	-	462,852	-	-	462,852	-
Actual Student Enrollment	-	400	-	-	400	-	-	400	-	-	400	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
SCHOOL OPERATIONS												
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	35,038	35,038	-	-	35,038	-	-	35,038	-	-	35,038	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	20,500	20,500	-	-	20,500	-	-	20,500	-	-	20,500	-
Supplies & Materials other	2,500	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-
Equipment / Furniture	7,459	7,459	-	-	7,459	-	-	7,459	-	-	7,459	-
Telephone	1,262	1,262	-	-	1,262	-	-	1,262	-	-	1,262	-
Technology	27,563	27,563	-	-	27,563	-	-	27,563	-	-	27,563	-
Student Testing & Assessment	4,500	4,500	-	-	4,500	-	-	4,500	-	-	4,500	-
Field Trips	40,000	40,000	-	-	40,000	-	-	40,000	-	-	40,000	-
Transportation (student)	3,500	3,500	-	-	3,500	-	-	3,500	-	-	3,500	-
Student Services - other	33,000	33,000	-	-	33,000	-	-	33,000	-	-	33,000	-
Office Expense	13,750	13,750	-	-	13,750	-	-	13,750	-	-	13,750	-
Staff Development	5,125	5,125	-	-	5,125	-	-	5,125	-	-	5,125	-
Staff Recruitment	625	625	-	-	625	-	-	625	-	-	625	-
Student Recruitment / Marketing	8,750	8,750	-	-	8,750	-	-	8,750	-	-	8,750	-
School Meals / Lunch	23,100	23,100	-	-	23,100	-	-	23,100	-	-	23,100	-
Travel (Staff)	250	250	-	-	250	-	-	250	-	-	250	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	15,313	15,313	-	-	15,313	-	-	15,313	-	-	15,313	-
TOTAL SCHOOL OPERATIONS	-	242,234	-	-	242,234	-	-	242,234	-	-	242,234	-
FACILITY OPERATION & MAINTENANCE												
Insurance	9,649	9,649	-	-	9,649	-	-	9,649	-	-	9,649	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	3,750	3,750	-	-	3,750	-	-	3,750	-	-	3,750	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	13,399	-	-	13,399	-	-	13,399	-	-	13,399	-
DEPRECIATION & AMORTIZATION												
COVID-19 / CONTINGENCY	32,154	32,154	-	-	32,154	-	-	32,154	-	-	32,154	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	1,846,480	-	-	1,846,480	-	-	1,846,480	-	-	1,846,480	-
NET INCOME	-	462,852	-	-	462,852	-	-	462,852	-	-	462,852	-

UNIVERSITY PREP CHARTER MIDDLE SCHOOL
Budget / Operating Plan

2021-22

Total Revenue	-	9,237,326	(9,237,326)	-	9,237,326	(9,237,326)	-
Total Expenses	-	7,385,918	7,385,918	-	7,385,918	7,385,918	-
Net Income	-	1,851,408	(1,851,408)	-	1,851,408	(1,851,408)	-
Actual Student Enrollment	-	-	-	-	-	-	-

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	TOTALS AND VARIANCE ANALYSIS				Actual vs. Original Budget - TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
				Current Budget (Current Quarter)	Actual Current Budget TY	Original Budget (Current Quarter)	Actual vs. 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	Actual Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
EXPENSES												
ADMINISTRATIVE STAFF PERSONNEL COSTS												
Executive Management	-	-	-	719,641	-	719,641	-	-	719,641	719,641	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	244,045	-	244,045	-	-	244,045	244,045	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	963,686	-	963,686	-	-	963,686	963,686	-	-
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	-	-	1,106,882	-	1,106,882	-	-	1,106,882	1,106,882	-	-
Teachers - SPED	-	-	-	665,290	-	665,290	-	-	665,290	665,290	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	383,023	-	383,023	-	-	383,023	383,023	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	421,666	-	421,666	-	-	421,666	421,666	-	-
Other	-	-	-	419,856	-	419,856	-	-	419,856	419,856	-	-
TOTAL INSTRUCTIONAL	-	-	-	2,996,717	-	2,996,717	-	-	2,996,717	2,996,717	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS												
PAYROLL TAXES AND BENEFITS												
Payroll Taxes	-	-	-	302,971	-	302,971	-	-	302,971	302,971	-	-
Fringe / Employee Benefits	-	-	-	826,727	-	826,727	-	-	826,727	826,727	-	-
Retirement / Pension	-	-	-	474,837	-	474,837	-	-	474,837	474,837	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	1,604,535	-	1,604,535	-	-	1,604,535	1,604,535	-	-
TOTAL PERSONNEL SERVICE COSTS												
CONTRACTED SERVICES												
Accounting / Audit	-	-	-	18,750	-	18,750	-	-	18,750	18,750	-	-
Legal	-	-	-	144,000	-	144,000	-	-	144,000	144,000	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	4,584	-	4,584	-	-	4,584	4,584	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	502,500	-	502,500	-	-	502,500	502,500	-	-
TOTAL CONTRACTED SERVICES	-	-	-	669,834	-	669,834	-	-	669,834	669,834	-	-

**UNIVERSITY PREP CHARTER MIDDLE SCHOOL
Budget / Operating Plan**

2021-22

Total Revenue	-	-	9,237,326	(9,237,326)	-	-	9,237,326	(9,237,326)	-	-
Total Expenses	-	-	7,385,918	7,385,918	-	-	7,385,918	7,385,918	-	-
Net Income	-	-	1,851,408	(1,851,408)	-	-	1,851,408	(1,851,408)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

TOTALS AND VARIANCE ANALYSIS

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget -TY	Actual Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -TY	Actual Original Budget TY	PY Actual (PY TY) / No. of COMPLETED Actual CY Quarters	Actual vs. Original Budget TY	Actual CY vs. Actual PY
SCHOOL OPERATIONS												
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	140,150	140,150	-	-	140,150	140,150	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	82,000	82,000	-	-	82,000	82,000	-	-	-
Supplies & Materials other	-	-	-	10,000	10,000	-	-	10,000	10,000	-	-	-
Equipment / Furniture	-	-	-	29,837	29,837	-	-	29,837	29,837	-	-	-
Telephone	-	-	-	5,048	5,048	-	-	5,048	5,048	-	-	-
Technology	-	-	-	110,250	110,250	-	-	110,250	110,250	-	-	-
Student Testing & Assessment	-	-	-	18,000	18,000	-	-	18,000	18,000	-	-	-
Field Trips	-	-	-	160,000	160,000	-	-	160,000	160,000	-	-	-
Transportation (student)	-	-	-	14,000	14,000	-	-	14,000	14,000	-	-	-
Student Services - other	-	-	-	132,000	132,000	-	-	132,000	132,000	-	-	-
Office Expense	-	-	-	55,000	55,000	-	-	55,000	55,000	-	-	-
Staff Development	-	-	-	20,500	20,500	-	-	20,500	20,500	-	-	-
Staff Recruitment	-	-	-	2,500	2,500	-	-	2,500	2,500	-	-	-
Student Recruitment / Marketing	-	-	-	35,000	35,000	-	-	35,000	35,000	-	-	-
School Meals / Lunch	-	-	-	92,400	92,400	-	-	92,400	92,400	-	-	-
Travel (Staff)	-	-	-	1,000	1,000	-	-	1,000	1,000	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	61,250	61,250	-	-	61,250	61,250	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	968,935	968,935	-	-	968,935	968,935	-	-	-
FACILITY OPERATION & MAINTENANCE												
Insurance	-	-	-	38,595	38,595	-	-	38,595	38,595	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	15,001	15,001	-	-	15,001	15,001	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	53,596	53,596	-	-	53,596	53,596	-	-	-
DEPRECIATION & AMORTIZATION												
COVID-19 / CONTINGENCY	-	-	-	128,615	128,615	-	-	128,615	128,615	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	7,385,918	7,385,918	-	-	7,385,918	7,385,918	-	-	-
NET INCOME	-	-	-	1,851,408	(1,851,408)	-	-	1,851,408	(1,851,408)	-	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
UNIVERSITY PREP CHARTER MIDDLE 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"

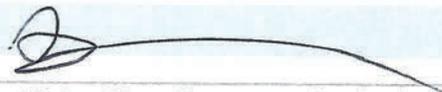
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *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 yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you 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
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 / Chapter
Email Address:	[REDACTED]

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

Business Address	
Please complete with changes only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions

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

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 yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

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

None

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

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

None

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

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 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:

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						
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		

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

