Application: University Prep Charter Middle School

Gretchen Liga - ▮▮▮▮▮▮▮▮▮
Annual Reports

Summary

ID: 0000000049
Status: Annual Report Submission
Last submitted: Nov 2 2020 04:15 PM (EST)

Entry 1 School Info and Cover Page

Completed   Aug 3 2020

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 2019-20 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) <u>before</u> 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, 2020)** 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

University Prep

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 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)

http://upchs.org/home

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

184

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

151

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served	5, 6

l1. 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 2020-2021?

	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	██████████	NYC CSD 7	5-7	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 Rodriguez			
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 expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	N/A	Yes	2020	No	N/A	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, 2020.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

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

Yes

ATTESTATION

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

Name	Mayreni Arias
Position	Assistant Principal, Operations
Phone/Extension	████████
Email	██████████████

p. 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. Check YES if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).
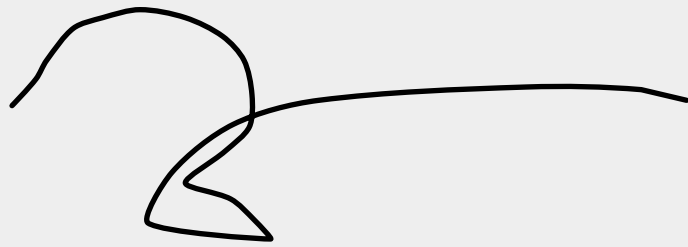
Responses Selected:

Yes

Signature, Head of Charter School
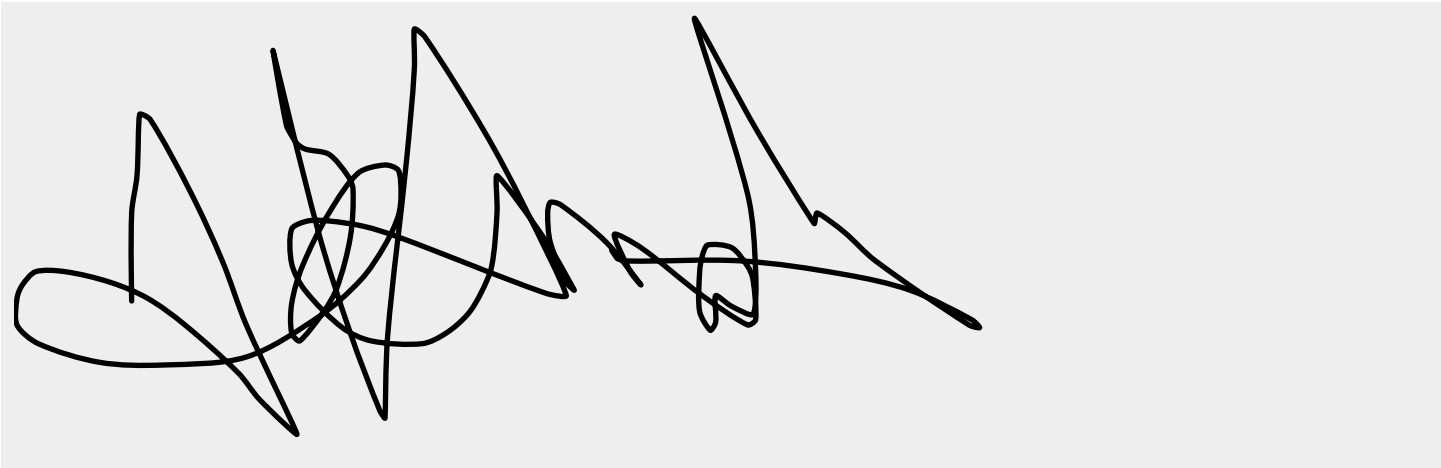
Signature, President of the Board of Trustees

Date

Jul 28 2020

Thank you.

Entry 2 NYS School Report Card

Completed   Aug 3 2020

Instructions

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

UNIVERSITY PREP CHARTER MIDDLE SCHOOL 320700861173

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

URL is not available

Entry 3 Progress Toward Goals

Incomplete   Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed   Sep 15 2020

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](). After completing, schools must upload the document into the by September 15, 2020.

2019-20 UPCMS APPR 200915 final

Filename: 2019 20 UPCMS APPR 200915 final.pdf **Size:** 275.4 kB

Entry 7 Disclosure of Financial Interest Form

Completed   Aug 3 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

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 2019-2020 school year must

complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools:** Disclosure of Financial Interest Form
- **SUNY- Authorized Charter Schools**: 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.

Barr, Steve

Filename: Barr Steve.pdf **Size:** 369.6 kB

Sacks, Burton

Filename: Sacks Burton.pdf **Size:** 220.7 kB

Stein, Gideon

Filename: Stein Gideon.pdf **Size:** 310.3 kB

Bergtraum, Judith

Filename: Bergtraum Judith.pdf **Size:** 651.6 kB

Pasternak, Justin

Filename: Pasternak Justin.pdf **Size:** 618.8 kB

Entry 8 BOT Membership Table

Completed   Aug 3 2020

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 8 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.

UNIVERSITY PREP CHARTER MIDDLE SCHOOL 320700861173

1. 2019-2020 Board Member Information (Enter info for each BOT member)

	Trustee Name and 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 2019-2020
1	Steve Barr	Chair	None	Yes	4	05/01/2020	05/01/2023	8
2	Judith Bergtraum	Trustee/Member	None	Yes	1	02/01/2018	02/01/2021	5 or less
3	Justin Pasternak	Other	Teacher Representative	Yes	1	11/01/2018	11/01/2021	8
4	Burton Sacks	Trustee/M	None	Yes	4	05/01/20	05/01/20	7

							20	23	
	ember								
5	Randi Weingarten	Other	None	Yes	4	05/01/20 20	05/01/20 23	5 or less
6								
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, 2020	5
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

3. Number of Board meetings held during 2019-2020

8

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 9 Board Meeting Minutes

Completed   Aug 3 2020   Hidden from applicant

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should <u>match</u> the number of meetings held during the 2019-2020 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 3, 2020.

[3](#)

Filename: 3. Dec 20191212 UniPrep Board Minutes.pdf **Size:** 160.9 kB

[1](#)

Filename: 1. Oct 20191024 UniPrep Board Minutes.pdf **Size:** 134.8 kB

[2](#)

Filename: 2. Nov 20191121 UniPrep Board Minutes.pdf **Size:** 158.7 kB

[4](#)

Filename: 4. Jan 20200130 UniPrep Board Minutes.pdf **Size:** 135.4 kB

[5](#)

Filename: 5. Feb 20200227 UniPrep Board Minutes.pdf **Size:** 117.8 kB

[6](#)

Filename: 6. March 20200326 UP Minutes.pdf **Size:** 173.6 kB

[7](#)

Filename: 7. April 04302020 UP Minutes.pdf **Size:** 181.7 kB

8

Filename: 8. June draft 06182020 UP Minutes.pdf **Size:** 201.8 kB

Entry 10 Enrollment & Retention

Completed   Aug 3 2020

Instructions for submitting Enrollment and Retention Efforts
ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), 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 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies
Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual 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 2020-2021.

UNIVERSITY PREP CHARTER MIDDLE SCHOOL 320700861173

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	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. Therefore, we consider all of our	As we met our enrollment target

Economically Disadvantaged	recruitment efforts to be targeted toward Economically Disadvantaged students and our high percentage of this subgroup (96.15%) reflects the validity of that philosophy. Our efforts include presentations at middle schools, attendance at high school fairs, distribution of brochures and flyers, and open houses held throughout the year.	(94.2%) for this subgroup of students, no changes are planned for the school's efforts to recruit Economically Disadvantaged students in 2020-21.
English Language Learners/Multilingual Learners	To recruit English Language Learners in 2019-20, we visited all elementary schools with higher than district averages for ELL students. In our presentations and open houses, we stress the various programs we provide to serve this subgroup as well as our high graduation rates. All recruitment materials, application and enrollment documents are available in Spanish, and translators are brought to all recruitment events. Using these strategies, English Language Learners comprised 5.13% of our total enrollment in 2018-19.	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 2020-21, although we will increase our efforts to develop relationships with schools and community-based organizations that serve high levels of non-English speaking families.
Students with Disabilities	Our efforts to recruit Students with Disabilities included strategic visits to schools that have high percentages of students with IEP's, during which we outlined the special education program and additional support provided to all special needs students. When parents of students with IEPs ask, we proudly point out that we are open to all students. In addition to instructional and emotional support, we stated that we	Although we were 7.7 percentage points below our enrollment target (25%) for this subgroup, we are confident that we are implementing a strong recruitment plan. Therefore, no changes are planned for the school's efforts to recruit Students with Disabilities in

| | provide speech and hearing services to students who require them. Using these recruitment strategies, Students with Disabilities comprised 17.31% of our total enrollment in 2019-20. | 2020-21. |

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	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.	As retention of Economically Disadvantaged students was strong (95%) and well above our target of 88.4%, we will implement similar strategies in 2020-21.
English Language Learners/Multilingual Learners	To retain English Language Learners, we employ a full-time certified ELL teacher to provide all mandated services and to support subject matter teachers in working with ELL strategies in the least restrictive environment. ELL students can attend teacher	As retention of English Language Learners was strong (95%) and above the target of 88.4%, we

	office hours to receive supplemental instruction or to complete assignments. Translators are provided for all parent teacher conferences and school events.	will implement similar strategies in 2020-21.
Students with Disabilities	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.	As retention of Students with Disabilities was strong (95%), we exceeded our target of 89% and will implement similar strategies in 2020-21.

Entry 12 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.

Entry 12 Uncertified Teachers

School Name: UNIVERSITY PREP CHARTER MIDDLE SCHOOL 320700861173

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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
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 13 Organization Chart

Incomplete   Hidden from applicant

Instructions

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

Upload the 2019-2020 **Organization Chart.** The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

Entry 14 School Calendar

Completed   Aug 3 2020

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 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the minimum instructional requirements adopted by the Board of Regents in 2018.

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.

UPPS 2020-21 Academic calendar

Filename: UPPS 2020 21 Academic calendar.pdf **Size:** 173.3 kB

Entry 15 Links to Critical Documents on School Website

Incomplete   Hidden from applicant

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., 2018-19 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 15 Links to Critical Documents on School Website

School Name: University Prep Charter Middle School

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:

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	
2a. Webcast of Board Meetings (per Governor's Executive Order)	
3. Link to NYS School Report Card	
4. Most Recent Lottery Notice Announcing Lottery	
5. Authorizer-Approved DASA Policy	
6. District-wide Safety Plan	
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	
7. Authorizer-Approved FOIL Policy	
8. Subject matter list of FOIL records	
9. Link to School Reopening Plan	

Thank you.

Entry 16 COVID 19 Related Information

Completed   Aug 3 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are

encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: University Prep Charter Middle School

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	151	100	125

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participa

														ting Students
Renaissance Learning; STAR Assessment in Reading and Math	✖	✖	✖	✖	✖	✔	✔	✖	✖	✖	✖	✖	✖	125
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
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		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
Total															125.0

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Incomplete   Hidden from applicant

INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS

Please provide the full name of **ANY and ALL** instructional and non-instructional employees and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the Staff Roster.
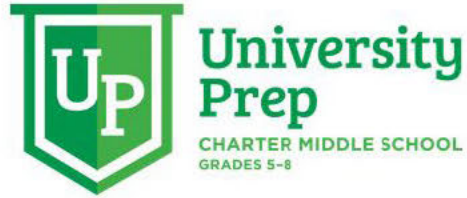
UNIVERSITY PREP CHARTER MIDDLE SCHOOL

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Andrea d'Amato, Executive Director

470 Jackson Ave, 3rd Floor
Bronx, NY 10455

Andrea d'Amato, Executive Director, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Steve Barr	Chairman
Judith Bergtraum	Member
Justin Pasternak	Member
Burton Sacks	Member
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;
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 2019-20 school year, UPCMS enrolled 155 students in grades 5 and 6. Of the total student body enrolled on BEDS Day, 50.3% were Hispanic, 46.5% Black, 1.9% Multiple Race, 0.6% Asian, and 0.6% White. Above 95% of students were living in poverty, 16.1% had a disability, and 5.8% were English Language Learners.

Transition to Remote Learning
In March 2020 due to the Covid-19 pandemic, UPCMS moved to remote learning for the remainder of the 2019-20 school year. Remote instruction was provided on a regular schedule; all classes met three times a week using a combination of live and asynchronous instruction. Students began each day independently reading, and read each night and weekend. Students with IEPs met with learning specialists twice per week, and received checklist of work to complete each day. Students were provided with one-hour live tutoring opportunity for that day's classes every 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. During this remote learning period, an overall average of 89 percent of students regularly completed most of their work, and our remote live teaching classes had an average attendance rate of 85 percent in grade 5 and 89 percent in grade 6.

UPCMS implemented a thorough system to monitor and address student mental and physical wellness. All students had individual check-in conversations with their advisees each week. Students met with their counselors on a rotating basis. Students also gathered together as a whole school for community-building events each Friday evening at 4 p.m.

ENROLLMENT SUMMARY

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
														School Enrollment by Grade Level and School Year
2015-16														N/A
2016-17														N/A
2017-18														N/A
2018-19														N/A
2019-20						59	96							155

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

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 to 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.

As a result of the March 2020 transition to remote learning, 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. Teachers launched new novel units for quarter 4 in April, and students completed performance tasks for new units. 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

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 once in October 2019. Due to the unexpected shift to remote learning, the Star Assessment was not administered in the latter half of the year.

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.

RESULTS AND EVALUATION

UPCMS students fell short of the target on the Star Assessment in ELA administered in October 2019. The mean grade equivalent (GE) for 5th grade students was 4.1, which is .9 GE lower than the target of 5.0 GE. The mean grade equivalent (GE) for 6th grade students was 5.3, which is .7 lower than the target of 6.0 GE.

Performance on the Star Exam in ELA By Grade in October 2019			
	Mean GE	Target GE	Difference to Grade Level GE
5th grade	4.1	5.0	-.9
6th grade	5.3	6.0	-.7

Due to the unexpected shift to remote learning, the Star Assessment was not administered in the latter half of the year, and so no year-end results are available.

UPCMS met its goal on its ELA summative assessments. Students in 5th grade achieved the target of 75% passing on four out of five units. Performance on unit 1 was just one percentage point below the target. Students in 6th grade achieved the target of 75% passing on four out of four units.

Performance on the Summative Assessments
in ELA By Grade in 2019-20

5th Grade	Target Achieved?
Unit 1: 74%	Not achieved
Unit 2: 80%	Achieved
Unit 3: 83%	Achieved
Unit 4 (remote): 81%	Achieved
Unit 5 (remote): 80%	Achieved

6th Grade	Target Achieved?
Unit 1: 84%	Achieved
Unit 2: 86%	Achieved
Unit 3: 85%	Achieved
Unit 4 (remote): 79%	Achieved
Unit 5 (remote): n/a	n/a

ADDITIONAL EVIDENCE

2019-20 was UPCMS's inaugural school year, and so the school does not have prior year data.

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

As evidenced from UPCMS's summative assessment results, UPCMS met its English Language Arts goal in the 2019-20 year.

ACTION PLAN

In the 2020-21 school year, UPCMS is prioritizing uniform literacy (writing and reading) practices across all classes—specifically Everybody Writes, Show Call, Sentence Stems, shared reading, guided reading, reading for homework as pre-work for the next day's classwork.

UPCMS will continue to use the ELA curriculum that have been proven successful, as well as continue to build curricula in these two domains that is truly cumulative and coherent, in terms of content, skills, power standards, vocabulary, and content-specific instructional practices.

UPCMS will enhance and extend independent practice in the coming school year. UPCMS will be implementing 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. UPCMS is also expanding and curating its classroom libraries in the coming school year. UPCMS will also be giving students access to a considerably greater array of books through OverDrive, an ebook and audiobook reading application. In addition UPCMS will be adding a read-with program to encourage parents to read alongside their children and to quantify and celebrate these practices.

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 2020-21 year, and will include regular checks for student growth.

This past year, UPCMS was able to provide our content and learning specialist teachers with solid professional learning in ELA curricula. In 2020-21, UPCMS will 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. In addition to more frequently measuring and reporting out on reading level, UPCMS is redesigning its curricula this year to include a pre- and post-assessment for at least five units in each content area. 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 2021 New York State ELA examination results will also provide a critical look into student growth since the last time it was given in 2019.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

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 to 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.

As a result of the March 2020 transition to remote learning, 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. Teachers launched new units for quarter 4 in April, and students completed performance tasks for new units. Learning specialists and our ENL teacher team-taught or met with students separately through Zoom.

METHOD

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. UPCMS administered the Star Assessment once in October 2019. Due to the unexpected shift to remote learning, the Star Assessment was not administered in the latter half of the year.

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.

RESULTS AND EVALUATION

UPCMS students fell short of the target on the Star Assessment in mathematics administered in October 2019. The mean grade equivalent (GE) for 5th grade students was 4.1, which is .9 GE lower than the target of 5.0 GE. The mean grade equivalent (GE) for 6th grade students was 5.3, which is .7 lower than the target of 6.0 GE.

Performance on the Star Exam in Mathematics By Grade in October 2019			
	Mean GE	Target GE	Difference to Grade Level GE
5th grade	4.1	5.0	-.9
6th grade	5.3	6.0	-.7

Due to the unexpected shift to remote learning, the Star Assessment was not administered in the latter half of the year, and so no year-end results are available.

UPCMS met its goal on its math summative assessments. Students in 5th grade achieved the target of 75% passing on three out of five units. Performance on unit 3 was just one percentage point below the target. Students in 6th grade achieved the target of 75% passing on five out of five units.

**Performance on the Summative Assessments
in Mathematics By Grade in 2019-20**

5th Grade	Target Achieved?
Unit 1: 68%	Not achieved
Unit 2: 75%	Achieved
Unit 3: 74%	Not achieved
Unit 4 (remote): 79%	Achieved
Unit 5 (remote): 81%	Achieved

6th Grade	Target Achieved?
Unit 1: 83%	Achieved
Unit 2: 83%	Achieved
Unit 3: 89%	Achieved
Unit 4 (remote): 89%	Achieved
Unit 5 (remote): 83%	Achieved

ADDITIONAL EVIDENCE

2019-20 was UPCMS's inaugural school year, and so the school does not have prior year data.

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

As evidenced from UPCMS's summative assessment results, UPCMS met its Mathematics goal in the 2019-20 year.

ACTION PLAN

In 2020-21, UPCMS will build off its implementation of Eureka's Great Minds program by focusing and ensuring coherent and coordinated practice across grades.

In 2020-21, UPCMS will 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. UPCMS is redesigning its curricula this year to include a pre- and post-assessment for at least five units in each content area. Outcomes will be tracked and reported to students and families throughout the school year. The 2021 New York State mathematics examination results will also provide a critical look into student growth since the last time it was given in 2019.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

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.

As a result of the March 2020 transition to remote learning, 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. Teachers launched new units for quarter 4 in April, and students completed 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 summative 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.

RESULTS AND EVALUATION

UPCMS met its goal on its science summative assessments. Students in 5th grade achieved the target of 75% passing on four out of four units. Students in 6th grade achieved the target of 75% passing on four out of four units.

Performance on the Summative Assessments in Science By Grade in 2019-20	

5th Grade	Target Achieved?
Unit 1: 84%	Achieved
Unit 2: 86%	Achieved
Unit 3: 82%	Achieved
Unit 4 (remote): 85%	Achieved

6th Grade	Target Achieved?
Unit 1: 75%	Achieved

Unit 2: 77%	Achieved
Unit 3: 79%	Achieved
Unit 4 (remote): 82%	Achieved

ADDITIONAL EVIDENCE

2019-20 was UPCMS's inaugural school year, and so the school does not have prior year data.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

As evidenced from UPCMS's summative assessment results, UPCMS met its science goal in the 2019-20 year.

ACTION PLAN

In 2020-21, UPCMS will continue using the Amplify Science middle school curriculum, as it has demonstrated success.

In 2020-21, UPCMS will 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. UPCMS is redesigning its curricula this year to include a pre- and post-assessment for at least five units in each content area. Outcomes will be tracked and reported to students and families throughout the school year.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available here.

> **Goal 4: 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

N/A – 2019-20 was UPCMS's inaugural year, and so there are no 2018-19 results on which to evaluate the school's status under the ESSA accountability system.
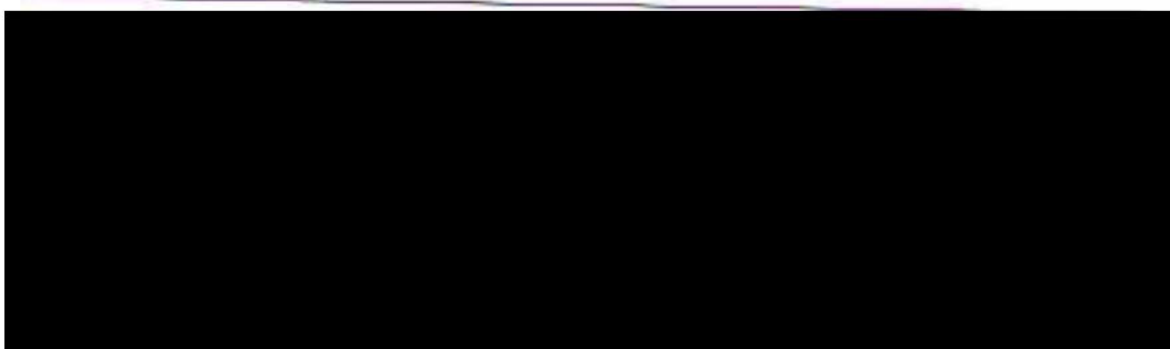
ADDITIONAL EVIDENCE

N/A

Accountability Status by Year	
Year	Status
2017-18	N/A
2018-19	N/A
2019-20	N/A

SUNY Charter Schools Institute
The State University of New York

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation:___University Prepatory_____

2. Trustee's name (print):_____Steven L. Barr_____

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

_____

8. Is Trustee an employee of the education corporation? _____Yes. __X__No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

_____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NONE			

Please write "None" if applicable. Do not leave this space blank.

10. 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 your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE				

Signature

___July 20, 2020_____
Date

Form Revised November 16, 2015

10. 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 your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

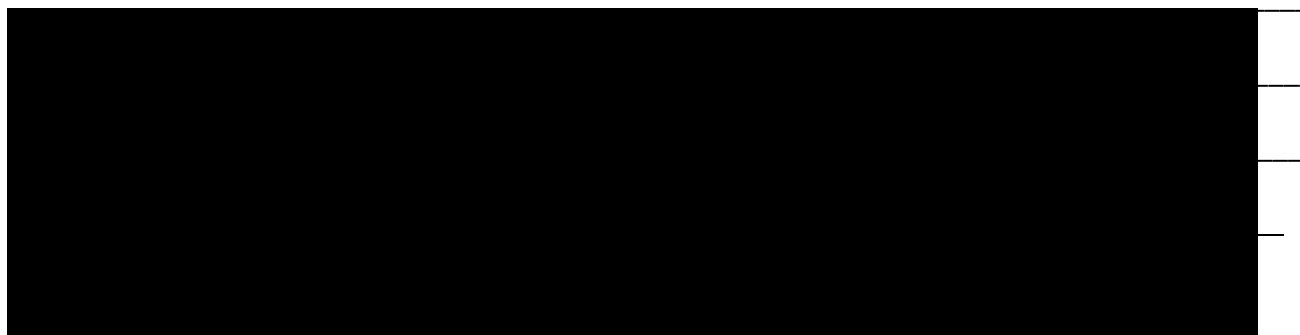| Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
		NONE		

Signature _____

___July 20, 2020_____
Date

SUNY Charter Schools Institute
The State University of **New York**

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation:____University Prep Public Charter Schools_____

2. Trustee's name (print):_____Burton Sacks_____

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

8. Is Trustee an employee of the education corporation? ____Yes. _X_No_. If you checked yes, please provide a description of the position you hold, your salary and your start date. _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	N o n e		

10. 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 your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write* **"***None*.***"**

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
	None			

_____   _7/21/20_____

Signature   *Date*

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of **New York**
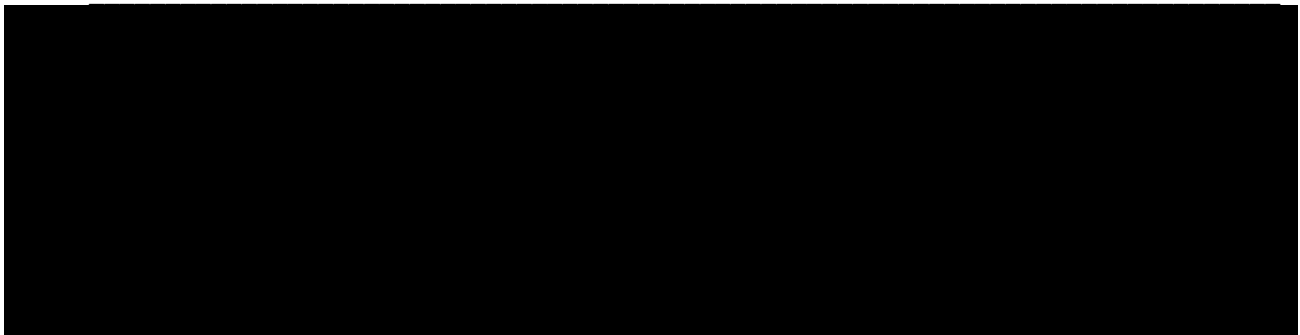
**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation:_University Prep Public Schools_____

2. Trustee's name (print):_Gideon Stein_____

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

██
██
██
██
██

8. Is Trustee an employee of the education corporation? ____Yes. _X___No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
    _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	None *Please write "None" if applicable. Do not leave this space blank.*		

10. 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 your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write* **"***None***."**

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank. None				

_____   7/21/2020_____

Signature   *Date*

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: _University Prep Public School_

2. Trustee's name (print): _Judith Bergtraum_

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

member
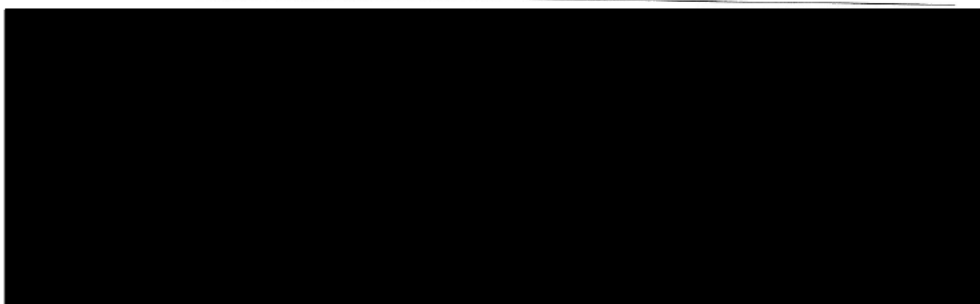
8. Is Trustee an employee of the education corporation? ____ Yes. ✔ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	None		

10. 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 your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you

need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

| Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None				

Judith Berghaum
Signature

July 28, 2020
Date

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of **New York**

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: University Prep Charter Public Schools

2. Trustee's name (print): Justin Pasternak

3. Position(s) on board, if any: Trustee

████████████████████████████████████
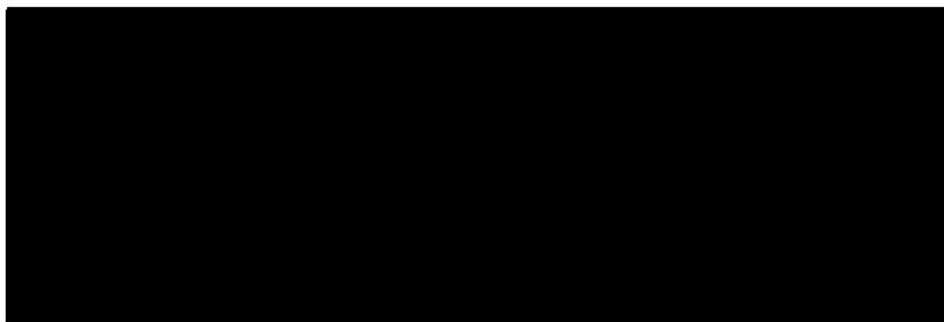
8. Is Trustee an employee of the education corporation? Yes. If you checked yes, please provide a description of the position you hold, your salary and your start date.
   Teacher, $106,400, September 2011.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NONE	None	None	None

Please write "None" if applicable. Do not leave this space blank.

10. 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 your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

_____
Signature

7/7/2020
Date

Form Revised November 16, 2015

A meeting of the Board of Trustees (the "Board") of the University Prep Charter School (the "School") was held on Thursday, December 12, 2019 on the premises of the school located at 600 St. Ann's Avenue, Fourth Floor, Bronx, N.Y, which was open to the public. Trustees Steve Barr, Gideon Stein, Burton Sacks, and Justin Pasternek, Randi Weingarten attended by video conference. Also in attendance were executive director, Andrea d'Amato, principals, David Patterson and Andrew Ayers, Svetlana Gnesina and Sanja Tencic of CBSM, and Diane Peete, Future Is Now Schools.

The meeting was called to order at 5:06 pm (Eastern Daylight Time).

The board voted unanimously to approve the minutes of the November 21, 2019 meeting.

Executive's Report

Student Data
High School Enrollment Update
- o 444 enrolled students
- o 33 enrolled students are classified as SPED 20%-60%
- o 15 enrolled students are classified as SPED > 60%
- o Budget implications of Actual vs Project is $599,887

High School Data
- o 53.6% of all students are passing all of their classes
- o 46.4% of students are failing two of more class
  - ▪ 102 general education
  - ▪ 33 SpED
  - ▪ 15 ENL
- o 38.1 % of SPED students are passing all of their classes
- o 61.9% of SPED students are failing two of more class
- o 45.8% of ENL students are passing all of their classes
- o 54.2% of ENL students are failing two of more class

High School Attendance
- o 93.5% Average Daily Student Attendance
- o Average Daily Student Lateness
  - ▪ 21 Total students late
  - ▪ 11 Students tardy less than 15 minutes

Middle School Enrollment Update
- o 158 enrolled students
- o 2 enrolled students are classified as 20%-60%

- 6 enrolled students are classified as > 60%
- Budget implications of Actual vs Project is -$244,946

Middle School Data
- 57.5% of all students are passing all of their classes
- 42.5% of students are failing two of more class
    - 20 SpED
    - 3 ENL
- 33.3% of SPED students are passing all of their classes
- 66.7% of SPED students are failing two of more class
- 76.9% of ENL students are passing all of their classes
- 23.1% of ENL students are failing two of more class

Middle School Attendance
- 95.5% Average Daily Student Attendance
- Average Daily Student Lateness
    - 2 Late Incidence
    - Zero students were tardy less than 15 minutes

High School Report
- Academics & Instruction
- Parent Teacher Conferences
    - Honors
        - 191 students received honors (43%)
        - 20 received the gold distinction (95%) for their Q1 GPA
    - We are identifying 9th graders who require additional support and developing a targeted intervention program that will include assessment, remediation, and reflection
    - Independent Reading is continuing to flourish
    - Literacy will dominate the second cycle of Professional Development
    - As of now, we are expecting our largest number of students to receive advanced Regents diplomas (30+ with the potential for almost half the class)
- Supervision
    - Teacher Deadlines met:
        - Grades
        - Binders
        - Professional Development
    - Grade Team Meetings / Meetings with counselors providing SEL pulse of school.
    - Tracking Student attendance in office hours now
    - 88 of 94 seniors have completed their college applications
- Culture
    - Scare Night was a success
    - Town Halls are going strong
    - Demerit System continues to curb lateness and discipline issues
    - Turkey Bowl is Tuesday 11/26 - we will crush the students in football
    - Miguel is working on our first official Alumni Event
    - Trips to Washington and 9/11 museum were informative and fun
        - Pictures to be found on instagram

- o Our Peer Group Connection seniors have accompanied MS kids on several trips (skating and museums)
- o We have 13 clubs going strong!
- o Looking for the Next Big thing (Lecturer / event / other
  - ▪ We have had N.A.S.A., Acrobats, Chris Gardner from the *Pursuit of Happyness v*isit, and are looking for additional speakers.
  - ▪ Any board connections to powerful speakers, engaging experiences, high impact visitors would be welcomed!

Middle School Update
- Instruction
  - o School is in its 53rd day of operation
  - o 39 students achieved Honor Roll status
  - o Honor roll students taking a celebratory trip
  - o Student Schedules
  - o 6 55-minutes daily classes
    - ▪ English
    - ▪ History
    - ▪ Science
    - ▪ Math
    - ▪ Visual Arts or Physical Education
    - ▪ Advisory
      - o Team taught
      - o First class of the day
      - o Goal setting
      - o Interdependent Reading
    - ▪ Utilizing Google Classroom Environment
    - ▪ Integrating Google Chromebooks in instruction

  - o Staffing Level
    - ▪ 13 teachers
    - ▪ 2 counselors
    - ▪ 4 operations staff
- Culture
  - o Back to School night attended by 80% of parents
  - o Parent teacher conferences attended by 60% of parents
  - o Additional meeting arranged for 10% of parents
  - o Peer Group Connection
    - ▪ UPCHS students mentor UPMS students
  - o Later Gator after school program – Monday through Thursday
    - ▪ 110 students participating
    - ▪ 15 programs including chess, choir, piano, jazz band
    - ▪ Culturally sensitive
    - ▪ STEAM influenced
    - ▪ 5th graders visited Jewish Museum in conjunction with reading Number the Stars
    - ▪ Gator Scholars went ice skating in Bryant Park
    - ▪ 6th graders are scheduled to visit MOMA
- Student Enrollment Profile

- o 53% District 7 students
- o 47% from other districts within the Bronx
- o 5th grade reading proficiency benchmarked at a 4th grade 1 month
- o 6th grade reading proficiency benchmarked 4th grade 8 month
- o 80 students have reading proficiency benchmarked at .6 below grade level
    - ▪ Enrolled in Zero Period to receive additional literacy support
- o Promoting reading every day during first period advisory
- o 85% students submitting reading logs

- **MIDDLE SCHOL FACILITIES**
    - o Narrowed down site list to one site best option
    - o Within ½ mile to high school
    - o One proposal is to raze current building and erect new structure
    - o 44000 square feet or 60000 square feet facilities
    - o Touring site later on 11/22/19

- **2020-2021 Recruitment Update**
    - o 500 High School Applications received
    - o 300 Middle School Applications received

- **Consolidated Budget**
    - o Monthly meetings with principals and Executive Director to discuss budget
    - o Net income $220,000 increased revenue due to higher enrollment in the high school and Walton grant for middle school
    - o Tracking with projected budget
    - o Healthy cash flow, $3.5million

There being no further business to be transacted, and upon duly made, seconded and approved, the meeting was adjourned at 6:00 pm.

Respectfully Submitted,

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Steve Barr, Chairman of the Meeting

A meeting of the Board of Trustees (the "Board") of the University Prep Charter School (the "School") was held on Thursday, October 24, 2019 on the premises of the school located at 600 St. Ann's Avenue, Fourth Floor, Bronx, N.Y, which was open to the public. Trustees Steve Barr, Gideon Stein, Burton Sacks, and Justin Pasternek attended by video conference. Also in attendance were executive director, Andrea d'Amaton, assistant principals Miguel Suarez and David Patterson, and Diane Peete, Future Is Now Schools.

The meeting was called to order at 5:07 pm (Eastern Daylight Time).

The board voted unanimously to approve the minutes of the June 20, 2019 meeting.

Principal's Report

 Student Data
 High School Enrollment Update
- 444 enrolled students
- 33 enrolled students are classified as SPED 20%-60%
- 15 enrolled students are classified as SPED > 60%
- Budget implications of Actual vs Project is $599,887

 High School Data
- 64.2% of all students are passing all of their classes
- 35.8% of students are failing two of more class
- 34.9% of SPED students are passing all of their classes
- 65.1% of SPED students are failing two of more class
- 41.7% of ENL students are passing all of their classes
- 58.3% of ENL students are failing two of more class

 High School Attendance
- 96% Average Daily Student Attendance
- Average Daily Student Lateness
  - 17 Total students late
  - 9 Students tardy less than 15 minutes

 Middle School Enrollment Update
- 153 enrolled students
- 2 enrolled students are classified as 20%-60%
- 6 enrolled students are classified as > 60%
- Budget implications of Actual vs Project is -$244,946

 Middle School Data
- 58.8% of all students are passing all of their classes

- o 41.2% of students are failing two of more class
- o 32.0% of SPED students are passing all of their classes
- o 68.0% of SPED students are failing two of more class
- o 77.8% of ENL students are passing all of their classes
- o 22.2% of ENL students are failing two of more class

Middle School Attendance
- o 95.5% Average Daily Student Attendance
- o Average Daily Student Lateness
  - ▪ 1 Late Incidence
  - ▪ 0 Students tardy less than 15 minutes

Middle School Facilities

Fundraising Updates
The board voted unanimously to approve the terms of the Walton Family Foundation/Accelerating Emerging Charter Networks grant for $975,000. The board will be expected to raise an additional $650,000 for a one to one match of the AECN grant.

Policy Updates
The board voted unanimously to approve the updated Financial Policies and Procedures Manual.

There being no further business to be transacted, and upon duly made, seconded and approved, the meeting was adjourned at 6:00 pm.

Respectfully Submitted,

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Steve Barr, Chairman of the Meeting

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MINUTES OF THE
NOVEMBER 21, 2019 MEETING
OF THE BOARD OF TRUSTEES OF
UNIVERSITY PREP CHARTER SCHOOL
VIDEO CONFERENCE : ZOOM MEETING ID 626-774-040

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A meeting of the Board of Trustees (the "Board") of the University Prep Charter School (the "School") was held on Thursday, November 21, 2019 on the premises of the school located at 600 St. Ann's Avenue, Fourth Floor, Bronx, N.Y, which was open to the public. Trustees Steve Barr, Gideon Stein, Burton Sacks, and Justin Pasternek attended by video conference. Also in attendance were executive director, Andrea d'Amato, principals, David Patterson and Andrew Ayers, Svetlana Gnesina and Saja Tencic of CBSM, and Diane Peete, Future Is Now Schools.

The meeting was called to order at 5:03 pm (Eastern Daylight Time).

The board voted unanimously to approve the minutes of the October 24, 2019 meeting.

Principal's Report

Student Data
High School Enrollment Update
o 444 enrolled students
o 33 enrolled students are classified as SPED 20%-60%
o 15 enrolled students are classified as SPED > 60%
o Budget implications of Actual vs Project is $599,887

High School Data
o 67.8% of all students are passing all of their classes
o 32.2% of students are failing two of more class
o 49.2 % of SPED students are passing all of their classes
o 50.8% of SPED students are failing two of more class
o 70.2% of ENL students are passing all of their classes
o 20.8% of ENL students are failing two of more class

High School Attendance
o 95% Average Daily Student Attendance
o Average Daily Student Lateness
  ▪ 18 Total students late
  ▪ 11 Students tardy less than 15 minutes

Middle School Enrollment Update
o 158 enrolled students
o 2 enrolled students are classified as 20%-60%
o 6 enrolled students are classified as > 60%
o Budget implications of Actual vs Project is -$244,946

Middle School Data
o 68.8% of all students are passing all of their classes

- 31.2% of students are failing two of more class
- 43.3% of SPED students are passing all of their classes
- 56.7% of SPED students are failing two of more class
- 92.3% of ENL students are passing all of their classes
- 7.7% of ENL students are failing two of more class

Middle School Attendance
- 96% Average Daily Student Attendance
- Average Daily Student Lateness
  - 2 Late Incidence
  - 1 Students tardy less than 15 minutes

High School Report
- Instruction
  - Honors
    - 191 students received honors (43%]
    - 20 received the gold distinction (95%) for their Q1 GPA
  - We are identifying 9th graders who require additional support and developing a targeted intervention program (Sped coordinator) - this will include assessment, remediation, and reflection
  - Independent Reading is continuing to flourish
  - Literacy will dominate the second cycle of PD this year
  - As of now, we are expecting our largest number of students to receive advanced Regents diplomas (30+ with the potential for almost half the class)
- Supervision
  - Teacher Deadlines met:
    - Grades
    - Binders
    - Professional Development
  - Grade Team Meetings / Meetings with counselors providing SEL pulse of school.
  - Tracking Student attendance in office hours now
  - 88 of 94 seniors have completed their college applications
- Culture
  - Scare Night was a success
  - Town Halls are going strong
  - Demerit System continues to curb lateness and discipline issues
  - Turkey Bowl is Tuesday 11/26 - we will crush the students in football
  - Miguel is working on our first official Alumni Event
  - Trips to Washington and 9/11 museum were informative and fun
    - Pictures to be found on instagram
  - Our Peer Group Connection seniors have accompanied MS kids on several trips (skating and museums)
  - We have 13 clubs going strong!
  - Looking for the Next Big thing (Lecturer / event / other
    - We have had visits from N.A.S.A., Acrobats, Chris Gardner (*Pursuit of Happyness)*
    - Any board connections to powerful speakers, engaging experiences, high impact visitors would be welcomed!

Middle School Update
- Instruction
  - School is in its 53rd day of operation
  - 39 students achieved Honor Roll status
  - Honor roll students taking a celebratory trip
  - Student Schedules
  - 6 55-minutes daily classes
    - English
    - History
    - Science
    - Math
    - Visual Arts or Physical Education
    - Advisory
      - Team taught
      - First class of the day
      - Goal setting
      - Interdependent Reading
    - Utilizing Google Classroom Environment
    - Integrating Google Chromebooks in instruction

  - Staffing Level
    - 13 teachers
    - 2 counselors
    - 4 operations staff
- Culture
  - Back to School night attended by 80% of parents
  - Parent teacher conferences attended by 60% of parents
  - Additional meeting arranged for 10% of parents
  - Peer Group Connection
    - UPCHS students mentor UPMS students
  - Later Gator after school program – Monday through Thursday
    - 110 students participating
    - 15 programs including chess, choir, piano, jazz band
    - Culturally sensitive
    - STEAM influenced
    - 5th graders visited Jewish Museum in conjunction with reading Number the Stars
    - Gator Scholars went ice skating in Bryant Park
    - 6th graders are scheduled to visit MOMA
- Student Enrollment Profile
  - 53% District 7 students
  - 47% from other districts within the Bronx
  - 5th grade reading proficiency benchmarked at a 4th grade 1 month
  - 6th grade reading proficiency benchmarked 4th grade 8 month
  - 80 students have reading proficiency benchmarked at .6 below grade level
    - Enrolled in Zero Period to receive additional literacy support

- o Promoting reading every day during first period advisory
- o 85% students submitting reading logs

- **MIDDLE SCHOL FACILITIES**
  - o Narrowed down site list to one site best option
  - o Within ½ mile to high school
  - o One proposal is to raze current building and erect new structure
  - o 44000 square feet or 60000 square feet facilities
  - o Touring site later on 11/22/19

- **2020-2021 Recruitment Update**
  - o 500 High School Applications received
  - o 300 Middle School Applications received

- **Consolidated Budget**
  - o Monthly meetings with principals and Executive Director to discuss budget
  - o Net income $220,000 increased revenue due to higher enrollment in the high school and Walton grant for middle school
  - o Tracking with projected budget
  - o Healthy cash flow, $3.5million

There being no further business to be transacted, and upon duly made, seconded and approved, the meeting was adjourned at 6:00 pm.

Respectfully Submitted,

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Steve Barr, Chairman of the Meeting

A meeting of the Board of Trustees (the "Board") of the University Prep Charter School (the "School") was held on Thursday, January 30, 2020 on the premises of the school located at 600 St. Ann's Avenue, Fourth Floor, Bronx, N.Y, which was open to the public. Trustees Steve Barr, Justin Pasternek and Randi Weingarten attended by video conference. Also in attendance were executive director, Andrea d'Amato, principals, David Patterson and Andrew Ayers, Svetlana Gnesina and Sanja Tencic of CBSM, Kandace Simmons, Tony Maruca, Ellen McBurney, and David Umansky of Civic Builders, and Diane Peete, Future Is Now Schools.

The meeting was called to order at 5:03 pm (Eastern Daylight Time).

Quorum having not been met the board received reports.

Board member Gideon Stein resigned as a trustee.

Executive's Report

Student Data
High School Enrollment Update
o   439 enrolled students

High School Data
o   75.9% of all students are passing all of their classes
o   24.1% of students are failing two of more class
    ▪   77 general education
    ▪   22 SpED
    ▪   7 ENL
o   65.1 % of SPED students are passing all of their classes
o   34.9% of SPED students are failing two of more class
o   70.8% of ENL students are passing all of their classes
o   29.2% of ENL students are failing two of more class

High School Attendance
o   96.6% Average Daily Student Attendance
o   Average Daily Student Lateness
    ▪   18 Total students late
    ▪   10 Students tardy less than 15 minutes

Middle School Enrollment Update
o   153 enrolled students
o   2 enrolled students are classified as 20%-60%
o   6 enrolled students are classified as > 60%

- Budget implications of Actual vs Project is -$244,946

Middle School Data
- 71.2% of all students are passing all of their classes
- 28.8% of students are failing two of more class
- 48.4% of SPED students are passing all of their classes
- 51.6% of SPED students are failing two of more class
- 92.3% of ENL students are passing all of their classes
- 7.7% of ENL students are failing two of more class

Middle School Attendance
- 95.5% Average Daily Student Attendance
- Average Daily Student Lateness
  - 1 Late Incidence
  - Zero students were tardy less than 15 minutes

High School Report
- Academics & Instruction
  - Guidance Counselors are reaching out to high schools performing well with SpEd student population to investigate different models
  - Saturday school has been highly effective with recent success
  - SAT Prep will be provided during Saturday school in the current term
  - Great scores with makeup exams
  - Regents Exams
    - 84% passed ELA
    - 65/78 students College Readiness designation
- Parent Teacher Conferences
  - Honors
    - 191 students received honors (43%)
    - 20 received the gold distinction (95%) for their Q1 GPA
  - We are identifying 9th graders who require additional support and developing a targeted intervention program that will include assessment, remediation, and reflection
  - Independent Reading is continuing to flourish
  - Literacy will dominate the second cycle of Professional Development
  - As of now, we are expecting our largest number of students to receive advanced Regents diplomas (30+ with the potential for almost half the class)
- Supervision
  - Submission of *Understanding By Design* units
  - Hiring committee is recruiting candidates for Assistant Principal
- Culture
  - Counselors are attending conference on HBCUs to provide additional opportunities
  - Alumni Day on March 17, 2020
  - Career Day on April 3, 2020
  - College Fair on April 7, 2020
  - Any board connections to powerful speakers, engaging experiences, high impact visitors are welcomed!

Middle School Update
- Instruction
  - School is in its 85th day of operation
  - Reports cards distributed
  - 47 students achieved Honor Roll status
    - 105 students attending celebratory trip to Times Square
  - Second Semester began on January 28, 2020
  - Implementing Level Up STEAM curriculum to prepare students for math exams
  - Staffing Level
    - 13 teachers
    - 2 counselors
    - 4 operations staff
    - 4 Teach For America (TFA) corps members
  - Selected as TFA Focus School to feature at annual gala in April

- Culture
  - Open House on January 30th
    - 30 families in attendance
  - School Town Hall on January 30th
  - Later Gator after school program – Monday through Thursday
    - 110 students participating
    - 17 programs
    - 3 sports team
    - Cheering and Chess team participated in competitions
    - Selected for TFA Student Enrollment Profile

2020-2021 Recruitment Update
  - 820 High School Applications received
  - 451 Middle School Applications received
  - Recruitment Activities
    - Middle School Outreach
    - Coffee Shops Parent Talks
    - Hosting Open Houses

Middle School Facilities
  Led by Kandace Simmons, representatives from Civic Builders provided an overview of the proposed site 590 Wales Avenue, Bronx, New York 10455.
  - Within ½ mile to high school
  - One proposal is to raze current building and erect new structure
  - 44000 square feet or 60000 square feet facilities
  - Touring site later on 11/22/19
  - Convenient to public transportation
  - Can deliver by July 2022 if terms are accepted by February 28, 2020
  - Reviewed options for preparing the site through renovation or reconstruction
    - $600 per square foot for project
    - $36.5 Million
    - Civic Builder would serve as a bridge for University Prep to own real estate
    - Unionized labor would be utilized for the project
    - The proposed term sheet is attached
    - The Trustees will meet to review the terms

Consolidated Budget
The year to date budget through December 2019 is attached.

There being no further business to be transacted, and upon duly made, seconded and approved, the meeting was adjourned at 6:00 pm.

Respectfully Submitted,

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Steve Barr, Chairman of the Meeting

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MINUTES OF THE
FEBRUARY 27, 2020 MEETING
OF THE BOARD OF TRUSTEES OF
UNIVERSITY PREP CHARTER SCHOOL
VIDEO CONFERENCE : ZOOM MEETING ID 646 521 883

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A meeting of the Board of Trustees (the "Board") of the University Prep Charter School (the "School") was held on Thursday, February 27, 2020 on the premises of the school located at 600 St. Ann's Avenue, Fourth Floor, Bronx, N.Y, which was open to the public. Trustees Burt Sacks, Judy Bergtraum, Steve Barr, Justin Pasternek and Randi Weingarten attended by video conference. Also in attendance were executive director, Andrea d'Amato, principals, David Patterson and Andrew Ayers, and Svetlana Gnesina of CBSM.

The meeting was called to order at 5:03 pm (Eastern Daylight Time).

The first order of business was to approve the minutes of the December 12, 2020 meeting.

Executive's Report

    Student Data
        High School Enrollment Update
        o 435 enrolled students

        High School Data
        o 69.9% of all students are passing all of their classes
        o 30.1% of students are failing two of more class
             ▪ 85 general education
             ▪ 31 SpEd
             ▪ 15 ENL
        o 50.8 % of SPED students are passing all of their classes
        o 49.2% of SPED students are failing two of more class
        o 37.5% of ENL students are passing all of their classes
        o 62.5% of ENL students are failing two of more class

        High School Attendance
        o 95.5% Average Daily Student Attendance
        o Average Daily Student Lateness
             ▪ 23 Total students late
             ▪ 12 Students tardy less than 15 minutes

        Middle School Enrollment Update
        o 151 enrolled students

        Middle School Data
        o 72.2% of all students are passing all of their classes
        o 27.8% of students are failing two of more class
             ▪ 28 general education

- 13 SpED
- 1 ENL
  - 44.8% of SPED students are passing all of their classes
  - 55.2% of SPED students are failing two of more class
  - 92.3% of ENL students are passing all of their classes
  - 7.7% of ENL students are failing two of more class

  Middle School Attendance
  - 94.7% Average Daily Student Attendance
  - Average Daily Student Lateness
    - 2 Late Incidence
    - Zero students were tardy less than 15 minutes

High School Report
- Academics & Instruction
  - SAT Test Day for Juniors
  - 77 Student attending Gold and Silver Honors bowling trip
  - IEP Evaluations
    - Reevaluating current students receiving services
    - Evaluating new students for services
  - All students have completed STAR assessment
    - Reading levels will be evaluated next week
    - Discussions with middle schools to improve programming
  - Great scores with makeup exams
  - Regents Exams
    - 84% passed ELA
    - 65/78 students College Readiness designation
- Supervision
  - Evaluations of counselors completed
  - Hiring committee is recruiting candidates for Assistant Principal
    - Two candidates attending meet and greet and interviews with students
- Culture
  - Annual Book Fare timed to coordinate with Parent Teachers Conference
  - Alumni Day on March 17, 2020
  - Career Day on April 3, 2020
  - College Fair on April 27, 2020
  - CYO on April 26, 2020
  - Any board connections to powerful speakers, engaging experiences, high impact visitors are welcomed!

Middle School Update
- Instruction
  - School is in its 104th day of operation
  - Reports cards distributed
  - 41 students achieved Honor Roll status
  - 28 students promotion is in doubt
    - Meeting with parents
    - Providing interventions to support students
  - Students are reading their 4th or 5th book
  - All students are working on Black History Month projects

- 87% of students are participating in the Level Up Program on Saturdays
- 5th graders field trip to American Natural History Museum and American Historical Society on March 3rd
- 6th graders field trips to Whitney and Highline in March
- Two TFA corps members are being filmed for the TFA Focus School feature

Culture
- Began Student Government Association
  - Student representative Fanta Abibi provided overview of student
  - Student 21 members
  - 3 representatives from each cohort
  - Governance of Later Gator Program
  - Ran the Kids Heart Challenge organized by the American Heart Association
    - Raised $650
  - Organized Be Kind to Others
  - Provided Valentine Day cards to all students
  - Sponsored Twin Day to raise money for Middle School Dance
  - Cheer Team is actively participating in competitions
  - Three members of the Chess Team won at competition
  - UP Cares Club is reading to animals at the NY Animal Shelter in Harlem
  - Spring Later Day Program has begun

- 2020-2021 Recruitment Update
  - 1000+ High School Applications received
  - Nearly 600 Middle School Applications received
- Fall 2020 Enrollment Targets
  - Middle School
    - 50 5th graders
    - 100 6th graders
    - 100 7th graders
  - High School
    - 450 total enrollment
    - 115 9th graders
    - 115 10h graders
    - 110 11th graders
    - 110 12th graders

- Created Joint Leadership Committee
  - Open lines of communication between Middle and High Schools
  - Includes school leadership teams and union leaders
  - Shares pillars of model
  - Meets Monthly

- Key Dates
  - March 17th Alumni Reunion
  - May 14th SUNY Middle School Baseline visit
    - Board interview

Middle School Facilities
Civic Builders will begin showing Wales Avenue site with other charter schools that are looking for sites.   The board continues its due diligence on real estate acquisition.

Consolidated Budget
Sveltana Gnesina reported a projected a $130,000 combined surplus. Overall the system has a healthy cash flow. A higher student enrollment and high attendance rate, and a Walton grant to the middle school has contributed to the surplus. The year to date budget through January 2020 is attached.

There being no further business to be transacted, and upon duly made, seconded and approved, the meeting was adjourned at 6:00 pm.

Respectfully Submitted,

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Steve Barr, Chairman of the Meeting

A meeting of the Board of Trustees (the "Board") of the University Prep Charter School (the "School") was held on Thursday, March 26, 2020 remotely via video conferencing. Trustees Burt Sacks, Judy Bergtraum, Steve Barr, Justin Pasternek and Randi Weingarten were in attendance. Also in attendance were executive director, Andrea d'Amato, principals, David Patterson and Andrew Ayers, assistant principals Donial Rodriguez and Miguel Suarez, teacher Jeanie Nontaluar, Svetlana Gnesina of CBSM, and Diane Peete of Future Is Now School.

The meeting was called to order at 5:05 pm (Eastern Daylight Time).

The first order of business was to approve the minutes of the January 30, 2020 and the February 27, 2020 meetings.

Executive Director's Report

During this time of the global COVID-19 pandemic the priorities are the health of the school community and continuity of learning. Both the middle and the high school sites are moving to online instruction. The Department of Health and NY DOE has notified our stakeholders of one identified a positive test result of Coronavirus of a staff member on March 24, 2020. The staff member may have been asymptomatic. The New York State Education Department Charter Schools Office has not shared the identity of the teacher.   The last day of onsite instruction was Friday, March 13, 2020.

   Student Data
    High School Enrollment Update
    o 435 enrolled students

    High School Data
    o 65.7% of all students are passing all of their classes
    o 34.3% of students are failing two of more class
      ▪ 107 general education
      ▪ 31 SpED
      ▪ 11 ENL
    o 50.8 % of SPED students are passing all of their classes
    o 49.2% of SPED students are failing two of more class
    o 45.8% of ENL students are passing all of their classes
    o 54.2% of ENL students are failing two of more class

High School Attendance
- o 94.2% Average Daily Student Attendance
- o Average Daily Student Lateness
    - ▪ 20 Total students late
    - ▪ 11 Students tardy less than 15 minutes

Middle School Enrollment Update
- o 151 enrolled students

Middle School Data
- o 66.9% of all students are passing all of their classes
- o 33.1% of students are failing two of more class
    - ▪ 30 general education
    - ▪ 19 SpED
    - ▪ 1 ENL
- o 34.5% of SPED students are passing all of their classes
- o 65.5% of SPED students are failing two of more class
- o 92.3% of ENL students are passing all of their classes
- o 7.7% of ENL students are failing two of more class

Middle School Attendance
- o 91.9% Average Daily Student Attendance
- o Average Daily Student Lateness
    - ▪ 2 Late Incidence
    - ▪ Zero students were tardy less than 15 minutes

Recruitment Update
- Lottery
    - o Scheduled for April
    - o Seeking virtual solutions to facilitate
    - o More than 1,000 high school applications received
    - o 606 middle school applications received
    - o Hosting virtual open houses

Principal Andrew Ayers provided the board with an update on the procedures University Prep Charter High School has implemented in response to the pandemic.

Online Instruction & Student Support
- Teachers have converted classes to online instruction
- 98% of students have been contacted and are working with staff
- Staff is aggressively attempting to contact the remaining 2 % of students
- Student support outreach include checking on health wellness, student anxiety
- Students with known home issues are prioritized for additional wellness checks
- Direct contact for students who are most struggling leaners
- Video Conference Office Hours are being used to connect with students at regularly scheduled times and by appointment
- Parent support of email check-ins is varied

Deployment of Resources
- 80 laptops have been dispersed to students
- CPS Technologies, UPCHS's, technology vendor has assisted in the effort

Stakeholder Outreach
- Staff meeting scheduled for March 27, 2020
- Operations team verifying student contact information
- Community outreach calendar is being realigned to an online model
- Parents Association meeting via video conference
  - Concerns expressed regarding work load for students
  - Ensuring parents are kept abreast
  - Sending updates with an uplifting tone

Principal David Patterson provided the board with an update on the procedures University Prep Charter Middle School has implemented in response to the pandemic. This is an evolving practice.

Online Instruction & Student Support
- Transition to online learning has been smooth
- School schedule mirrors in-person schedule
- All students are utilizing Google Classroom
- Counselors providing socioemotional support via video conference
- Video conference appointments with teachers and tutors
- Each teacher runs a Later Gator program remotely
- Staff is aggressively attempting to contact the remaining 2 % of students
- Student support outreach include checking on health wellness, student anxiety
- Students with known home issues are prioritized for additional wellness checks
- Learning specialists are checking in on students with IEPS to ensure both students are supported
- Attendance is taken by tracking assignment completion
- Various teaching modalities, both online and in person, are synchronous
- Students are able to download materials and assignments

Deployment of Resources
- The school opened with a 1:1 Chromebook model
- Students have received training on devices and application throughout the school year
- Learning Specialists are working with English Learners and students with IEP
  - Training on how to use technology

- - Cotextwriter, and Snap and Read Programs for English Language Learners and students with IEP
  - Related services for speech

Stakeholder Outreach
- Staff meetings via video conference
- Learning Specialists are meeting weekly via video conferences to do work, especially helpful with math
- Supplemental teachers are hosting two office hours
- Parents Council meeting via video conference
  - Training provided on navigating classroom portal
  - Commended school on use of technology
- IEP meetings are held via Zoom
- Live Zoom rooms for small group instruction
- Live Google Hangouts for tutoring
- Connectivity is an ongoing concern

Strategic Plans
The guideposts for the strategic plans have been completed. Due to the pandemic stages one and two are still being drafted.

Consolidated Budget
Sveltana Gnesina reported a projected a $130,000 combined surplus. Overall the system has a healthy cash flow. A higher student enrollment and high attendance rate, and a Walton grant to the middle school has contributed to the surplus. The year to date budget through February 2020 is attached.

The board voted unamiously to approve the 2019 990 prepared by Buchbinder, Tunick & CO. LLP.

There being no further business to be transacted, and upon duly made, seconded and approved, the meeting was adjourned at 6:00 pm.

Respectfully Submitted,

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Steve Barr, Chairman of the Meeting

A meeting of the Board of Trustees (the "Board") of the University Prep Charter School (the "School") was held on Thursday, April 30, 2020 remotely via video conferencing. Trustees Burt Sacks, Judy Bergtraum, Steve Barr, Justin Pasternek and Randi Weingarten were in attendance. Also in attendance were executive director, Andrea d'Amato, principals, David Patterson and Andrew Ayers, assistant principals Donial Rodriguez and Miguel Suarez, teacher Jeanie Nontaluar, Svetlana Gnesina of CBSM, and Diane Peete of Future Is Now School.

The meeting was called to order at 5:05 pm (Eastern Daylight Time).

The first order of business was to approve the minutes of the March 26, 2020 meeting.

Executive Director's Report
During this time of the global COVID-19 pandemic the priorities are the health of the school community and continuity of learning. Both the middle and the high school sites are moving to online instruction. The Department of Health and NY DOE has notified our stakeholders of one identified a positive test result of Coronavirus of a staff member on March 24, 2020. The staff member may have been asymptomatic. The New York State Education Department Charter Schools Office has not shared the identity of the teacher. The last day of onsite instruction was Friday, March 13, 2020.

> Student Data
> High School Enrollment Update
> o   435 enrolled students
>
> High School Data
> o   75.4% of all students are passing all of their classes
> o   24.6% of students are failing two of more class
>   ▪   69 general education
>   ▪   27 SPED
>   ▪   11 ENL
> o   55.7% of SPED students are passing all of their classes
> o   44.3% of SPED students are failing two of more class
> o   54.2% of ENL students are passing all of their classes
> o   45.8% of ENL students are failing two of more class

High School Attendance
- o 94% Average Daily Student Attendance
- o Average Daily Student Lateness
  - ▪ 20 Total students late
  - ▪ 10 Students tardy less than 15 minutes

Middle School Enrollment Update
- o 151 enrolled students

Middle School Data
- o 82.1% of all students are passing all of their classes
- o 17.9% of students are failing two of more class
  - ▪ 17 General Education
  - ▪ 10 SPED
  - ▪ 0 ENL
- o 34.5% of SPED students are passing all of their classes
- o 65.5% of SPED students are failing two of more class
- o 100% of ENL students are failing two of more class

Middle School Attendance
- o 91.9% Average Daily Student Attendance
- o Average Daily Student Lateness
  - ▪ 2 Late Incidence
  - ▪ Zero students were tardy less than 15 minutes

Recruitment Update
- • Lottery
  - o Virtual
  - o Seeking virtual solutions to facilitate
  - o 1,409 high school applications received
  - o 680 middle school applications received

Enrollment Update

Grade	Enrollment Progress	Enrollment Target	Students Needed
5	70 (12/70 verified)	80	10
6	58 (14/58 verified)	50	-
7	26 (8/26 verified)	20	-
9	89 (42/89 verified)	140	51
10	15 (4/15 verified)	10	-

Distance Learning Update
- • Engagement
  - o 81% of both the middle and high school students have completed assignments

- • Family Engagement
  - o Monthly Virtual Parent Association Meetings
  - o Weekly Family CheckUP
- • Virtual Extra Curricular activities
- • Weekly Wellness Checks

COVID related tragedies in the community

Principal Andrew Ayers provided the board with an update on the procedures University Prep Charter High School has implemented in response to the pandemic.

Online Instruction & Student Support
- Teachers have converted classes to online instruction
- Student support outreach include checking on health wellness, student anxiety
- Students with known home issues are prioritized for additional wellness checks
- Direct contact for students who are most struggling leaners
- Video Conference Office Hours are being used to connect with students at regularly scheduled times and by appointment
- Parent support of email check-ins is varied

Stakeholder Outreach
- Regular staff meetings held by Zoom
- Operations team verifying student contact information
- Parents Association meeting via video conference
  - High level of participation

Principal David Patterson provided the board with an update on the procedures University Prep Charter Middle School has implemented in response to the pandemic. This is an evolving practice.

Online Instruction & Student Support
- School schedule mirrors in-person schedule
- All students are utilizing Google Classroom
- Counselors providing socioemotional support via video conference
- Video conference appointments with teachers and tutors
- Each teacher runs a Later Gator program remotely
- Student support outreach include checking on health wellness, student anxiety
- Students with known home issues are prioritized for additional wellness checks
- Learning specialists are checking in on students with IEPS to ensure both students are supported
- Attendance is taken by tracking assignment completion
- Various teaching modalities, both online and in person, are synchronous
- Students are able to download materials and assignments

Deployment of Resources

- The school opened with a 1:1 Chromebook model
- Students have received training on devices and application throughout the school year
- Learning Specialists are working with English Learners and students with IEP
    - Training on how to use technology
    - Cotextwriter, and Snap and Read Programs for English Language Learners and students with IEP
    - Related services for speech

Stakeholder Outreach
- Staff meetings via video conference
- Learning Specialists are meeting weekly via video conferences to do work, especially helpful with math
- Supplemental teachers are hosting two office hours
- Parents Council meeting via video conference
    - Training provided on navigating classroom portal
    - Commended school on use of technology
- IEP meetings are held via Zoom
- Live Zoom rooms for small group instruction
- Live Google Hangouts for tutoring
- Connectivity is an ongoing concern

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Consolidated Budget
Sveltana Gnesina reported a projected a $130,000 combined surplus. Overall the system has a healthy cash flow. A higher student enrollment and high attendance rate, and a Walton grant to the middle school has contributed to the surplus. The year to date budget through March 2020 is attached.

There being no further business to be transacted, and upon duly made, seconded and approved, the meeting was adjourned at 6:00 pm.

Respectfully Submitted,

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Steve Barr, Chairman of the Meeting

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MINUTES OF THE

JUNE 18, 2020 MEETING

OF THE BOARD OF TRUSTEES OF

UNIVERSITY PREP CHARTER SCHOOL

VIDEO CONFERENCE: ZOOM MEETING ID 298 820 818

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A meeting of the Board of Trustees (the "Board") of the University Prep Charter School (the "School") was held on Thursday, June 18, 2020 remotely via video conferencing. Trustees Burt Sacks, Judy Bergtraum, Steve Barr, and Justin Pasternek were in attendance. Also in attendance were executive director, Andrea d'Amato, principals, David Patterson and Andrew Ayers, assistant principals Donial Rodriguez and Miguel Suarez, Svetlana Gnesina of CBSM, and Diane Peete of Future Is Now School.

The meeting was called to order at 5:05 pm (Eastern Daylight Time).

The first order of business was to approve the minutes of the April 30, 2020 meeting.

Executive Director's Report

During this time of the global COVID-19 pandemic the priorities are the health of the school community and continuity of learning. Both the middle and the high school sites moved to distance learning instruction and counseling. The last day of onsite instruction was Friday, March 13, 2020.

Schools Update

- Student Engagement: % of work completed
  o HS: 69%
  o MS: 73%

- Family Engagement Efforts
  o Monthly Virtual Parent Association Meetings
  o Weekly Family CheckUP (Wednesday Evenings)

- Summer Plans
  o Digital Summer Bridge: Planned/Staffed
  o Digital Summer: Planned/Staffed
  o Digital "Gator Days" Summer Activity Programming: Planning/Staffing in Progress

- Student/Family Wellness
  o Bi-Weekly wellness checks for every UP student occurring every 1-2 weeks

- Racial Equity Conversations
  o Student Events
  o Parent Meetings
  o Faculty conversations
  - Establishment of Diversity and Equity Committee

Student Data
- High School
  High School Enrollment Update
  o 435 enrolled students

  High School Data
  o 73.8% of all students are passing all of their classes
  o 26.2% of students are failing two of more class
    - 77 general education
    - 27 SPED
    - 10 ENL
  o 55.7% of SPED students are passing all of their classes
  o 44.3% of SPED students are failing two of more class
  o 58.3% of ENL students are passing all of their classes
  o 41.7% of ENL students are failing two of more class

  High School Attendance
  o All students are checking in daily via Zoom and telephone calls
  o Engagement is measured by % of students completing work during distance learning

- Middle School
  Middle School Enrollment Update
  o 151 enrolled students

  Middle School Data
  o 54.3% of all students are passing all of their classes
  o 45.7% of students are failing two of more class
    - 55 General Education
    - 12 SPED
    - 2 ENL
  o 58.6% of SPED students are passing all of their classes
  o 41.4% of SPED students are failing two of more class
  o 84.6% of ENL students are failing two of more class
  o 15.4% of SPED students are failing two of more class

  Middle School Attendance
  o All students are checking in daily via Zoom and telephone calls
  o Engagement is measured by % of students completing work during distance learning

Enrollment Update

Grade	Enrollment Progress	Enrollment Target	Students Needed
5	68 (55/68 verified)	80	12
6	99(99/70 verified)	100	1
7	25 (17/25 verified)	35	10
9	142 (103/142 verified)	140	37
10	16 (8/16 verified)	11	3

Principal Andrew Ayers provided the board with an update on the procedures University Prep Charter High School has implemented in response to the pandemic.

Online Instruction & Student Support

- Regular check in with students on their needs; mental and physical health, technology, food, safety and security
- Host Wednesday forums for parents/guardians
- Teachers have converted classes to online instruction
- Student support outreach include checking on health wellness, student anxiety
- Students with known home issues are prioritized for additional wellness checks
- Direct contact for students who are most struggling leaners
- Video Conference Office Hours are being used to connect with students at regularly scheduled times and by appointment
- Parent support of email check-ins is varied
- Students have been impacted by the recent protests and marches
- Teachers are hosting virtual events
- The school has hosted forums to address racial justice for teachers and students
- Rescheduling graduation to a later time when we can meet in person
- Hosted a virtual senior awards celebration
- Senior care packages will be distributed
- Summer school will be virtual addressing skill gaps
- Begun fall planning to ensure we are complying with the regulations from the State and DOE

Stakeholder Outreach

- Regular staff meetings held by Zoom
- Operations team verifying student contact information
- Parents Association meeting via video conference
  - High level of participation

Principal David Patterson and Assistant Principal Donial Rodrigues provided the board with an update on the procedures and programs University Prep Charter Middle School has implemented in response to the pandemic.

Online Instruction & Student Support
- 60 % of classes are livestreamed instruction
- 40% are screen cast or videoed
- All classes culminating in a project-based performance task
- 5th grade class reading classic novel, *Buddy*
- 6th grade class reading classic novel, *Heroes, Gods, and Monsters of the Greek Myths*
- Students are reading independently using electronic platforms OverDrive and Tumblebooks
- In response to the social justice issues the school has screened the following movies
  - SELMA
  - Just Mercy
  - 13th Documentary
- Hosted Voices Up Program
- Fridays are used for Gater Days virtual get togethers
- Summer Bridge and Summer School will be concurrently on a virtual platform
- Hosting Summer Camp for continuing students
- TFA produced two videos on corps members teaching at school

University Prep Stakeholder Outreach
- 70% of students are engaged in school
- Staff meetings via video conference
- Hosting Wednesday Weekly Family Checkups
- Digital Summer School for remediation
- Digital Summer Bridge for incoming students
- Provided swag bags for all students to foster community
- Middle School summer enrichment camp – Gater Days
- Learning Specialists are meeting weekly via video conferences to do work, especially helpful with math
- Supplemental teachers are hosting two office hours
- Parents Council meeting via video conference
- Hosting brave conversations in safe spaces to address racism and inequity with staff
- Created a Diversity Council to increase equity

Consolidated Budget
Sveltana Gnesina reported a projected a $177,000 combined surplus. Overall the system has a healthy cash flow. The COVID-19 closures have contributed to the surplus. The school, with

board approval, has invested in infrastructure projects including a one -to- one device program at the high school. The year to date budget through May 2020 is attached.

The board unanimously approved the SY 21 school budget as presented.

The board unanimously approved founding teacher, Miguel Suarez, being nominated as a board member.

There being no further business to be transacted, and upon duly made, seconded and approved, the meeting was adjourned at 6:00 pm.

Respectfully Submitted,

_____

Steve Barr, Chairman of the Meeting

DRAFT

UNIVERSITY PREP PUBLIC SCHOOLS | 2020-2021 CALENDAR

AUGUST 2020

| 31 | Staff pre-service day (all staff/no students) |

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 2021

1	Staff PD Day (no students)
2	Start of marking period 3
12	Lunar New Year (no school)
15-19	Midwinter Recess (no school)
22	Students return to school

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						

SEPTEMBER 2020

1-4	Staff pre-service days (all staff/no students)
7	Labor Day (no school)
8	First day of school and first day of marking period 1
17	Back-to-school night
28	Yom Kippur (no school)

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 2021

9	Parent-teacher conference day (evening)
12	Parent-teacher conference day (afternoon)
19	Staff PD Day (no students)
29-2	Spring Recess (no school)

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			

OCTOBER 2020

12	Columbus Day (school is in session)
13	Parent-teacher conference day (evening)
16	Parent-teacher conference day (afternoon)

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 2021

5	Students return to school
16	End of marking period 3
19	Start of marking period 4
20-22	Grades 3-8 State ELA Exam (middle school)

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	

NOVEMBER 2020

3	Staff PD day (no students)
6	End of marking period 1
9	Veterans Day (no school)
10	Start of marking period 2
25-27	Thanksgiving holiday (no school, including Wednesday, Nov. 25)

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 2021

4-6	Grades 3-8 State Math Exam (middle school)
13	Eid al-Fitr (no school)
21	Parent-teacher conference day (afternoon)
31	Memorial Day (no school)

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					

DECEMBER 2020

8	Parent-teacher conference days (evening)
11	Parent-teacher conference days (afternoon)
21-1	Winter Recess (no school)

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 2021

14-15	Alternate Prep Schedule
16-24	Regents exams (high school)
24	Last day for students and end of marking period 4
25	Staff Retreat

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			

JANUARY 2021

4	Students return to school
18	Martin Luther King, Jr. Day (no school)
26-29	Regents exams (high school)
29	End of marking period 2

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						

University Prep
PUBLIC SCHOOLS

High School
600 St. Ann's Avenue
(718) 292-6543

Middle School
470 Jackson Avenue
(917) 985-8300

UPPublicSchools.org

No school / Holidays	(pink)
Marking period dates	(green)
No students (staff reports)	(blue)
Parent-teacher conference days	(purple)
Exam days	(yellow)