

Application: Rochester Preparatory Charter School 3

Eric O'Connor - eoconnor@rochesterprep.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Jul 26 2021

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

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

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

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

ROCHESTER PREP CHARTER SCHOOL 3 261600861049

a1. Popular School Name

Rochester Prep 3

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

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

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

ROCHESTER CITY SD

d. DATE OF INITIAL CHARTER

1/2013

e. DATE FIRST OPENED FOR INSTRUCTION

8/2016

h. SCHOOL WEB ADDRESS (URL)

rochesterprep.uncommonschoools.org

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

450

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

456

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

Check all that apply

Grades Served	K, 1, 2, 3, 4
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l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Uncommon Schools Inc.
PHYSICAL STREET ADDRESS	826 Broadway
CITY	New York
STATE	NY
ZIP CODE	10003
EMAIL ADDRESS	info@uncommonschoools.org
CONTACT PERSON NAME	(No response)

FACILITIES INFORMATION

m. FACILITIES

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

	Yes, 2 sites
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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	85 St. Jacob St, Rochester, NY 14621	585-368-5110	Rochester	K-4	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christopher Shaffer			
Operational Leader	Allison James-Villa			
Compliance Contact	Noelle Van der Tuin			
Complaint Contact	Christopher Shaffer			
DASA Coordinator				
Phone Contact for After Hours Emergencies				

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

Private Space

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

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

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

Site 1 Certificate of Occupancy (COO)

[COO 85StJacob.pdf](#)

Filename: COO 85StJacob.pdf **Size:** 504.7 kB

Site 1 Fire Inspection Report

[FreInsp 85StJacob 2021.pdf](#)

Filename: FreInsp 85StJacob 2021.pdf **Size:** 188.7 kB

School Site 2

m2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	85 St. Jacob St, Rochester, NY 14621	585-363-2956	Rochester	5	No

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Sarah Widzinski			
Operational Leader	Cameron Lewis			
Compliance Contact	Noelle Van der Tuin			
Complaint Contact	Sarah Widzinski			
DASA Coordinator				
Phone Contact for After Hours Emergencies				

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

Private Space

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

m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .

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

Site 2 Certificate of Occupancy (COO)

[COO 85StJacob.pdf](#)

Filename: COO 85StJacob.pdf **Size:** 504.7 kB

Site 2 Fire Inspection Report

[FreInsp 85StJacob 2021.pdf](#)

Filename: FreInsp 85StJacob 2021.pdf **Size:** 188.7 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

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

No

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

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	(No response)
Position	(No response)
Phone/Extension	(No response)
Email	(No response)

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

Responses Selected:


Yes

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

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 26 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY

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

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

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

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

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

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

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

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

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

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

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

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

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

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Incomplete

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

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

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

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

only.

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 3 2021

Required of ALL Charter Schools by August 2

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

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

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

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

DFI Portfolio 21-22

Filename: DFI Portfolio 21 22.pdf Size: 5.1 MB

Entry 7 BOT Membership Table

Completed Jul 27 2021

Instructions

Required of All charter schools

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

Entry 7 BOT Table

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

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

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD /YYYY)	End Date of Current Term (MM/DD /YYYY)	Board Meetings Attended During 2020-2021
1	Geoffrey Rosenberger		Chair	Finance, Development, Academic, Facilities	Yes	5	6/30/2019	6/30/2022	5 or less
2	James Ryan		Trustee/Member	Development, Finance, Facilities	Yes	5	6/30/2019	6/30/2022	5 or less
3	Rebecca Sumner		Vice Chair	Academic, Finance, Development	Yes	4	6/30/2018	6/30/2021	5 or less
4	Ron Zarrella		Treasurer	Finance, Development, Facilities	Yes	3	6/30/2018	6/30/2021	5 or less
5	Josh Phillips		Trustee/Member	none	Yes	2	6/30/2018	6/30/2021	5 or less

6	Ebony Miller-Wesley		Trustee/Member	Academic, Finance	Yes	1	1/10/2018	6/30/2021	5 or less
7	Jim Costanza		Trustee/Member	Academic, Facilities, Development	Yes	1	1/10/2018	6/30/2021	5 or less
8	Carlos Carballada		Trustee/Member	none	Yes	1	3/24/2021	6/30/2024	5 or less
9	Langston McFadden		Trustee/Member	none	Yes	1	3/24/2021	6/30/2024	5 or less

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	9
b.Total Number of Members Added During 2020-2021	2
c. Total Number of Members who Departed during 2020-2021	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

3. Number of Board meetings held during 2020-2021

5

4. Number of Board meetings scheduled for 2021-2022

5

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

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

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

Entry 9 Enrollment & Retention

Completed Aug 3 2021

Instructions for submitting Enrollment and Retention Efforts

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

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

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

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	The city of Rochester has the third highest poverty rate of all metropolitan areas in the US (US Census Bureau, 2020). In the 20-21 school year, 93.4% of our students resided within the Rochester City School District and 91.7% of our students lived	In 2021-2022, we plan to continue to build upon the success we've had in recruiting students from the city of Rochester, which experiences a high level of poverty, particularly for children. We will continue to recruit students from the neighborhoods closest to our schools through targeted

Economically Disadvantaged

in poverty. All of Rochester Prep’s campuses are located in zip codes with significant portions of the population experiencing poverty or extreme poverty. We consistently work to recruit students from the neighborhoods closest to our schools through targeted recruitment mailings to families in surrounding zip codes. Overall, Rochester Prep has found that the best way to recruit new students is through word of mouth, particularly through the networks and connections of families with students already attending the school. The Rochester Prep application asks applicants “How did you hear about us?” and “Word of Mouth” is consistently the top response. This is true for recruitment of all students, including the target populations mentioned here. Therefore, Rochester Prep recognizes the importance of building relationships with the families of both current students and future students and places those efforts at the heart of all its recruitment and retention practices. Our Parent Ambassador and Family Champions program saw great success both through Zoom events and in-person once restrictions were lifted, creating positive connections between current families and prospective families.

recruitment mailings to families in surrounding zip codes. We are looking forward to resuming in-person recruitment events as local and state mandates allow. This includes general Kindergarten recruitment events hosted within the City of Rochester, events curated by E3 (an organization in Rochester promoting all charter schools and school choice), and our own standalone events. Overall, Rochester Prep has found that the best way to recruit new students is through word of mouth, particularly through the networks and connections of families with students already attending the school. The Rochester Prep application asks applicants “How did you hear about us?” and “Word of Mouth” is consistently the top response. This is true for recruitment of all students, including the target populations mentioned here. Therefore, Rochester Prep recognizes the importance of building relationships with the families of both current students and future students and places those efforts at the heart of all its recruitment and retention practices. We will continue our Parent Ambassador program and continue to use Zoom to hold Q&A sessions for prospective families where they can speak with Parent Ambassadors and school administrators to learn more about our school and the opportunities we provide.

The Director of Special Education

English Language Learners

for Rochester Prep supports the recruitment and retention of English Language Learners. To spread the word about Rochester Prep among this particular populations, we have placed bilingual advertisements on both the radio and in print. Directed emails were sent to two the two largest refugee support agencies in Rochester, the Catholic Family Center and Rochester Refugee Resettlement Services notifying them of Rochester Prep's application process, lottery date, and availability of ELL supports. Our application was available in Spanish and families could request other languages if needed. We held 20% of our lottery spots specifically for students identified as ELLs. As stated above, our strongest recruitment practice is asking current families to speak with their family and friends about Rochester Prep. Many if not most of our ELL families learn about us by word of mouth and we work to build strong relationships with our ELL families and encourage them to share the Rochester Prep opportunity within their communities. Our in-person recruitment efforts this year were tempered by the public health crisis and we were not able to attend or hold any of the in-person events that we normally would. However, we have not seen a significant difference in the percentage of ELLs enrolling in our schools due to the power of word of mouth from our current families.

In 2021-2022, our Director of Special Education will continue to lead efforts to recruit ELLs, leveraging our relationships with current families to reach new students. We will maintain our existing relationship with the Catholic Family Center and Rochester Refugee Resettlement Services to inform recently arrived families about their school choice and the opportunities Rochester Prep provides. We will mail application postcards in multiple languages for the 21-22 school lottery. An Americorps Summer Associate that worked with us this summer collected a list of local religious community groups that often support immigrant and refugee populations - we will share information about our schools and application process with them directly. We are eager to resume in-person recruitment events if possible, but must wait for local and state guidance for all group gatherings. We will have Spanish-speaking staff at any in-person or remote recruitment events to immediately assist any prospective Spanish-speaking families. As we did last year, we will hold 20% of our lottery spots for ELL-identified students.

<p>Students with Disabilities</p>	<p>The Director of Special Education for Rochester Prep supports the recruitment and retention of students with disabilities. All of our recruiting materials include the fact that we support IEPs and 504 plans, indicating that students with disabilities are welcome and supported in our schools. The Director of Special Education presented at a New York Charter Association Parent Council meeting to discuss the supports Rochester Prep and Uncommon Schools (our CMO) provides to students across New York State. The Special Education team at each school meets directly with prospective families with IEPs/504s and provides individualized tours to address any enrollment concerns. Rochester Prep highlighted Special Education and Students with Disabilities on our social media channels, on our website, and on all of our recruitment materials.</p>	<p>In 21-22, our Director of Special Education will continue to lead efforts to recruit these populations, leveraging our relationships with current families to reach new students. The deeply personal family connections that we make with prospective families will continue, and we are looking forward to resuming more in-person recruitment events when local and state mandates allow. We plan to have a Special Education Coordinator or Social Worker at all live recruitment events so that we can directly answer any questions related to the services we provide for students with disabilities. We will continue our Parent Ambassador program and continue to use Zoom to hold Q&A sessions for prospective families where they can speak with Parent Ambassadors and school administrators to learn more about our school and the opportunities we provide.</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>Building strong, communicative relationships is of key importance in retaining students from all backgrounds. If a student wishes to leave our school, we ask that the parent or guardian come into the school to meet with our</p>	

Economically Disadvantaged

Principal and/or Director of Operations. This is to understand the root cause of the family's desire to leave our community and attempt to address the cause, as well as to explain the difficulty of re-admittance later on should the student wish to return to Rochester Prep. In this way, we attempt to understand the concerns of our families and help make the best decision for the child. Throughout the COVID-19 shutdown and transition to remote learning, we provided every student with their own Chromebook to use and a wifi hotspot to families who do not have internet connectivity. We ensured that every student had access to our remote learning platforms from day 1 of school, and made sure that those platforms were device agnostic - meaning that they could be accessed and navigated equally well from a laptop, Chromebook, tablet, or cell phone. We did this to ensure that a student's financial background had no affect on their ability to fully participate in remote schooling. We reopened our doors for in-person learning as soon as we were safely able to do so, inviting students back 2 days per week for several months, then ultimately 4 days per week through the end of the school year. Teachers held frequent Zoom conferences with parents, and continued weekly advisory calls to make sure that families were supported holistically through COVID, as a safe, stable

Building strong, communicative relationships is of key importance in retaining students from all backgrounds. If a student wishes to leave our school, we ask that the parent or guardian come into the school to meet with our Principal and/or Director of Operations. This is to understand the root cause of the family's desire to leave our community and attempt to address the cause, as well as to explain the difficulty of re-admittance later on should the student wish to return to Rochester Prep. In this way, we attempt to understand the concerns of our families and help make the best decision for the child. We will continue to build upon the success we've seen in supporting families holistically to ensure that students have the groundwork necessary to succeed and stay enrolled in our schools.

home life is vital for a student to succeed in remote learning. Our office teams helped to facilitate several dozen McKinney-Vento applications, including some students who relocated out of state due to the COVID crisis to ensure that students would not face any interruption in their education.

In the 20-21 school year we worked diligently to make sure that all of our families felt supported and confident throughout the public health crisis and transition to remote learning. We offered full translation of school emails and Zoom sessions in all languages, we provided every student with a Chromebook for remote learning and offered free wifi hotspots if families did not have internet connectivity. ELL students were offered the maximum 4 days per week in person when our school buildings reopened, compared to the 2 days per week for the general student population. We offered small group and individual sessions of language services in addition to supplement remote learning activities. Rochester Prep purchased additional features within our remote learning technology platforms to build in text reading features and tutoring functions to ensure that ELL students were able to access their school materials even in a remote environment. Rochester Prep expanded the ELL-focused professional development

Rochester Prep will continue many of the interventions created last year to help retain ELL students, and will revise

English Language Learners

sessions and online training available to staff. ELL students who were not actively engaging in their online schoolwork received home visits from SPED teachers and social workers to identify struggles, serve as a resource, and ensure that students were not falling behind during the COVID-related closures. Our retention and grading policies were revised based on language barriers encountered during the COVID shutdown to help reduce the number of academic retentions within the ELL population. Building strong, communicative relationships is of key importance in retaining students from all backgrounds. If a student wishes to leave our school, we ask that the parent or guardian come into the school to meet with our Principal and/or Director of Operations. In the case of ELL students, we will also include the Director for Special Education and/or a teacher who has a particularly strong relationship with the family. We also ensure that if the family is uncomfortable communicating in English that a translator is available so that there is no possible miscommunication. We seek to understand the root cause of the family's desire to leave our community and attempt to address the cause, as well as to explain the difficulty of re-admittance later on should the student wish to return to Rochester Prep. In this way, we attempt to understand the

them as needed depending on whether students are attending classes in person or remotely. We will provide individualized supports for each ELL student, and monitor early in the year for COVID-related learning loss. We will continue provision of in person and virtual family connections, including interpretation & translation in the home language, and multilingual captioning of all video media. We are seeking to continue and expand our cross-regional ELL resources and PD sessions to that all of our staff build competent skills to serve our ELL families.

	<p>concerns of our families and help make the best decision for the child.</p>	
<p>Students with Disabilities</p>	<p>Rochester Prep worked diligently through the 20-21 school year to ensure that students with disabilities felt fully supported in the new remote learning environment. We provided Chromebooks to every student so they could access our online learning platforms and wifi hotspots to families who did not have internet connectivity. Students with disabilities were offered small group or individual Zoom sessions to help ensure that they were receiving learning materials in a way best suited for their particular needs. We purchased additional features within our remote learning technology platforms to build in text reading features and tutoring functions to provide an additional means of support. When our schools initially re-opened for in-person learning, students attended 2 days per week. However, we prioritized students with disabilities to receive 4 days per week of in-person instruction. We performed home visits for students with disabilities who were not actively engaged with online learning to ensure that we could help overcome any obstacles facing the family, provide support, and demonstrate our commitment to the student's success despite the challenges of the remote environment. We also revised</p>	<p>In the 21-22 school year, we will continue to provide individualized support and monitor our students with disabilities for COVID-related learning losses. We are implementing guided reading at the middle school level and SPED teachers will directly support this new initiative. We will continue to build upon our cross-regional resources and best practices for supporting students with disabilities and implement more targeted professional development sessions for staff members. In the weeks leading up to the school year, social workers and special education</p>

retention and grading policies related to disability types during COVID to reduce the number of academic retentions of students with disabilities. Building strong, communicative relationships is of key importance in retaining students from all backgrounds. If a student wishes to leave our school, we ask that the parent or guardian come into the school to meet with our Principal and/or Director of Operations. In the case of students with disabilities, we will also include the Director for Special Education and/or a teacher who has a particularly strong relationship with the family. We seek to understand the root cause of the family's desire to leave our community and attempt to address the cause, as well as to explain the difficulty of re-admittance later on should the student wish to return to Rochester Prep. In this way, we attempt to understand the concerns of our families and help make the best decision for the child.

coordinators will be performing home visits with the families of SWD who were not actively engaged at the end of the prior school year to establish relationships, set expectations, and identify any areas of need to ensure the family is fully supported in the coming year.

Entry 10 - Teacher and Administrator Attrition

Completed Aug 3 2021

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

A. TEACH System - Employee Clearance

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

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

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

B. Emergency Conditional Clearances

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

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

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

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

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

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

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

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

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

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

Entry 13 School Calendar

Completed Jul 27 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

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

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

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

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

SY21-22 Calendar

Filename: SY21 22 Calendar A4e8pGv.pdf **Size:** 62.3 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 3 2021

Instructions

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: Rochester Preparatory Charter School 3

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://www.newyorkcharters.org/charter-schools/true-north-rochester-prep-charter-school/
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://rochesterprep.uncommonschoools.org/board-of-trustees/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://rochesterprep.uncommonschoools.org/board-of-trustees/
3. Link to NYS School Report Card	https://data.nysed.gov/profile.php?instid=800000076139
	https://e3rochester.org/wp-

4. Lottery Notice announcing date of lottery	content/uploads/2021/03/2021-Lottery-Deadline-Press-Release.pdf
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://uncommonschoools.ams3.digitaloceanspaces.com/wp-content/uploads/sites/8/2020/11/06200515/RP-District-Safety-Plan_20-21.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://uncommonschoools.ams3.digitaloceanspaces.com/wp-content/uploads/sites/8/2020/11/11190346/RochesterPrep_SY2021_Handbook_vF.pdf
7. Authorizer-Approved FOIL Policy	https://uncommonschoools.ams3.digitaloceanspaces.com/wp-content/uploads/sites/8/2020/10/07213509/FOIL-Policy.pdf
8. Subject matter list of FOIL records	https://uncommonschoools.ams3.digitaloceanspaces.com/wp-content/uploads/sites/8/2020/10/07213509/FOIL-Policy.pdf

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

[INSTRUCTIONS](#)

Required of Regents-Authorized Charter Schools ONLY

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

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates

- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



Rochester Prep Charter School 3

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 15, 2021

By Allison James-Villa, Director of Operations (ES)

85 St. Jacob St, Rochester, NY 14621 (ES)

585-368-5110 (ES)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The Directors of Operations prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Geoffrey Rosenberger	Chair	Finance, Development, Academic, Facilities
Rebecca Sumner	Vice Chair	Academic, Finance, Development
Ronald Zarella	Treasurer	Finance, Development, Facilities
James Ryan	Trustee	Development, Finance, Facilities
Joshua Phillips	Trustee	n/a
Ebony Miller-Wesley	Trustee	Academic, Finance
Carlos Caballada	Trustee	n/a
Langston McFadden	Trustee	n/a

Christopher Shaffer has served as the Principal since 2016.

SCHOOL OVERVIEW

Rochester Prep Elementary School #3 (“Rochester Prep”) first opened in 2016 serving Kindergarteners and has grown each year since then, serving 455 K-4th graders in the 2020-21 school year. In the 2021-22 school year, students from Elementary School #3 will move up to the newly opened Middle School #3. Rochester Prep operates under the Uncommon Schools Charter Management Organization, which also operates two other charters in Rochester: True North Rochester Preparatory Charter School (K-12) and Rochester Prep Charter School 3 (K-4).

The mission of Rochester Prep is to prepare all students to enter and succeed in college through effort, achievement, and the content of their character. All Rochester Prep students will demonstrate excellence in reading, writing, math, science, and history, while consistently exemplifying the virtues of diligence, integrity, responsibility, compassion, perseverance, and respect.

Rochester Prep ensures that students develop the skills, knowledge, and character necessary to grant them full access to opportunity and prosperity, including enrollment and success in college. The school features a rigorous academic program that guides students to meet the highest standards and at the same time develops young men and women of character and integrity.

Rochester Prep’s school design includes seven core components:

1. Focus on Literacy. Many of our students begin their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Rochester Prep students, therefore, is tied to mastering this fundamental skill. In 2019-20, Rochester Prep provided explicit instruction in literacy skills and inculcated the reading habit respective to grade span.

Grades K-4

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

Grades 5-8

- Scholars have two hours and a half hours of daily reading instruction.
- Scholars are required to read reading level-appropriate books during the summer.
- There is required, graded, written work in every class.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- Scholars are required to carry an independent reading book, checked out from our library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- mClass tested every student 2 times during the year to monitor progress and ensure that students were being challenged by independent reading books on their reading level

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

Grades 9-12

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

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

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

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

3. Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

continuous reflection and improvement. Prior to the scheduled New York State Social Studies, Mathematics, English Language Arts, and Science exams, Rochester Prep administered two internally aligned Interim Assessments (3 in ELA, 4 in Math). In the 9-11 Grades, students take quarterly interim assessments in all core subjects, four SAT Diagnostics annually, and the PSAT. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. These assessments were also administered during the COVID-19 closure, virtually. Rochester Prep teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Rochester Prep also utilized the information to target content- and skills-driven tutoring and small-group instruction. Our CAT team this year also began the use of weekly data collection through small assessments in both ELA and math. The data from these assessments was used by CAT and our LLPs to address gaps in content or skill that they could see trend across our schools.

4. Make More Time. To provide students with a comprehensive, college preparatory education, Rochester Prep has an extended school day and school year. For most students, the regular school day began at 7:15 A.M. and ended at 4:00 P.M. Additionally, the Rochester Prep school year starts approximately 2 weeks earlier than other public school districts in the area and ends 1-2 weeks later. In the 2020-21 school year, we began instruction on 8/31/20 and ended on 6/11/2021 due to COVID related staffing and childcare needs. We will be returning to our usual extended school year in the 2021-22 school year.

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

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

Rochester Prep students begin talking about college on the first day of school as their homerooms are named after the alma maters of their teachers and Historically Black Colleges and Universities (HBCUs). Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival. Our College Access Team at the High School spends individual time with each student from freshman year forward to discuss college plans, application process, and financial aid, and ensures that students are in the best possible position to matriculate to and succeed in college. There is also an alumni support network in the regions where Uncommon Schools operates (Rochester, Albany, NYC, New Jersey, and Boston) that allows Rochester Prep graduates to receive personalized support while they are in college.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

6. Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2019-20, Rochester Prep created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- Merit system that defined clear expectations and immediate responses to positive behavior;
- Demerit and detention system that defined clear expectations and immediate responses to negative or inappropriate behavior
- Rubric system that provided immediate feedback to classes at the end of each class each day.

7. Insist on Family Involvement. Rochester Prep's educational program is structured so that families must be involved in their child's academic pursuits. In 2019-20, our families:

- picked up their child's report card in person at the school one time, and had virtual report card conferences during the COVID-19 closure;
- met with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance;
- maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and emails;
- were notified at home or at work each day if their child earned a detention;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were offered the opportunity to participate in a potluck and watch their children perform in their chosen Enrichment activity at three public performances during the course of the year
- were invited to multiple social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

In compliance with state and local health department mandates, Rochester Prep began the 2020-21 school year with fully remote instruction. During Spring and Summer 2020, we distributed Chromebooks to students who did not have an internet enabled device at home, and wifi Hotspots to students who did not have internet access. By October of 2020, each Rochester Prep student had received a Chromebook from the school so that they did not need to share a device with a parent or sibling to complete their schoolwork. Uncommon Schools and Rochester Prep are now committed to continually providing a Chromebook for every student so that students can develop digital literacy skills, or easily switch back to remote learning should the need ever arise again in the future.

In late Fall 2020, Rochester Prep reopened for hybrid learning. General education students in grades K-8 physically came to campus 2 days per week, and 9-12 grade students attended 1 day per week. SPED and ELL students of all grade levels came in-person 4 days per week. All students participated in synchronous and asynchronous learning on the days that they were not physically in the school building. Parents also had the choice to keep their children fully remote for the 2020-21 school year.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	90	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90
2017-18	90	90	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	180
2018-19	88	88	85	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	261
2019-20	91	95	92	92	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	370
2020-21	97	91	96	85	86	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	455

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

75% of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English Language Arts examination for grades 3-8. Due to the cancellation of the state exams, the goal is for 75% of students to attain proficiency on our internal assessments.

BACKGROUND

Rochester Prep’s curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Rochester Prep created a scope and sequence for reading and writing and divided the year into units, each culminating in a formal assessment. The school continues to refine its scopes, sequences, and assessments in alignment with Common Core Learning Standards each school year based on student assessment data.

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

Every year the school provides teachers with an intensive training program whereby we instruct teaching, student behavior management techniques, and strategies to employ in the classrooms

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and throughout the school. We achieve and maintain complete consistency in messaging, expectations, and responses to student behavior and academic standards throughout the school. Additionally, all staff meet one day each week to review the past week's progress and to finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

METHOD

Due to the hybrid nature of the 2020-21 school year and our focus on social emotional learning, we Rochester Prep decided not to administer interval assessments in ELA for our elementary school students. We determined that the negative effects on students would outweigh the possible benefits, and that even if the assessments were administered, they would not provide accurate information about our students' wholistic needs. In a typical year, Rochester Prep uses internally developed Interim Assessments and Final Examinations in addition to the criterion-referenced New York State exams in ELA. The interval assessments in ELA are aligned to state standards and to the school's scope and sequence. Starting in August, teachers and administrators develop curricular strategy, unit plans, and daily lessons based upon the scope and sequence. At the close of each unit, an assessment is administered, graded, and data shared so that teachers and administrators can develop action plans based on objective, standards-driven data. The principal and leadership team work closely with teachers at every step of this process, giving feedback on daily lesson plans, curriculum, action plans, and the implementation of these plans.

After the interval assessments are administered, teachers grade each exam and enter individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyze the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes.

Students in grades 3-4 took the NYS ELA assessments, although score data is not available at the time of this report.

During remote learning, students used Google Classroom for ELA instruction. This consisted of watching pre-recorded videos and reading whole-class novels at the middle school level with daily deliverables. Teachers held office hours and tutored small groups of students. Students with support services continued to receive specialized instruction.

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

RESULTS AND EVALUATION

ELA interval assessments were not administered to elementary schoolers this year in favor of emphasizing a positive learning environment and social emotional support during the pandemic.

SUMMARY OF THE ELEMENTARY LANGUAGE ARTS GOAL

N/A

ACTION PLAN

Rochester Prep is committed to improving ELA performance for its students. We will continue to tap into the best practices employed by the other Rochester Prep charter school campuses and our charter management organization, Uncommon Schools. We will return to regular interval assessments in the 2021-2022 school year to better assess where each individual student stands and how to create a customized learning plan to support them.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 2: Mathematics

All students will become proficient in mathematic concepts.

75% of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8. Due to the cancellation of the state exams, the goal is for 75% of students to attain proficiency on our internal assessments.

BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our middle-grade students receive at least 90 minutes of math instruction per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Rochester Prep's Mathematics program emphasizes both strong computational procedures and problem-solving skills. At the elementary level there is one 65-minute block of math a day that focuses on number sense, number systems, and problem-solving. During this block, students chant, act out, and model math with activities and math manipulatives.

METHOD

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

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

- (1) Criterion-referenced New York State exams in Mathematics
- (6) Internally developed Interval Assessments in Mathematics
- (1) Internally developed Final Examination in Mathematics

During the 20-21 academic year, Rochester Prep was only able to use the internally developed Interval Assessments in Mathematics due to the COVID pandemic and shifts to remote & hybrid learning. Rochester Prep administered 1 of these Interval Assessments once students were able to

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

return to school in a hybrid setting in February. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. Rochester Prep also utilized the information to target content- and skills-driven tutoring throughout the day in school beginning in March (due to closure for COVID).

During remote and hybrid learning Rochester Prep continued to have consistent Math instruction where remote scholars in Grades K-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran Math teachers and completing a written task generating a work product at least 2 days per week. Remote students were also able to attend live remote instruction. Students in our hybrid learning model were able to participate in both our traditional in-person instruction, and our remote offerings. Teachers provided weekly feedback on submitted written assignments. Both instructional models designed data driven instruction based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the assignments submitted.

RESULTS AND EVALUATION

Based on data from the limited Interim Assessments administered in 2020-2021, we have not made progress towards our goals. Administering tests in a hybrid setting presented unique challenges with attendance and administering exams online for the first time. We will continue to work towards a higher percentage of students meeting this metric for School Year 2021-2022.

Grade Level	K	1	2	3	4
% Proficient or Advanced	64%	88%	88%	75%	62%

ADDITIONAL EVIDENCE

In the absence of state testing, Rochester Prep compared student performance on the internally developed Math interval assessments with that of other schools in the Uncommon Schools network. The table below outlines the percentage of Rochester Prep students achieving proficient or advanced status on interval assessment administration compared to the overall Uncommon Schools average. With the exception of Kindergarten, Rochester Prep students exceeded the performance of their Uncommon peers.

Grade Level	K	1	2	3	4
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Rochester Prep % Proficient / Advanced	64%	88%	88%	75%	71%
Uncommon Schools % Proficient / Advanced	77.2%	72.6%	73%	61.8%	62.4%

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Rochester Prep met the absolute measure of 75% of students achieving a proficient or advanced proficient rating on the internal assessments. A total of 77% of Rochester Prep students were proficient or advanced.

ACTION PLAN

Over the course of the past school year Uncommon Schools has made continuous changes to its program to ensure that its curriculum, schedule, and instruction best support student learning in math. Changes include: refining the Math Investigations-based curriculum to better align to NYS Learning Standards rooted in conceptual math; revising math lessons so that student activities more closely align to the objective; revising scope and sequences to ensure that math meetings in grades K-4 are focused solely on reviewing difficult-to-master material throughout the school year; revising Interval Assessments to ensure that each NYS Learning Standard is taught, assessed and ultimately mastered; and, finally, prioritizing differentiated teacher development.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA, even in a hybrid learning environment. We know that with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. During Remote and Hybrid learning, we continued to provide both real-time feedback and consistent feedback on written work submissions via teacher-led sessions on Zoom and comprehensive feedback on graded assignments. As a network, implemented small group instruction into the remote learning day. There, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collects these data and works with our principals and Assistant Superintendent to implement data-driven worksheets based on where our students need the most practice.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Each year, 75% percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district. The cancellation of state exams, the goal is the same with performing at proficiency on Rochester Prep's internal interim assessments.

BACKGROUND

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

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

METHOD

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

In terms of supporting literacy, professional development time is dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

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

Reading	2 days a week, students watch a video and complete a task. 3 days a week, students complete passage practice tasks.
Math	2 days a week, students watch a video and complete a task. 3 days a week, students complete mixed review/problem-solving.

RESULTS AND EVALUATION

Science assessments are not administered to our K-4th graders at Rochester Prep.

ADDITIONAL EVIDENCE

In the coming year, Rochester Prep looks forward to reviewing state testing results to determine student needs and trajectories.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

N/A

ACTION PLAN

Rochester Prep plans to do the following things to ensure that students continue to progress in this measure:

- Implement the Reading Taxonomy and Science Taxonomy techniques in all Science classes to continue to improve teaching practices in these classes
- Encourage collaboration between science and literacy teachers so that comprehension and vocabulary strategies taught in reading class are incorporated into science class during non-fiction lessons. Science teachers will be responsible for teaching all textbook features through science instruction. These skills will then be reinforced by the reading teacher while reading non-fiction texts. In addition, Science and Writing teachers will continue to collaborate to give students practice in research and non-fiction writing.
- Provide professional development and common planning time dedicated to collaboration between science, math, and literacy teachers to ensure that the science curriculum continues to reinforce essential math and reading comprehension skills. The class schedule was created with these periods in mind. Each of these teachers has at least one period a week that they can meet with their counterpart to discuss these skills. As mentioned previously we will also be using our PD time as a staff to focus on this. Observations, lesson review and video will be used to help provide feedback to our teachers on this topic.

GOAL 4: ESSA

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

Goal 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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Rochester Prep has been deemed to be in Good Standing in school year 2020-2021.

ADDITIONAL EVIDENCE

Rochester Prep has been deemed to be in Good Standing for each of the past 3 years and beyond.

Accountability Status by Year

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



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

Charter School Name:	Rochester Preparatory Charter School 3
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Chris Ahn
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Mengel Metzger Barr & Co. LLP
School Audit Contact Name:	Shelby L. Stenson
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

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

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

ROCHESTER PREPARATORY CHARTER SCHOOL 3
Statement of Financial Position
as of June 30, 2021

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

CK - Should be zero

-

-

ROCHESTER PREPARATORY CHARTER SCHOOL 3

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

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 6,215,073	\$ -	\$ 6,215,073	\$ 4,985,585
Students with disabilities	151,616	-	151,616	84,207
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	374,444	-	374,444	260,327
Federal - Other	233,659	-	233,659	269,263
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	113,961	-	113,961	266,476
TOTAL REVENUE, GAINS AND OTHER SUPPORT	7,088,753	-	7,088,753	5,865,858
EXPENSES				
Program Services				
Regular Education	\$ 5,087,404	\$ -	\$ 5,087,404	\$ 4,181,064
Special Education	103,824	-	103,824	85,327
Other Programs	-	-	-	-
Total Program Services	5,191,228	-	5,191,228	4,266,391
Management and general	716,510	-	716,510	551,158
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	5,907,738	-	5,907,738	4,817,549
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	1,181,015	-	1,181,015	1,048,309
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 50,813	\$ -	\$ 50,813	\$ 7,722
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	531	-	531	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	51,344	-	51,344	7,722
CHANGE IN NET ASSETS	1,232,359	-	1,232,359	1,056,031
NET ASSETS BEGINNING OF YEAR	1,286,492	-	1,286,492	230,461
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 2,518,851	\$ -	\$ 2,518,851	\$ 1,286,492

ROCHESTER PREPARATORY CHARTER SCHOOL 3

**Statement of Cash Flows
as of June 30, 2021**

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

ROCHESTER PREPARATORY CHARTER SCHOOL 3
Statement of Functional Expenses
as of June 30, 2021

	No. of Positions	2020-21					2019-20		
		Program Services					Supporting Services		
		Regular Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	10.00	542,954	11,081	-	554,035	-	258,419	812,454	641,777
Instructional Personnel	41.00	1,947,266	39,740	-	1,987,006	-	-	1,987,006	1,539,559
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	51.00	2,490,220	50,821	-	2,541,041	-	258,419	2,799,460	2,181,336
Fringe Benefits & Payroll Taxes		409,806	8,363	-	418,169	-	47,762	465,931	321,435
Retirement		46,961	958	-	47,919	-	-	47,919	34,164
Management Company Fees		718,754	14,668	-	733,422	-	129,427	862,849	672,167
Legal Service		-	-	-	-	-	18,380	18,380	6,264
Accounting / Audit Services		-	-	-	-	-	10,440	10,440	10,206
Other Purchased / Professional / Consulting Services		78,108	1,594	-	79,702	-	16,217	95,919	110,412
Building and Land Rent / Lease / Facility Finance Interest		99,626	2,033	-	101,659	-	-	101,659	121,851
Repairs & Maintenance		199,361	4,069	-	203,430	-	-	203,430	186,974
Insurance		-	-	-	-	-	70,082	70,082	43,068
Utilities		24,984	510	-	25,494	-	40,282	65,776	39,156
Supplies / Materials		74,234	1,515	-	75,749	-	-	75,749	56,881
Equipment / Furnishings		8,488	173	-	8,661	-	-	19,548	20,769
Staff Development		100,441	2,050	-	102,491	-	10,887	102,491	128,229
Marketing / Recruitment		5,635	115	-	5,750	-	-	5,750	11,451
Technology		132,806	2,710	-	135,516	-	18,189	153,705	53,998
Food Service		155,663	3,177	-	158,840	-	-	158,840	213,198
Student Services		18,366	375	-	18,741	-	-	18,741	31,104
Office Expense		29,002	592	-	29,594	-	73,112	102,706	99,406
Depreciation		494,949	10,101	-	505,050	-	4,240	509,290	464,942
OTHER		-	-	-	-	-	19,073	19,073	10,538
Total Expenses		\$ 5,087,404	\$ 103,824	\$ -	\$ 5,191,228	\$ -	\$ 716,510	\$ 5,907,738	\$ 4,817,549

SimplexGrinnell

FIRE ALARM INSPECTION REPORT

April 2021 Inspection

PREPARED FOR

**Ann Wall
Property Manager
Rochester Prep
85 Saint Jacob Street
Rochester, NY 14612
(585) 259-9255**

04/01/2021

SimplexGrinnell

SimplexGrinnell
FIRE ALARM INSPECTION REPORT

SITE: Rochester Prep

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**SimplexGrinnell
FIRE ALARM INSPECTION REPORT**

PAGE 1

**Ann Wall
Property Manager
Rochester Prep
85 Saint Jacob Street
Rochester, NY 14612**

Thank you for choosing SimplexGrinnell as the provider of your Fire Alarm Inspection services, which were completed on April 1, 2021.

- 1. Tested and inspected devices as listed.
 - a.) Old Annunciator by Exit 2 does not work.**
- 2. Fire alarm signal recieved with Central station.**
- 3. A/V devices and door holders tested.
 - a.) Strobe by rm 207 fails, Gentex GES3-24WR
 - b.) Bell by boiler rm stairs fails, device is a Simplex 2901-9333.**
- 4. Elevator Recall function tested.
 - a.) When elevator lobby smoke detector on first floor and basement goes into alarm elevator recalls. But when elevator lobby smoke detector on second floor goes into alarm the elevator does not recall.**

SimplexGrinnell
FIRE ALARM INSPECTION REPORT

PAGE 2

SITE: Rochester Prep

SPECIAL PROVISIONS

**SimplexGrinnell
FIRE ALARM INSPECTION REPORT**

PAGE 3

SITE: Rochester Prep

Monitoring Agency:

SimplexGrinnell

**Dispatcher
(800) 746-7539**

Authority Having Jurisdiction:

Rochester Fire Department

Inspection Service:

**SimplexGrinnell
90 Goodway Drive
Rochester, NY 14623
Phone: (585) 475-1710**

License No.: 

Service Mgr: Mark Dalberth

Service Sales: Bryan Tygart

Inspector: Nick Andolina

Inspector: Cody Weiss

**SimplexGrinnell
FIRE ALARM INSPECTION REPORT**

SITE: Rochester Prep

CONTROL PANEL/CENTRAL PROCESSING UNIT

Simplex 4100ES

Serial #

Building: Rochester Prep Floor: Cat Area: Maintenance Office

Test Performed

Result

Value

Notes



SITE: Rochester Prep

ALARM INITIATING DEVICES

SUMMARY TEST RESULTS

<u>Dev.</u> <u>Type</u>	<u>Description</u>	<u>Total</u>	<u>Number</u> <u>Tested</u>	<u>Number</u> <u>Failed</u>	<u>Number</u> <u>Not Tested</u>
----------------------------	--------------------	--------------	--------------------------------	--------------------------------	------------------------------------



DETAIL TEST RESULTS

<u>Dev</u> <u>Type</u>	<u>Building</u>	<u>Floor</u>	<u>Area</u>	<u>Cust</u> <u>Zone</u>	<u>Cust</u> <u>Dev#</u>	<u>Address/</u> <u>Zone No.</u>	<u>Service</u> <u>Performed</u>	<u>Test</u> <u>Result</u>
---------------------------	-----------------	--------------	-------------	----------------------------	----------------------------	------------------------------------	------------------------------------	------------------------------



Tested	Passed
Tested	Passed
Tested	Passed
Not Tested	
Tested	Passed
Tested	Passed
Tested	Passed
Tested	Passed
Tested	Passed
Tested	Passed
Tested	Passed
Not Tested	
Tested	Passed
Tested	Passed
Tested	Passed
Tested	Passed
Tested	Passed
Not Tested	
Not Tested	
Not Tested	

SimplexGrinnell
FIRE ALARM INSPECTION REPORT

SITE: Rochester Prep

ALARM INITIATING DEVICES

DETAIL TEST RESULTS

<u>Dev</u> <u>Type</u>	<u>Building</u>	<u>Floor</u>	<u>Area</u>	<u>Cust</u> <u>Zone</u>	<u>Cust</u> <u>Dev#</u>	<u>Address/</u> <u>Zone No.</u>	<u>Service</u> <u>Performed</u>	<u>Test</u> <u>Result</u>
...							...continued...	
...							Not Tested	
...							Tested	Passed
...							Tested	Passed
...							Tested	Passed
...							Tested	Passed
...							Tested	Passed
...							Tested	Passed
...							Not Tested	
...							Not Tested	
...							Tested	Passed
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...							Tested	Passed
...							Not Tested	
...							Tested	Passed
...							Tested	Passed
...							Tested	Passed

SimplexGrinnell
FIRE ALARM INSPECTION REPORT

SITE: Rochester Prep

ALARM INITIATING DEVICES

DETAIL TEST RESULTS

<u>Dev Type</u>	<u>Building</u>	<u>Floor</u>	<u>Area</u>	<u>Cust Zone</u>	<u>Cust Dev#</u>	<u>Address/ Zone No.</u>	<u>Service Performed</u>	<u>Test Result</u>
							Tested	Passed
							Tested	Passed
							Tested	Passed
							Not Tested	
							Not Tested	
							Not Tested	
							Tested	Passed
							Not Tested	
							Tested	Passed
							Tested	Passed
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							Not Tested	
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							Tested	Passed
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							Tested	Passed
							Tested	Passed
							Tested	Passed
							Not Tested	
							Not Tested	
							Not Tested	

SITE: Rochester Prep

ALARM INITIATING DEVICES



DETAIL TEST RESULTS

<u>Dev</u> <u>Type</u>	<u>Building</u>	<u>Floor</u>	<u>Area</u>	<u>Cust</u> <u>Zone</u>	<u>Cust</u> <u>Dev#</u>	<u>Address/</u> <u>Zone No.</u>	<u>Service</u> <u>Performed</u>	<u>Test</u> <u>Result</u>
							Not Tested	
							Not Tested	
							Not Tested	
							Not Tested	
							Not Tested	
							Tested	Passed
							Not Tested	
							Not Tested	
							Not Tested	
							Not Tested	
							Tested	Passed
							Not Tested	
							Not Tested	
							Tested	Passed
							Tested	Passed
							Tested	Passed
							Not Tested	
							Not Tested	
							Not Tested	

SITE: Rochester Prep

ALARM INITIATING DEVICES

DETAIL TEST RESULTS

<u>Dev</u> <u>Type</u>	<u>Building</u>	<u>Floor</u>	<u>Area</u>	<u>Cust</u> <u>Zone</u>	<u>Cust</u> <u>Dev#</u>	<u>Address/</u> <u>Zone No.</u>	<u>Service</u> <u>Performed</u>	<u>Test</u> <u>Result</u>
							Tested	Passed
							Not Tested	
							Not Tested	
							Tested	Passed
							Tested	Passed

SITE: Rochester Prep

ALARM INDICATING DEVICES

SUMMARY TEST RESULTS

<u>Dev. Type</u>	<u>Description</u>	<u>Total</u>	<u>Number Tested</u>	<u>Number Failed</u>	<u>Number Not Tested</u>
ANNC	Annunciator	2	1	1	1
BELL	Bell	1	1	1	0
ELAL	Elevator Alternate Recall	1	1	0	0
ELPR	Elevator Primary Recall	2	2	1	0
VSIG	Visual Only Signal	1	1	1	0

DETAIL TEST RESULTS

<u>Dev Type</u>	<u>Building</u>	<u>Floor</u>	<u>Area</u>	<u>Cust Zone</u>	<u>Cust Dev#</u>	<u>Address/ Zone No.</u>	<u>Service Performed</u>	<u>Test Result</u>
							Not Tested	
							Tested	Failed
							Tested	Passed
							Tested	Failed
							Tested	Passed
							Tested	Failed
							Tested	Failed

SITE: Rochester Prep

INSPECTION DEFICIENCIES SUMMARY

THE FOLLOWING DEFICIENCIES WERE NOTED DURING THIS INSPECTION

I. Deficiencies Covered by Your Service Agreement - Corrected by Inspection Team

None

II. Deficiencies Covered by Your Service Agreement - Service Call Required

None

III. Deficiencies Not Covered by Your Service Agreement

None

IV. Deficiencies Identified During This Inspection That Are The Customer's Responsibility

1	Annunciator	Failed
1	Bell	Failed
1	Elevator Primary Recall	Failed
1	Visual Only Signal	Failed

Customer Acknowledges responsibility for
deficiencies listed above

_____ **Customer**

_____ **Date**

SITE: Rochester Prep

INSPECTION DEFICIENCIES

I. Deficiencies Covered by Your Service Agreement - Corrected by Inspection Team

<u>Dev Type</u>	<u>Building</u>	<u>Floor</u>	<u>Area</u>	<u>Cust Zone</u>	<u>Cust Dev#</u>	<u>Address/ Zone No.</u>	<u>Service Performed</u>	<u>Test Result</u>
	None							

II. Deficiencies Covered by Your Service Agreement - Service Call Required

<u>Dev Type</u>	<u>Building</u>	<u>Floor</u>	<u>Area</u>	<u>Cust Zone</u>	<u>Cust Dev#</u>	<u>Address/ Zone No.</u>	<u>Service Performed</u>	<u>Test Result</u>
	None							

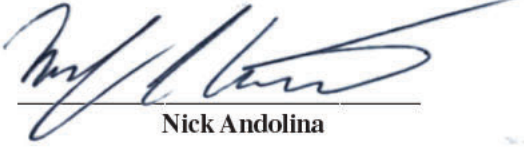

III. Deficiencies Not Covered by Your Service Agreement

<u>Dev Type</u>	<u>Building</u>	<u>Floor</u>	<u>Area</u>	<u>Cust Zone</u>	<u>Cust Dev#</u>	<u>Address/ Zone No.</u>	<u>Service Performed</u>	<u>Test Result</u>
	None							

IV. Deficiencies Identified During This Inspection That Are The Customer's Responsibility

<u>Dev Type</u>	<u>Building</u>	<u>Floor</u>	<u>Area</u>	<u>Cust Zone</u>	<u>Cust Dev#</u>	<u>Address/ Zone No.</u>	<u>Service Performed</u>	<u>Test Result</u>	
								Tested	Failed
								Tested	Failed
								Tested	Failed
								Tested	Failed

SITE: Rochester Prep

Customer	Date
 Nick Andolina	4/1/2021 Date
 Cody Weiss	4/1/2021 Date

IF YOU HAVE ANY QUESTIONS REGARDING THIS REPORT, PLEASE CONTACT

Mark Dalberth Branch Service Manager

Phone: (585) 475-1710
Address: 90 Goodway Drive
Rochester, NY 14623

00631700.A04

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees
Member**

Name: R. Carlos Carballada

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

True North Rochester Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee

2. Are you an employee of any school operated by the education corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
 Yes No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? Yes No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? Yes No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities? Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “**None**.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None	None	None	None	None

Signature *R. Carlos Carballada*

Date 08/03/2021

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



last revised 04/2021

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees
Member**

Name: James Costanza

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

True North Rochester Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board

2. Are you an employee of any school operated by the education corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
 Yes No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? Yes No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? Yes No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities? Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

none

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

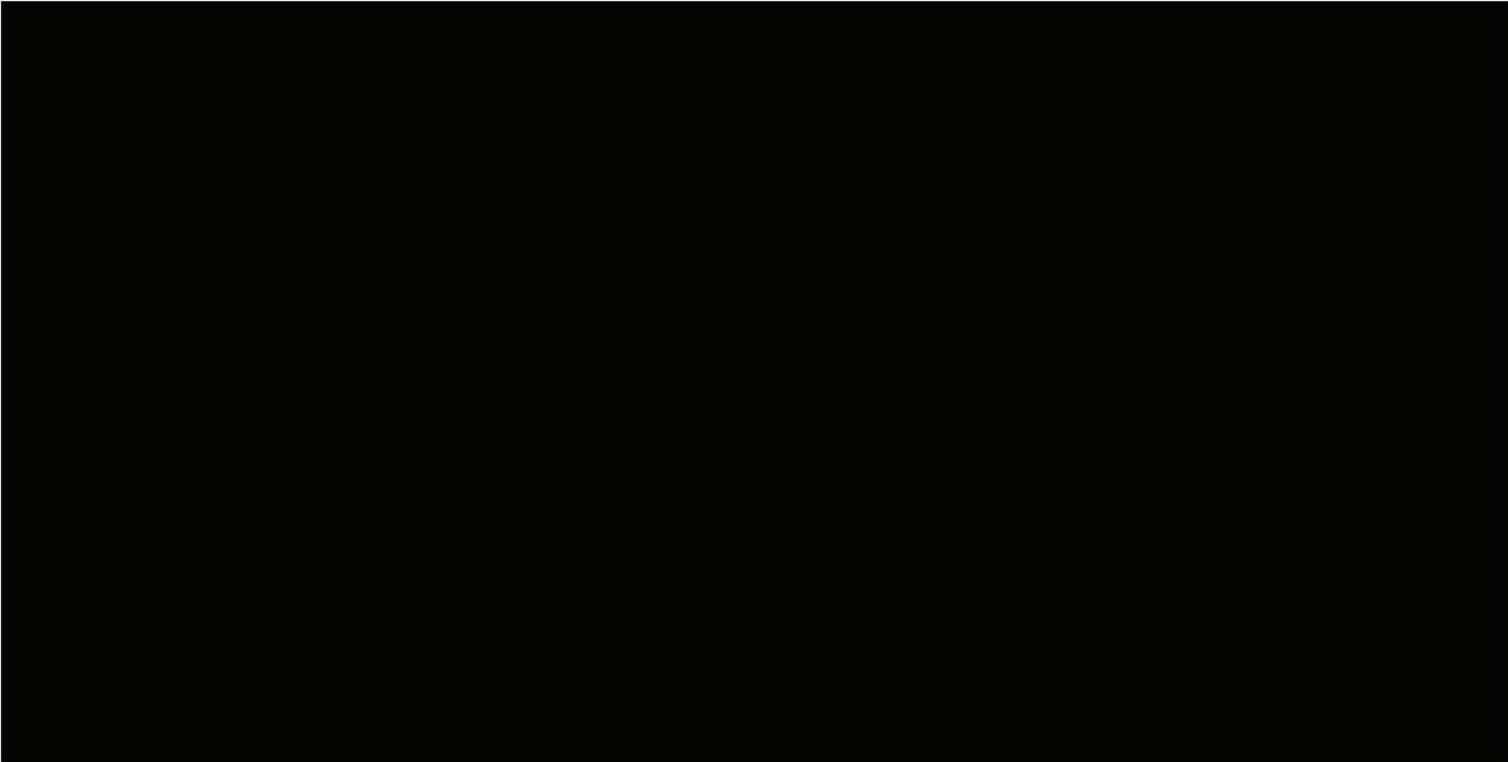
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “**None**.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
none	none	none	none	none

Signature James Costanza Digitally signed by James Costanza
Date: 2021.07.13 13:44:42 -04'00'
Date 07/13/2021

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



last revised 04/2021

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees
Member**

Name: Langston McFadden

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

True North Rochester Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Member

2. Are you an employee of any school operated by the education corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
 Yes No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? Yes No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? Yes No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities? Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
N/A	N/A	N/A	N/A

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “**None**.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
N/A	N/A	N/A	N/A	N/A

Langston D.
Signature McFadden

 Digitally signed by Langston D. McFadden
Date: 2021.07.27 13 01:40 -04'00'

Date 07/27/2021

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



last revised 04/2021

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees
Member**

Name: _____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

True North Rochester Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).
-

2. Are you an employee of any school operated by the education corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
 Yes No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? Yes No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? Yes No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities? Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write None. Please note that if you answered Yes to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
		None		

Signature

Date 08/03/2021

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last revised 04/2021

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees
Member**

Name: Joshua J. Phillips

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

True North Rochester Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee

2. Are you an employee of any school operated by the education corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
 Yes No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? Yes No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? Yes No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities? Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

I was the former Chief Operating Officer and a Managing Director at Uncommon Schools from 2008-2018.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
	Not Applicable		

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “**None**.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Change Summer	Summer Camp Program for Uncommon Schools	~500 campers attend camp	Joshua Phillips, CEO of Change Summer	I recuse myself from any conversations related to Change Summer and Camp Uncommon.

Signature Joshua J. Phillips Digitally signed by Joshua J. Phillips
Date: 2021.08.02 17:10:26 -04'00'
Date 08/02/2021

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



last revised 04/2021

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Geoffrey Rosenberger

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

True North Rochester Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Chair, Ex Officio Member of Finance/Audit, Development, Academic and Real Estate Committees

2. Are you an employee of any school operated by the education corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
 Yes No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? Yes No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? Yes No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities? Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
NONE	NONE	NONE	NONE

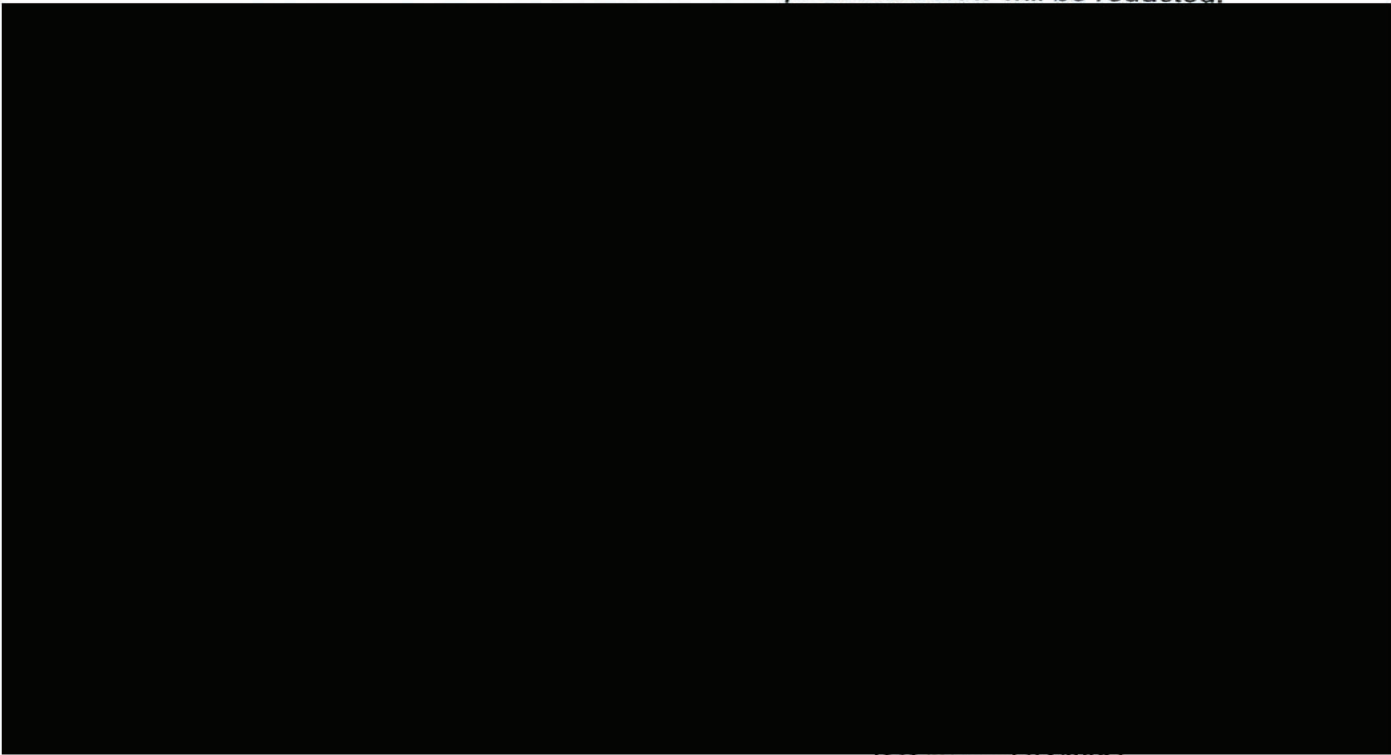
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE	NONE	NONE	NONE	NONE

Signature *Debbie Lounsbury*

Date 07/21/2021

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: JAMES D RYAN JR

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

True North Rochester Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

CHAIR DEVELOPMENT COMMITTEE MEMBER FACILITIES, FINANCE, and Audit Comm.

2. Are you an employee of any school operated by the education corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
 Yes No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? Yes No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? Yes No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities? Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

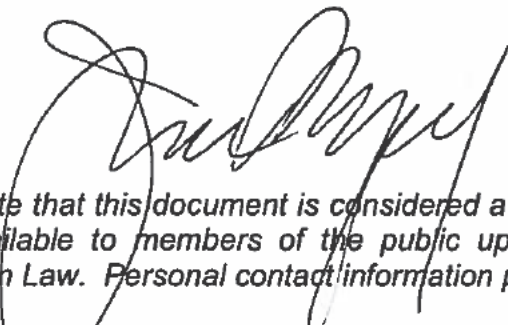
7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write None. Please note that if you answered Yes to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
	<i>None</i>		

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				

Signature



Date

7/9/21

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Rebecca Sumner

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

True North Rochester Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board vice-chair; Chair, Academic Committee

2. Are you an employee of any school operated by the education corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
 Yes No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? Yes No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? Yes No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities? Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
	None		

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
	None			

Signature 

Date 7/27/2021

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



last revised 04/2021

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees
Member**

Name: Ronald L. Zarrella

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

True North Rochester Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Chair, Finance Committee and Facilities Committee

2. Are you an employee of any school operated by the education corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
 Yes No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? Yes No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? Yes No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities? Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
	None		

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

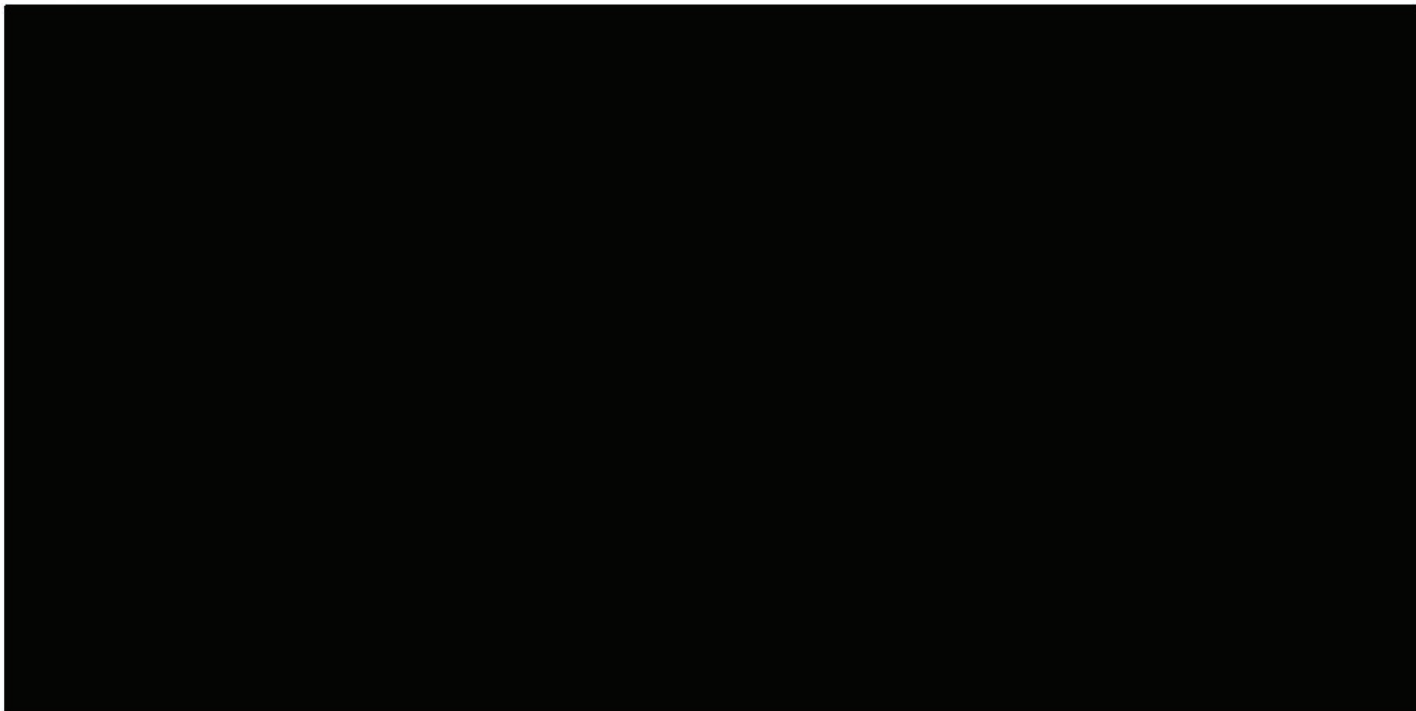
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				

Signature

Ronald L. Zauelle

Date 07/09/2021

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



last revised 04/2021



CITY OF ROCHESTER

CERTIFICATE NO.: 87137
DATE ISSUED: AUGUST 16, 2016
EXPIRATION: NOT APPLICABLE
LEGAL USE: CHARTER SCHOOL

CASE NO.: 609962
PERMIT: 1163605
SBL NO: 10626000030170010000

CERTIFICATE OF OCCUPANCY

PROPERTY LOCATION: 0085 ST JACOB ST

This is to certify that the above property may be legally occupied in the following manner:

BRICK 2 STORIES
CERTIFICATE FOR CHARTER SCHOOL
{MAXIMUM OCCUPANCY NOT TO EXCEED 490 STUDENTS}
{GRADES: KINDERGARTEN TO FOUTH GRADE}

This Certificate is issued and based on the application made by:

TRUE NORTH ST. JACOB ST. LLC, {OWNER}, ON AUGUST 10, 2016

The Certificate of Occupancy remains in effect from the date of issuance until the expiration date noted above, unless terminated by the occurrence of any of the events enumerated in Section 90-16A(2) of the City Code, or the Non-Conforming Use limitations in Section 120-199 of the Zoning Code. This Certificate must be renewed, if applicable, no later than the expiration date.

This is to certify that the above property conforms to issued building permits and substantially conforms with the requirements of the following codes of the City of Rochester: Zoning Ordinance, Building Code, Property Code, and, where applicable, the N.Y.S Multiple Residency Law.

CODE COMPLIANCE COORDINATOR

NOTICE AND DISCLAIMER

PROPERTY INSPECTIONS ARE VISUAL AND NON-DESTRUCTIVE ONLY AND ARE NOT INTENDED TO PROVIDE INFORMATION CONCERNING POSSIBLE HIDDEN DEFECTS WITHIN OR BEHIND WALLS, CEILINGS, PARTITIONS OR FLOORS. IN ADDITION, THE CITY MAKES NO REPRESENTATION, CERTIFICATION OR GUARANTEE TO ANY PERSON OR ENTITY, AND ASSUMES NO LIABILITY FOR REAL OR CLAIMED FAILURE TO OBSERVE OR CITE ANY DEFECTS, WHETHER HIDDEN OR OBVIOUS, IN CONJUNCTION WITH ANY INSPECTION REQUISITE FOR ISSUANCE OF A CERTIFICATE OF OCCUPANCY. PROPERTY INSPECTIONS MAY RESULT IN CERTAIN DEFICIENCIES BEING NOTED BUT NOT CITED AS VIOLATIONS BASED ON THEIR CATEGORIZATION AS MINOR IN NATURE. CITY INSPECTIONS ARE DONE TO PROMOTE THE HEALTH, SAFETY AND WELFARE OF THE PUBLIC AS A WHOLE, BY ENHANCING THE CITY'S HOUSING STOCK AND RESIDENTIAL NEIGHBORHOODS.

LENDERS AND PURCHASERS ARE STRONGLY ENCOURAGED TO CONSULT INDEPENDENT INSPECTORS.

EEO Employer/Handicapped



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EEO Employer/Handicapped

Uncommon Schools | ROCHESTER PREP

2021-2022 Regional Staff Calendar

Updated 06.15.21

Summer Shutdown - All Campuses Closed
*Summer Success Academy Exception
End of Summer Success Academy

6/21-7/16
23

July '21						
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

August '21						
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				

7 School Days

3	New Teachers Begin
5	Returning Teachers Begin
11-12	Rochester Roadshow
19	K Induction Day - Full Day
19	5th Grade Induction Day - Half-Day
19	12th Grade Open House
20	K & 5th Induction Day, HS Open House
23	First Day K-12

Sustainability 1/2 Day
Labor Day (School Closed)

3
6

September '21						
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		

21 School Days

October '21						
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						

20 School Days

8	Sustainability 1/2 Day
11	Indigenous People's Day (School Closed)
13	PSATs (HS Only - Grades 9-11)
28	SATs (HS Only - Grade 12)
26-29	HS Quarterly Exams
29	End of Quarter One

Veteran's Day (School Closed)
Thanksgiving (School Closed)

11
24-26

November '21						
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				

18 School Days

December '21						
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	

13 School Days

17	Sustainability 1/2 Day
20-31	K-8 Winter Break (School Closed)
12/20-1/4	HS Winter Break (School Closed)

HS PD Day (Staff Report)
Sustainability 1/2 Day
MLK Day (School Closed)
HS Quarterly Exams
End of Quarter Two
NYS Regents Exams (HS Only)

3
14
17
18-21
21
25-28

January '22						
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					

20 School Days ES/MS
19 School Days HS

February '22						
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					

15 School Days ES/MS
14 School Days HS

18	Sustainability 1/2 Day (HS Only Closed)
21	President's Day (School Closed)
22-25	February Break

SATs (HS Only - Grade 11)
Sustainability 1/2 Day
NYS ELA Exams (3-8)/
HS Quarterly Exams

2
4
29-31

March '22						
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		

23 School Days

April '22						
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

15 School Days

1	HS Quarterly Exams End of Quarter Three
8	Sustainability 1/2 Day
15-21	Rochester Prep Spring Break
26	SATs (HS Only - Grade 11)
26-28	NYS Math Exams (3-7)

Sustainability 1/2 Day (HS Only Closed)
Memorial Day (School Closed)

27
30

May '22						
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				

21 School Days ES/MS
20 School Days HS

June '22						
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	

8 School Days ES/MS
12 School Days HS

10	Last Day K-8 (if 1 or less weather closings)
15-24	NYS Regents Exams
16	Last Day High School
20	Juneteenth Observed (All Offices Closed)

13-14	K-8 Inclement Weather Makeup Days (if 2 or more emergency weather closings)
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Note Concerning Differences with RCSD:

The following are days which Rochester Prep Schools will differ with Rochester Central School District (RCSD). As always, Rochester Prep will offer transportation on the days when RCSD is off, but Rochester Prep is in session. Rochester Prep Schools are in session, but Rochester City Schools are off: August 23-September 7, November 2, November 5 (RCSD 1/2 day, Rochester Prep full day), April 11 (RCSD 1/2 day, Rochester Prep full day), April 12, May 11 (RCSD 1/2 day, Rochester Prep full day), May 12