

Application: University Prep Charter High School

Gretchen Liga - gliga@csbm.com
2022-2023 Annual Report

Summary

ID: 0000000171

Last submitted: Nov 1 2023 04:34 PM (EDT)

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Aug 1 2023

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 the [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 2022-2023 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, 2023**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

UNIVERSITY PREP CHARTER HIGH SCHOOL 800000061083

a1. Popular School Name

UPrep High

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

Yes

c1. Name of Union

Select the name of the Union representing your school?

United Federation of Teachers

c2. Date Unionized

Aug 1 2008

d. DISTRICT / CSD OF LOCATION

CSD # 7 - BRONX

e. Date of Approved Initial Charter

Oct 1 2007

f. Date School First Opened for Instruction

Sep 1 2008

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

The mission of University Prep Charter High School is to prepare students for success in college, leadership, and life. Ensuring growth in all three areas is our professional commitment and privilege.

h. School Website Address

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

i. Total Approved Charter Enrollment for 2022-2023 School Year

430

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

423

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

9
10
11
12

I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

	No, just one site.
--	--------------------

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	600 St. Ann's Avenue, 4th floor, Bronx, NY 10455	718-585-0560	NYC CSD 7	9-12	9-12	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Andrew Ayers	Principal	718-292-6543		aayers@uppubli cschools.org
Operational Leader	Mayreni Arias	Chief Operating Officer	718-292-6543		marias@uppublic schools.org
Compliance Contact	Andrea d'Amato	Executive Director	718-292-6543		adamato@uppu blicschools.org
Complaint Contact	Andrew Ayers	Principal	718-292-6543		aayers@uppubli cschools.org
DASA Coordinator	Francesca DiBlasi	School Counselor	718-292-6543		fdiblasi@uppubli cschools.org
Phone Contact for After Hours Emergencies	Andrew Ayers	Principal	718-292-6543		aayers@uppubli cschools.org

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

Co-located Space

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

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

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

NA

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

No

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Mayreni Arias
Position	Chief Operating Officer
Phone/Extension	718-292-6543
Email	marias@uppublicschools.org

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

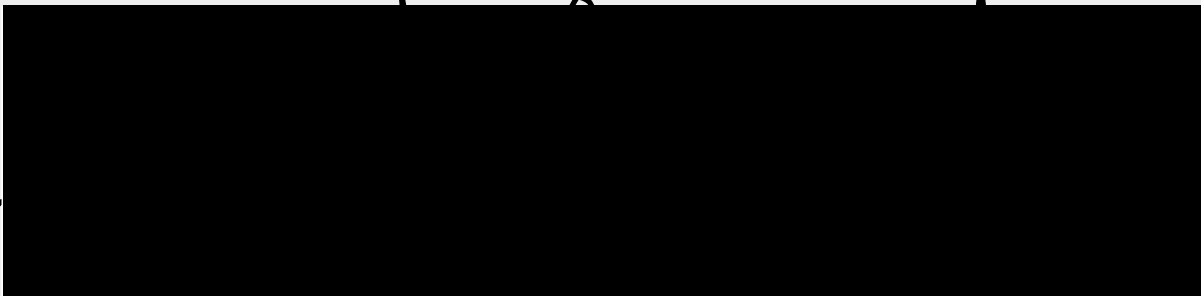
As outlined in ENTRY 10:

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.

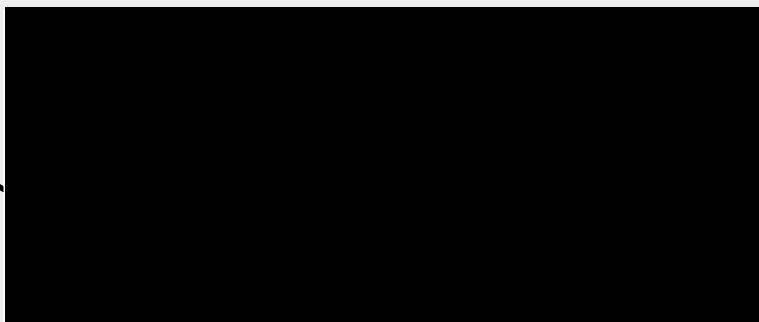
Responses Selected:

Yes

Signature, Head of Charter School

A large black rectangular box redacting the signature of the Head of Charter School.

Signature, President of the Board of Trustees



Date

Aug 1 2023



Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Aug 1 2023

Instructions

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

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)

Form for Entry 2 Links to Critical Documents on School Website

School Name: University Prep Charter High School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline 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:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	https://www.uppublicschools.org/results
2. Board meeting notices, agendas and documents	https://www.uppublicschools.org/about/board
3. New York State School Report Card	https://www.uppublicschools.org/results
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://www.uppublicschools.org/resources
6. Authorizer-approved FOIL Policy	https://www.uppublicschools.org/resources
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://www.uppublicschools.org/resources

Thank you.



Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

2022-2023 Progress Toward Attainment of Academic Goals

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

2. Do have more academic goals to add?

(No response)

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
Academic Goal 41				

Academic Goal 42				
Academic Goal 43				
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Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

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

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

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

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed - Nov 1 2023

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, **and** into the SUNY Epicenter document management system by September 15, 2023.

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

UPCHS 22-23 APPR FINAL

Filename: UPCHS_22-23_APPR_FINAL.pdf Size: 486.3 kB

Entry 4 - Audited Financial Statements

Completed - Nov 1 2023

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

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, 2023**. 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 protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.

2023 University Prep Public Charter Schools fin stmt

Filename: 2023_University_Prep_Public_Charte_mq2rz3W.pdf Size: 756.7 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Nov 1 2023

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

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

UPPHS FY23 Authorizers Audited Financial Report

Filename: UPPHS_FY23_Authorizers_Audited_Fi_MwZvuQM.xlsx Size: 175.8 kB

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

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

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. 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. 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 Contact Information

Incomplete - Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial 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
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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 2023-2024 Budget

Completed - Nov 1 2023

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

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.

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

[2023-24-Budget-and-Quarterly-Report-Template UPPHS LW063023](#)

Filename: 2023-24-Budget-and-Quarterly-Repo_4ZgyklE.xlsx Size: 535.4 kB

[UPPCS Budget-Narrative-Questionnaire](#)

Filename: UPPCS_Budget-Narrative-Questionnai_tAK5rhi.pdf Size: 28.6 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2023

Required of ALL Charter Schools

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 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. 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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

Filename: M._Suarez_22-23_Disclosure.pdf **Size:** 400.3 kB

[N](#)

Filename: N._Benavides_22-23_Disclosure.pdf **Size:** 318.5 kB

[B](#)

Filename: B._Sacks_22-23_Disclosure.pdf **Size:** 421.0 kB

[R](#)

Filename: R._Weingarten_22-23_Disclosure.pdf **Size:** 158.8 kB

[J](#)

Filename: J._Bergtraum_22-23_Disclosure.pdf **Size:** 425.8 kB

[S](#)

Filename: S._Barr_22-23_Disclosure.pdf **Size:** 323.6 kB

[J](#)

Filename: J._Pasternak_22-23_Disclosure.pdf **Size:** 1.3 MB

Entry 7 BOT Membership Table

Completed - Aug 1 2023

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.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2022-2023 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 Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Steve Barr	sbarr@fi.nschools.org	Chair	None	Yes	5	5/1/2023	5/1/2026	7
2	Nelly Benavides	Nelly.Benavides@slu.cuny.edu	Trustee/Member	None	Yes	1	6/1/2022	6/1/2025	9
3	Judith Bergtraum	bergtraum@cuny.edu	Trustee/Member	None	Yes	2	2/1/2021	2/1/2024	8
4	Justin Pasternak	jpasternak@uppu.blicschools.org	Other	Teacher Representative	Yes	2	11/1/2021	11/1/2024	9
5	Burton Sacks	burt.sacks@cuny.edu	Treasurer	Finance	Yes	5	5/1/2023	5/1/2026	9
6	Miguel Suarez	msuarez429@gmail.com	Secretary	Negotiation	Yes	1	6/18/2020	9/1/2024	9
7	Randi Weingarten	rweingarten@aft.org	Trustee/Member	None	Yes	5	5/1/2023	5/1/2026	5 or less
8									
9									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2023	7
b.Total Number of Members Added During 2022-2023	1
c. Total Number of Members who Departed during 2022-2023	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

3. Number of Board meetings held during 2022-2023

9

4. Number of Board meetings scheduled for 2023-2024

12

Total number of Voting Members on June 30, 2023:

7

Total number of Voting Members added during the 2022-2023 school year:

1

Total number of Voting Members who departed during the 2022-2023 school year:

0

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

11

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 2022-June 2023), which should match the number of meetings held during the 2022-2023 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 1, 2023**.

Entry 9 Enrollment & Retention

Completed - Aug 1 2023

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 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 2023-2024.

***SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	<p>University Prep Charter High School's recruitment efforts focus on Districts 7, 8, 9, and 12, areas of the Bronx with high levels of families living in poverty. Therefore, we consider all of our recruitment efforts to be targeted toward Economically Disadvantaged students, and our high percentage of this subgroup (90%) reflects the validity of that philosophy. Our efforts include presentations at middle schools, attendance at high school fairs, distribution of brochures and flyers, and open houses held throughout the year.</p>	<p>As we surpassed our enrollment target (89%) for this subgroup by four percentage points, no changes are planned for the school's efforts to recruit Economically Disadvantaged students in 2023-24.</p>
English Language Learners	<p>To recruit English Language Learners in 2022-23, we visited all middle schools with higher than district averages for ELL students. In our presentations and open houses, we stress the various programs we provide to serve this subgroup as well as our high graduation rates. All recruitment materials, applications, and enrollment documents are available in Spanish, and translators are brought to all recruitment events. Using these strategies, English Language Learners comprised 6% of our total enrollment in 2022-23.</p>	<p>While we did not meet the enrollment target for this subgroup (16%), we are confident that our good-faith efforts are solid. Therefore, no major changes are planned for the school's strategies to recruit English Language Learners in 2023-24, although we will increase our efforts to develop relationships with schools and community-based organizations that serve high levels of non-English speaking families.</p>
Students with Disabilities	<p>Our efforts to recruit Students with Disabilities included strategic visits to schools that high percentages of students with IEP's, during which we outlined the special education program and additional support provided to all special needs</p>	<p>Although we were 3 percentage points below our enrollment target (20%) for this subgroup, we are confident that we are implementing a strong recruitment plan. Therefore, no changes are planned for the</p>

	<p>students. When parents of students with IEPs ask, we proudly point out that we are open to all students. In addition to instructional and emotional support, we stated that we provide speech and hearing services to students who require them. Using these strategies, Students with Disabilities comprised 17% of our total enrollment in 2022-23.</p>	<p>school's efforts to recruit Students with Disabilities in 2023-24.</p>
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Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	<p>We make every effort to retain all Economically Disadvantaged students who enroll in our school. We believe the best way to prevent students from leaving due to their or their families' discontent is to provide as much support as possible. For emotional guidance, we have five counselors for four grade levels. This allows students who qualify for free or reduced-price lunch to receive counseling if mandated or simply if they are at risk of failure or emotional crisis. Every counselor knows every student in his/her cohort and every student knows at least one adult outside of the classroom that he/she can go to for help. In addition, we cover any fees for special programs and uniforms for any student who cannot afford to pay.</p>	<p>As retention of Economically Disadvantaged students was strong, we will implement similar strategies in 2023-24.</p>
English Language Learners	<p>To retain English Language Learners, we employ a full-time certified ELL teacher to provide all mandated services and to support subject matter teachers in working with ELL strategies in the least restrictive environment. ELL students can attend teacher office hours to receive supplemental instruction or to complete assignments. Translators are provided for all parent-teacher conferences and school events.</p>	<p>As retention of English Language Learners was strong, we will implement similar strategies in 2023-24.</p>
Students with Disabilities	<p>We also provide numerous academic interventions for our students with IEPs, including office hours with any of their teachers.</p>	<p>As retention of Students with Disabilities was strong, we will implement similar strategies in 2023-24.</p>

During this supplemental instruction time, students can get tutoring, extra help, or make up work as needed. For students with IEPs, we also revised the schedule/staffing to provide the least restrictive environment so that students received academic support in all of their core classes by a highly qualified special education teacher using an integrated co-teaching model. In addition, we held two series of Saturday/Afterschool academies throughout the year to help students prepare for the Regents Exams. Our general strategy for retaining at-risk students is to highlight the benefits of taking eight classes per year, especially with respect to graduating from high school and being accepted to college. We frequently meet with parents of students that are demonstrating characteristics that make them at-risk of failure like poor attendance, excessive lateness, poor behavior, significant academic struggles, and low student achievement. These students receive at-risk counseling.

Entry 10 – Teacher and Administrator Attrition

Completed - Aug 1 2023

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

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

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 who 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. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

^[1] Employees who 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.nysed.gov/common/nysed/files/programs/charter-schools/employeeefingerprintoct19.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

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

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 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.

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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
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. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(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: 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 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed - Sep 15 2023

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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 also 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 (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

UPPS 2023-24 Calendar-rev FINAL

Filename: UPPS_2023-24_Calendar-rev_FINAL.pdf Size: 125.8 kB

Entry 14 Staff Roster

Incomplete - Hidden from applicant

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.

Reminders: Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer	Select your school's authorizer from the drop-down list first , before completing the roster.
NOTE: MUST BE DONE FIRST	
School Name and Institution ID	Select your school's name from the drop-down list .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the 7 digit TEACH ID for the Faculty/Staff person.
Role in School	Select the best choice of role of the Faculty/Staff person from the drop-down list .

CPR/AED Certification Status	Select the appropriate choice from the drop-down list .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	Select the appropriate choice from the drop-down list .
Subject Taught	Select the appropriate choice from the drop-down list .
Notes	Optional

Optional Additional Documents to Upload (BOR)

Incomplete



University Prep Charter High School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 11, 2023

By Andrea d'Amato

600 St. Ann's Avenue – 4th floor
Bronx, NY 10455

718-292-6543; adamato@uppublicschools.org

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Andrea d'Amato, Executive Director, prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

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

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

SCHOOL OVERVIEW

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

Theory of Action

At UPCHS, the theory of action is as follows:

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

The University Prep Charter High School Model

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

The second keystone to increasing student achievement is the belief that students excel in a school culture that provides a personalized learning environment. The UPCHS model adheres to research that

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demonstrates that students can grow their intelligence given the right supports and learning tasks that both challenge their thinking and build their perseverance. This research indicates that students learn best in a nurturing, supportive environment where they are challenged to develop critical thinking skills, but where they are also known and treated as individuals whose backgrounds are respected as teachers come to understand the whole child as a learner.

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

Key Design Elements

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

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

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

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

- Freshman and sophomore composition class. Our instructional teams ascertained that incoming students would benefit from a standards-based, rigorous writing class centered on improving reading comprehension, structured writing prowess, and general literacy skills. The course,

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taken once weekly, accelerates learning for new students who often join the UPCHS family facing hurdles of uneven, interrupted, or incomplete schooling.

- Block scheduling. The foundation of academic rigor is stamina. We encourage the development of powerful teaching and learning through scheduling double periods. Our approach permits teachers to build instructional depth and encourages students to make ongoing and meaningful inquiries and contributions within expanded lessons. The instructional depth of our seminar and project-based initiatives aligns with and prepares our students to meet and exceed NYS standards across the curriculum. Moreover, the scheduling encourages the formation of habits of mind that are transferable to co-curricular and extra-curricular activities.
- Advanced Placement courses. We currently offer AP instruction in Composition, Literature, Biology, Spanish, and Government as well as Calculus AB. In the next charter term, our AP offerings will include Math and Computer Science. UPCHS faculty are committed to preparing our students for academic success in rigorous and demanding collegiate environments. To achieve this goal, we have thoughtfully developed courses aligned with the strong foundation provided by our traditional curriculum.

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

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

- Accepting Personal Responsibility: students see themselves as the primary cause of their outcomes and experiences
- Discovering Self-Motivation: students find purpose in their lives by discovering personally meaningful goals and dreams
- Mastering Self-Management: students plan for and take purposeful actions in pursuit of their

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goals and dreams

- **Creating Positive Interdependence:** students build mutually supportive relationships that help them to achieve their goals and dreams – while helping others do the same

We conduct regular Town Hall meetings. These monthly gatherings are shared celebrations of success within our learning and service communities. We present honor roll certificates and attendance awards. Students also showcase their talents in the performing arts. We have built rich, layered support structures wherein four counselors provide support services and loop with our students to ensure stability and strengthen interpersonal connections.

Student Leadership and Character Development – Fulfilling the mission of UPCHS calls for administrators and faculty to embody and instill principles of student leadership and character development. We model our ideals through a daily advisory period wherein students receive explicit instruction on essential skills such as life management, college readiness, and reducing risk factors. We supplement this instruction by providing students with opportunities to lead and demonstrate character through student mentorship programs, student-employment opportunities, faculty-led clubs, and athletics. We have over 10 after-school clubs including the National Honor Society, UPCHS Pillars (Boys Club), Cooking Club, Student Government, Coding Club, and the Dance and Movement Club to name a few. Extensive athletics offerings include basketball and soccer (boys and girls), baseball (boys), softball (girls), volleyball (girls), flag football, Track and Field, and cheerleading. In addition to the opportunities to lead during the academic year, students can demonstrate their acquired skills as Summer Bridge Assistants who welcome and guide incoming students to the UPCHS community.

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

Academic Support and Intervention

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

- *Summer Bridge Program:* As the high school will be receiving its first group of 9th graders from the middle school, summer bridge will still continue but will be only 1 week long. The curriculum is interdisciplinary, drawing concepts from ELA, algebra, health, and character education through advisory. The curriculum serves to support incoming freshmen by stressing the values of preparation, self-assessment, stress management, healthy decision-making and leadership as a means of being successful. There will also be significant team-building and self-discovery activities.

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- *Freshman and Sophomore Composition Class:* This course is given to freshmen and sophomores to support the development of rigorous common core aligned writing skills that high school students are expected to master. Argumentative and expository writing are highlighted in this course. The two-year sequence should culminate in a research paper that leverages the skills necessary for college-level research writing.
- *Saturday Academy:* Students struggling in classes that end with Regents Exams are provided with extra support during Saturday classes that focus on teaching the essential skills and concepts needed to pass both the course and the State exam.
- *Advisory:* The advisory program is designed to be a 30-minute period in the middle of the school day aimed at supporting the academic progress and social-emotional development of the student. Typically, students meet with their advisors four times per week. The advisory curriculum focuses on developing academic skills, college and career awareness, social and emotional skills, and tracking individual academic progress.
- *Special Education and ELL Support:* UPCHS has a track record of working with ELL students, with a focus on building English fluency and writing skills. ENL services are usually provided by using a push-in model. The school also offers stand-alone ENL classes. The special education approach combines SETTS services with the ICT model, giving students personalized supports that are consistent with their IEPs in the least restrictive environment. In accordance with the service mandates in their IEPs, students with disabilities receive strict testing modifications, mandated group and/or individual counseling, speech, and hearing services. The school's administration and faculty fully comply with all of the terms set forth in the IEP.
- *Faculty Office Hours:* All faculty hold office hours for at least one hour per week but frequently more during which students meet for additional support. This practice is meant to provide needed support to students as well as to develop a sense of ownership for their own learning.
- *Counseling:* The school model includes one school counselor per grade. Each counselor has a manageable caseload so that she can provide mandated and at-risk counseling for social and emotional issues, as well as academic counseling. The school counselors also facilitate professional development for the teachers to support the teachers in their efforts to understand the whole child, differentiate instructional practices for the diverse learners in their classrooms, and develop more effective classroom management skills. The school also has a college counselor who provides students with information on the college admissions and financial aid process. The college counselor communicates with students and families while assisting students with each step of the application, admissions, and financial aid processes.
- *Zero Period:* Zero period in the areas of mathematics and science will take place twice weekly before first period. Students will be selected and assigned this course based on past performance on Regents exams as well as classroom performance. This is a remedial effort. Classes will be taught by subject matter teachers as well as special educators.

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Additional practices of the UPCHS model are as follows:

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

Extensive Professional Development

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

- The administrative team provides Professional Development sessions on the Danielson Rubric to support teachers in the construction of their Professional Development Plans and their ability to give their colleagues constructive feedback.
- The Principal, Assistant Principals, and lead teachers present Professional Development in the areas of argumentative writing and modeling to support teachers' lesson studies and development of learning units or math performance tasks.
- Professional development sessions are also dedicated to supporting teachers in the design of Common Core-aligned lessons.
- The Danielson Rubric is used for teachers to self-assess and for informal observations during teacher inter-visitations.

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Each teacher is responsible for a professional portfolio. They have three choices for this portfolio. The first option includes collecting the resources they have created that show evidence of implementation of professional development. The second requires them to use their inquiry training and complete a full cycle of inquiry. The final option asks teachers to present a unit of study that includes the following: standards, assessments, resources, essential questions, and student work. For each of these, they reflect upon the impact of their practice and receive feedback from both peers and administrators.

COVID-19 and its Impact on Instruction and Programming

COVID-19 prompted many changes, enhanced our learning strategies, and broadened the already extensive toolkit of our teachers. During the closure, although we had a robust live Zoom program, there was a significant amount of learning loss that accompanied not being in a school building. After doing a needs assessment, we took several steps in instructional strategies and staffing to close the learning loss gap. One of the staffing changes we have made was to hire an additional special education teacher. Another staffing change that occurred was in our math department. We made the purposeful decision to have a certified math teacher take the proper coursework to become a certified special education teacher. We feel strongly that having two teachers certified in math for our ICT classes will prove to be beneficial in addressing the learning loss that occurred.

In the 2022-23 school year, we also implemented new instructional strategies that will address specific issues as a result of the COVID-19 closure and also needs that have come out of our assessment data. Our data has shown that we have a number of students who are reading far below grade level. It is imperative that we provide the proper instruction for these students. We sent two of our special education teachers to be trained in the Wilson Reading Program and the Just Words Reading Program. These teachers teach sections of both Wilson and Just Words for students who have been selected based on their reading levels. Another instructional change was in the math department. One of our goals is to always have as many students as possible receive advanced Regents diplomas. To do so, one must pass three Math Regents exams. To ensure that more students are able to do so, we introduced a course for 11th graders who did not pass the Geometry Regents. They spend the first half of the year building more geometry skills and take the Regents again in January of 2023. They spend the second half of the school year building Algebra II skills and will continue that in their senior year in the hopes that this will provide them with more confidence to tackle the Algebra II Regents, thus getting more students to acquire the advanced Regents diploma. In addition, we implemented a Saturday Academy to build in more instructional time for our most struggling students to work on skill building and Regents preparation. We also offered a zero period for students who are behind on credits and need credit recovery.

School Demographics

In the 2022-23 school year, UPCHS served a total of 434 students in grades 9-12. Of the total student body enrolled on BEDS Day, 60.4% (262) were Hispanic, 37.6% (163) Black, 0.5% (2) Asian, 0.2% (1) Multi-racial; 0.5% (2) Native American; and 09% (4) White. 91% of students were living in poverty, 18.7% had a disability, and 4.4% were English Language Learners.

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ENROLLMENT SUMMARY

The table below provides the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21										115	133	103	107	458
2021-22										108	109	115	99	431
2022-23										126	113	92	109	428

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2022-23 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2020-21	2017-18	2017	107	1	106
2021-22	2018-19	2018	99	2	97
2022-23	2019-20	2019	109	3	106

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on the last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private

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diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	106	0	106
2021-22	2018-19	2018	97	0	97
2022-23	2019-20	2019	106	0	106

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	0	0	0
2021-22	2017-18	2017	0	0	0
2022-23	2018-19	2018	0	0	0

PROMOTION POLICY

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

GOAL 1: HIGH SCHOOL GRADUATION

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

Graduation Goal Measure 1 - Leading Indicator

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

Percent of Students in First and Second Year Cohorts

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Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	103	89.3%
2022	116	96.6%

Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2019	2020-21	119	95%
2020	2021-22	92	90.2%
2021	2022-23	103	89.3%

Graduation Goal Measures 3 & 4 - Absolute

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

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

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	106	105	99.1
2018	2021-22	97	97	100

¹ These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

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2019	2022-23	106	106	100
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Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	0	N/A	N/A
2017	2021-22	0	N/A	N/A
2018	2022-23	0	N/A	N/A

Graduation Goal Measure 5 - Comparative Measure

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

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	106	105	99.1	1,798	69
2018	2021-22	97	97	100	1,725	73
2019	2022-23	106	106	100	1,657	74

Graduation Goal Measure 6 - Absolute Measure

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

Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

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

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

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	0	N/A
2018	2021-22	0	N/A
2019	2022-23	0	N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

UPCHS achieved all of the five applicable graduation goals below.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	YES
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	YES
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	YES
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth	YES

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	year will exceed that of the Total Graduation Cohort from the school district of comparison.	
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

EVALUATION OF THE GRADUATION GOAL

For the first Leading Indicator (Measure 1), UPCHS exceeded the benchmark by 19 percentage points, with 89.3% of UPCHS's 2021 cohort students and 96.6% of the 2022 cohort earning the number of credits in the 2022-23 school year required to be promoted to the next grade. To accomplish this, the school structures its course loads so that all 9th Graders take 15 credits and 10th graders take at least 12 credits to increase the likelihood that they will graduate within four years.

For the second Leading Indicator (Measure 2), UPCHS surpassed this benchmark by 14.3 points, with 89.3% of students in the 2021 Total Graduation Cohort who were exempted from or passed three or more Regents examinations required for graduation by the end of their second year. UPCHS also met this measure in 2020-21 and 2021-22 with small decreases in the past two school years as students continued to deal with learning loss resulting from the pandemic. 95% of students in the 2019 cohort passed or were exempted from three or more Regents examinations, and 90.2% of students in the 2020 cohort met this requirement.

For the first Absolute Goal (Measure 3), UPCHS exceeded this measure by 25 percentage points for students in the fourth-year high school Total Graduation Cohort with a 100% graduation rate. We credit this accomplishment, in large part, to our low ratio of students per school counselors and the diligence and dedication of our entire staff who support students through quality instruction as well as increased instructional time and extensive office hours. We also encourage our students to take Regents exams early and often.

For the second Absolute Goal (Measure 4), there were no fifth-year students in this Graduation Cohort.

For the Comparative Goal (Measure 5), we exceeded NYC CSD 7 by 26 percentage points.

For the last Absolute Goal (Measure 6), no UPCHS students in the 2019 Cohort took an approved pathway assessment, so we have marked this goal as Not Applicable.

ADDITIONAL CONTEXT AND EVIDENCE

The overall percentage of students in the first- and second-year high school Total Graduation Cohorts who earned at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year increased slightly overall from 2021-22. For the first-year cohort, the percentage grew from 91.6% to 96.6%, a gain of five percentage points. For the second-year cohort, there was a decrease from 92.4% to 89.3%, a loss of 3.1 percentage points. As another comparison measure, UPCHS met Measure 2 in all of the past three years, with slight decreases from 2020-21 to 2021-22 and from 2021-22 to 2022-23 as students continued to deal with learning loss resulting from the pandemic. 95% of

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students in the 2019 cohort passed or were exempted from three or more Regents examinations in 2020-21, and 90.2% of students in the 2020 cohort met this requirement in 2021-22 compared to 89.3% for the 2021 cohort in the past school year.

At least 99% of UPCHS students have graduated after four years in each of the last seven cohorts, exceeding both benchmarks substantially. 100% of students in the 2018 Cohort graduated after four years. All students in the 2017 Graduation cohort except one graduated after four years, and 100% of students in the 2016 Cohort graduated after four years. All but one student in the 2015 Graduation cohort graduated after four years. All students in the 2014 Graduation cohort graduated after four years. All but one student in the 2013 Graduation cohort graduated after four years.

For the comparison to CSD 7 over time, we have met this measure year after year, exceeding CSD 7 by at least 26 percentage points in each of the last four years.

ACTION PLAN

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

In Math and Science, we have added additional remedial instruction for the lowest performing students during zero period. We have made strategic staffing changes in math, science, and ELA. We have also launched the use of ParentSquare app to facilitate regular two-way communication with families in their home language. This parent involvement will add additional accountability for students and families for progress monitoring.

GOAL 2: COLLEGE PREPARATION

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

BACKGROUND

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

In partnership with CUNY, we offer College Now courses to introduce our students to the expectations and routines of higher education, while earning academic credit. UPCHS is focusing on enrolling more students in College Now, beginning in the 10th grade. College Now is a preparation program that helps students to transition into college while in high school. While University Prep Charter High School is

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currently partnered with City College, students have taken classes at a variety of colleges including Lehman College, New York City College of Technology, Hostos Community College, and Bronx Community College. At University Prep, students can enroll in College Now as early as 10th grade. As a result, students can earn up to 15 transferable college credits. Not only does this program acclimate students to the academic expectations of college, but it also provides students with a competitive advantage when applying.

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

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

Courses have included:

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

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

College Preparation Goal Measure 1 - Absolute

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

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;

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- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college-level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Pass an AP exam*	44	13	29.5%
CCR benchmark on SAT	104	9	8.7%
Regents Diploma with Advanced Designation	106	46	43.4%
Overall	106	56	52.8

College Preparation Goal Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 3 - Comparative

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

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
2017	2020-21	105	97	92.4
2018	2021-22	97	91	93.8
2019	2022-23	106	100	TBD

SUMMARY OF THE COLLEGE PREPARATION GOAL

The school met one of the two goals for College Preparation that can be measured at this time. We are making progress toward meeting this overall Accountability Measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	NO
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	YES

⁵ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year

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EVALUATION OF THE COLLEGE PREPARATION GOAL

52.8% of the 106 graduates in UPCHS's 2019 Cohort demonstrated college preparation by at least one indicator:

- 44 graduates took at least one Advanced Placement ("AP") exam in English Language, English Literature, US Government, Biology, or Spanish Language as well as Calculus AB; 13 of these graduates earned a score of 3 or higher on at least one AP exam, although not all scores have been received to date.
- 104 graduates took the SAT; 9 of these graduates achieved the college and career readiness benchmark (currently scoring at least 480 on the SAT Reading and Writing section and at least 530 on the SAT Math section).
- Of 97 graduates, 46 earned a Regents diploma with advanced designation.

The school has defined matriculation as having paid the college tuition deposit, enrolled in college courses, and/or attended class sessions of more than one course. The school surveys students to gather matriculation information. UPCHS has not yet completed surveying the 2019 Cohort regarding their matriculation. However, 100% of graduates from the cohort were accepted into a college or university, and we expect more than 75% of graduates will matriculate into a college or university this year.

ADDITIONAL CONTEXT AND EVIDENCE

Of the three indicators used by UPCHS to measure College Preparedness outlined in Measure 1 above, scores for the 2019 cohort decreased for two and increased for one compared to the 2018 cohort. The percentage of students passing at least one AP exam at a level 3 or higher increased from 25.8% to 29.5%. The percentage of students reaching the CCR benchmark on the SAT decreased from 18.6% to 8.7%. The percentage of students receiving a Regents Diploma with Advanced Designation decreased from 84.5% to 43.5%.

UPCHS has consistently met the matriculation measure over the past three years. As of Fall 2021, 97 students in the 2017 cohort were enrolled in college courses, and 61 are still enrolled. 91 students from the 2018 cohort enrolled in college courses in the 2022-23 school year. The school's matriculation rate for both of these cohorts exceeded the goal of 75 percent.

ACTION PLAN

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

- One Assistant Principal with expertise in intellectual engagement focuses on instruction and professional learning, with the aim of having students move beyond compliance to instead grapple with challenging material to prepare for college
- Double ELA instruction time for 9th and 10th Grade students and double math instruction time for 9th Grade students
- Continuing independent reading, with the support of a literacy specialist, 4 days per week

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- Enrolling more students in College Now classes starting in the 10th grade
- Offering a college readiness workshop for 10th Graders that stresses the goal of meeting college readiness benchmarks
- SAT prep course for all 11th Grade students
- Administering Regents-aligned diagnostic and benchmark examinations to determine and address gaps in understanding in ELA and Math
- UPCHS is also exploring offering the ACT examination.

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

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

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

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

GOAL 3: ENGLISH LANGUAGE ARTS

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of English Language Arts.

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BACKGROUND

UPCHS has long offered double blocks of instruction in ELA to students in both 9th and 10th grade. One course is focused on the development of argumentative and expository writing skills and the other is a traditional ELA class, which emphasizes literature, poetry, and informational texts. Independent Reading is stressed in ELA classes in grades 9 through 11, and significant time and emphasis is placed on helping the students to develop as critical readers. Texts within the independent library range from contemporary to classic and are of various skill levels and genres. Using Lexile information gleaned from the STAR assessment, students select texts at appropriate levels. Time is built in daily for this reading.

The ELA department collectively adopts a unified stance on writing. For every English course, a portion of the grade is allotted to writing pieces. These writing projects encourage students to view writing as a process. Students write a major paper that is assessed as a finished product while drafts are also counted toward the final grade to honor the writing process.

The 9th Grade English course covers various genres and skills associated with the study of English literature and language. A diverse selection of short stories and books are chosen for students to read. The course heavily focuses on the development of the students' reading skills and their ability to communicate effectively in their writing. Lastly, informational texts are included in this course to make connections between the 9th Grade ELA curriculum and Global History.

The 10th grade ELA course focuses on the idea of alienation and students read a variety of texts around that theme including *Night*, by Elie Weisel; as well as poetry, non-fiction texts, and short stories. The course draws deeper on the students' analytical skills by exposing them to the NYS English Regents part 3 task. This task has students read an excerpt, identify the central idea, and elaborate and interpret applying literary terms. Instruction is that encouraged them to make literary connections among the various books they have read over the 2 years. It also attempts to make connections with the Global History curriculum in grade 10 through its selection of novels and non-fiction texts that support a deeper understanding of the historical context and setting of the literature.

The 11th Grade ELA course connects themes in the English Language Arts in an interdisciplinary approach while preparing students for the Regents Exam. The 11th Grade ELA course focuses on language development as well as the development of analytical and critical thinking skills. Students read a variety of texts around that theme including *The Great Gatsby* by F. Scott Fitzgerald, *Hamlet* by William Shakespeare, and *Death of a Salesman* by Arthur Miller along with analyzing other supplemental stories. Because students are being prepared to take the ELA Regents exam, the class focuses more on the application of skills acquired over the course of the previous two years.

The 12th Grade ELA course continues to explore literary themes through a focus on novels, short stories, and poetry. Students read texts including *To Kill a Mockingbird* by Harper Lee, *The Pearl* by John Steinbeck, *The Help* by Kathryn Stockett, and *Spoon River Anthology* by Edgar Lee Masters. As students prepare for college, there is a major focus on the development of papers where students create a thesis and justify it through explained evidence within the text. Students are required to complete a research paper in the second half of the course after being exposed to a variety of issues and concepts.

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We offer two Advanced Placement ELA courses, AP English Literature, and AP English Composition, for advanced learners.

To remediate the students with the largest need for literacy work, for the next charter term, the learning specialists and ELA department will use Just Words, from Wilson.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.⁶

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁷

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	106	1	72	68.6
2018	2021-22	97	97	97*	100*
2019	2022-23	106	22	35	41.67

*All exemptions

High School ELA Measure 2 - Absolute

⁶ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

⁷ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	106	1	89	84.8
2018	2021-22	97	97	97*	100*
2019	2022-23	106	22	66	78.6

High School ELA Measure 3 - Absolute

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

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

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High School ELA Measure 6 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 7 - Growth

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	41	0	18	44
2018	2021-22	38	0	38*	100* (Exemptions)
2019	2022-23	51	5	11	23.9

High School ELA Measure 8 - Growth

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

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

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

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Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	41	0	27	66
2018	2021-22	38	0	38	100*
2019	2022-23	51	5	30	65.2

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

UPCHS has not met the four High School English Language Arts Goals that can be measured at this time.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English	No

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	language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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EVALUATION OF HIGH SCHOOL ELA GOAL

For the first Absolute Goal (Measure 1), 41.7% of the 2019 Cohort scored a Level 4 or higher or were exempted from the English Regents exam, missing the goal of 65% by 23.3 percentage points. The school's decrease in this area from its performance in pre-pandemic reflects the learning loss experienced by our student population. Prior to the pandemic, UPCHS demonstrated consistently strong performance against this benchmark as evidenced by the 2017 cohort (68.6%) and 2016 (72%). All students in the 2018 cohort were exempted with no valid test scores.

For the second Absolute Goal (Measure 2), 78.6% of the 2019 cohort scored a Level 3 or higher the on Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort. This percentage fell short of the goal by just 1.4 percentage points. Given the tremendous impact of the pandemic and resulting school closures/remote instruction, we expected to see a decline in this area and note that the percentage for the 2019 cohort is only 6.2 points below the 2017 cohort.

For the first Growth Goal (Measure 7), of the 93 students in the 2019 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 51 were not proficient on the 8th Grade NYS ELA Exam. Of these students, 23.9% scored at least a Level 4 on the Regents Exam in English Language Arts (Common Core) by their fourth year, falling short of the goal by 26.1 percentage points.

For the second Growth Goal (Measure 8), of the 93 students in the 2019 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 51 were not proficient on the 8th Grade NYS ELA Exam. Of these students, 65.2% scored at least a Level 3 on the Regents Exam in English Language Arts (Common Core) by their fourth year, falling short of the goal by 9.8 percentage points.

ADDITIONAL CONTEXT AND EVIDENCE

For the first Absolute Goal (Measure 1), 41.7% of the 2019 Cohort scored a Level 4 or higher or were exempted from the English Regents exam, missing the goal of 65% by 23.3 percentage points. Comparison to last year cannot be made as all students in the 2018 cohort were exempted from the Regents English Common Core Exam. In 2020-21 for the 2017 cohort, however, UPCHS exceeded this benchmark by three percentage points. 68.6% of students in the 2017 Cohort scored at least a 4 on the Regents English Common Core Exam.

For the second Absolute Goal (Measure 2), 78.6% of the 2019 Cohort scored a Level 3 or higher or were exempted from the English Regents exam, missing the goal of 80% by 1.4 percentage points. Comparison to last year cannot be made as all students in the 2018 cohort were exempted from the Regents English Common Core Exam. In 2020-21 for the 2017 cohort, however, UPCHS exceeded this benchmark by almost 5 percentage points, with 84.8% of students in the 2017 Cohort scoring at least a 4 on the Regents English Common Core Exam.

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To compare the first Growth Goal (Measure 7) against prior years, we look to the 2017 cohort in 2020-21 as all students in the 2018 Cohort received the exemption in 2021-22. Of the 85 students in the 2017 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 41 were not proficient on the 8th Grade NYS ELA Exam, and of these students, 44% scored a Level 4 or above on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 76 students in the 2016 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 51 were not proficient on the 8th Grade NYS ELA Exam, and of these students, 63% scored a Level 4 or above on the Regents Exam in English Language Arts (Common Core) by their fourth year. The 2019 cohort at 23.9% is a decrease from both of these years, again demonstrating the impact of the pandemic.

To compare the second Growth Goal (Measure 8) against prior years, we will also look to the 2017 cohort in 2020-21 as all students in the 2018 Cohort received the exemption in 2021-22. Of the 85 students in the 2017 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 41 were not proficient on the 8th Grade NYS ELA Exam, and of these students, 66% scored at least a Level 3 on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 76 students in the 2016 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 51 were not proficient on the 8th Grade NYS ELA Exam, and of these students, 98% scored at least a Level 3 on the Regents Exam in English Language Arts (Common Core) by their fourth year. The 2019 cohort at 65.2% is a decrease from both of these years.

ACTION PLAN

In the 2023-2024 school year, UPCHS will continue to focus on literacy support. All classes will focus on reading and writing for content acquisition and demonstrating mastery. This will be supported in part by Overdrive, a digital reading software UPCHS is introducing this fall.

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

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

- The school has implemented a formal strategic inquiries initiative for students outside the sphere of success. For seven different groups of students (mostly subject-specific), teachers will engage in a participatory action research cycle to examine student work, research strategies,

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reflect, and assess the impact of the strategies. This process helps UPCHS build varied custom effective strategies for helping students succeed academically.

- 9th and 10th grade students take both an ELA and Composition class. The additional time allows the teachers to slow the pace of the courses, thereby accommodating the remedial needs of students, allowing for deeper probing of material, and developing more cross-content connections. We have added a Special Education Teacher to these classes to further support students requiring significant remediation.
- The school has invested in expanding classroom libraries and incorporated more independent reading into literacy.
- The school's English as a New Language course helps students with English Language acquisition. In comparison to the push-in support for ELL students we had done previously, this new course will allow for more intensive targeted English instruction. Our ENL coordinator also works with teachers in a coaching capacity to help general education teachers develop strategies for reaching students who have diverse needs – particularly those who are learning the English language.

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

GOAL 4: MATHEMATICS

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

BACKGROUND

The mathematics curriculum at UPCHS is based on New York's Common Core Learning Standards. The school aims to fashion a mathematics course of study for the individual learner. Starting this past school year, all incoming freshmen take Common Core Algebra. The grade 9 course is a skills-based course aimed at helping students to develop a working knowledge of algebraic concepts so that the student can apply the terms and skills in a geometry course and higher-level mathematics. The major outcome of this course is that students solve and graph linear and quadratic equations. There is a limited introduction to trigonometry, probability, and set theory. Major assessments include cumulative unit exams that are administered every six weeks, which prepare students for the Regents Exam in Common Core Algebra. Where appropriate, students move onto 10th Grade mathematics with a focus on Common Core Geometry. Students study Geometry as a mathematical system through the deductive development of relationships in the plane and space developed intuitively in Common Core Algebra and previous years. Students study congruent segments and angles, parallel and perpendicular lines, angle measure in triangles, direct and indirect triangle congruence and similarity, proofs, solids of revolution,

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logic, similar triangles, transformations, the Pythagorean Theorem, geometric constructions, coordinate geometry, surface area, and volume of solids. This course will use real-world/practical problems as well as reinforce skills and concepts developed in Common Core Algebra. Juniors take Algebra II/Trigonometry and seniors take Pre-calculus. Students who passed the Algebra Regents in the 8th grade and took geometry in the 9th grade will qualify to take calculus their senior year of high school.”

We have additionally begun to utilize various technological platforms to support students in the 9th grade. These technological platforms include Delta Math and IXL. The benefit of these programs includes leveled work, clear diagnostic data, prompt feedback, and suggestions for remediation.

UPCHS will continue its interventions to support learners who do not demonstrate proficiency in mathematics prior to 9th grade. Targeted students take algebra for a year and a half (as opposed to a year), which has already shown strong results in helping struggling learners to demonstrate proficiency in mathematics.

Our 10th Grade geometry course uses the best parts of Engage NY and supplements that work with department-made support. The department uses the content of the NYS Geometry Regents and NYS standards as the basis for making student content that meets them where they are. The second half of the course begins to focus on work for

To encourage higher-level learners to deepen their appreciation for mathematics, the school allows seniors to take classes at Hostos Community College or City College as part of the College Now program. The school also offers pre-calculus and calculus as higher-level math courses for seniors, who also have the opportunity to take the geometry and Trigonometry Regents Exams to earn an Advanced Regents diploma.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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

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

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

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Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	106	1	40	38
2018	2021-22	97	64	33	100*
2019	2022-23	106	3	8	7.5

*exemptions

High School Math Measure 2 - Absolute

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	106	1	103	98
2018	2021-22	97	64	33*	100*
2019	2022-23	106	3	25	24.3

*exemptions

High School Math Measure 3 - Absolute

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

The Institute does not require charters to report on this measure for 2022-23

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High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 5 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 6 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 7 - Growth

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	47	1	9	20
2018	2021-22	43	0	43*	100*
2019	2022-23	61	1	0	0

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High School Math Measure 8 - Growth

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	47	1	44	96
2018	2021-22	43	0	43*	100*
2019	2022-23	61	1	3	5

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

UPCHS has not met the four Mathematics Goals that can be measured at this time.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A

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Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

For the first Absolute Goal (Measure 1), 7.5% of the 2019 Cohort scored a Level 4 or higher or were exempted from a Regents Math exam, missing the goal of 65% by 57.5 percentage points. The school's decrease in this area from its performance in pre-pandemic reflects the learning loss experienced by our student population. Prior to the pandemic, UPCHS demonstrated significantly stronger performance against this benchmark as evidenced by the 2017 cohort (38%) and 2016 (42%). All students in the 2018 cohort were exempted with no valid test scores.

For the second Absolute Goal (Measure 2), 24.3% of the 2019 cohort scored a Level 3 or higher on a Regents Math Exam by the completion of their fourth year in the cohort. This percentage fell short of the goal by 55.7 percentage points. Given the tremendous impact of the pandemic and resulting school closures/remote instruction, we expected to see a decline in this area.

For the first Growth Goal (Measure 7), of the 78 students in the 2019 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 61 were not proficient on the 8th Grade NYS ELA Exam. Of these students, none scored at least a Level 4 on the Regents Exam in English Language Arts (Common Core) by their fourth year, falling short of the goal by 50 percentage points.

For the second Growth Goal (Measure 8), of the 78 students in the 2019 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 61 were not proficient on the 8th Grade NYS ELA Exam. Of these students, 5% scored at least a Level 3 on the Regents Exam in English Language Arts (Common Core) by their fourth year, falling short of the goal by 70 percentage points.

ADDITIONAL CONTEXT AND EVIDENCE

For the first Absolute Goal (Measure 1), 7.5% of the 2019 Cohort scored a Level 4 or higher or were exempted from a Regents Math exam, missing the goal of 65% by 57.5 percentage points. Comparison

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to last year cannot be made as all students in the 2018 cohort were exempted from the Regents English Common Core Exam. In 2020-21 for the 2017 cohort, however, UPCHS missed this benchmark by 27 percentage points. 38% of students in the 2017 Cohort scored at least a 4 on the Regents English Common Core Exam.

For the second Absolute Goal (Measure 2), 24.3% of the 2019 Cohort scored a Level 3 or higher or were exempted from a Regents Math exam, missing the goal of 80% by 55.7 percentage points. Comparison to last year cannot be made as all students in the 2018 cohort were exempted from the Regents English Common Core Exam. In 2020-21 for the 2017 cohort, however, UPCHS exceeded this benchmark by 18 percentage points, with 98% of students in the 2017 Cohort scoring at least a 4 on the Regents English Common Core Exam. Prior years also show strong results, which we hope to return to in the upcoming year. 100% of students in the 2016 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam by their fourth year in the cohort. 99% of students in the 2015 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam by their fourth year in the cohort. 96% of students in the 2014 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam or a 65 or above on a Regents math exam by their fourth year in the cohort.

To compare the first Growth Goal (Measure 7) against prior years, we look to the 2017 cohort in 2020-21 as all students in the 2018 Cohort received the exemption in 2021-22. Of the 68 students in the 2017 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 47 were not proficient on the 8th Grade NYS Math Exam, and of these students, 20% scored a Level 4 or above on a Regents Math Exam by their fourth year. Of the 66 students in the 2016 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 48 were not proficient on the 8th Grade NYS Math Exam, and of these students, 29% scored a Level 4 or above on a Regents Math Exam by their fourth year. The 2019 cohort at 0% demonstrates the impact of the pandemic.

To compare the second Growth Goal (Measure 8) against prior years, we will also look to the 2017 cohort in 2020-21 as all students in the 2018 Cohort received the exemption in 2021-22. Of the 68 students in the 2017 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 47 were not proficient on the 8th Grade NYS Math Exam, and of these students, 96% scored at least a Level 3 on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 66 students in the 2016 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 48 were not proficient on the 8th Grade NYS Math Exam, and of these students, 100% scored at least a Level 3 on a Regents Math Exam by their fourth year. The 2019 cohort at 5% is a marked decrease from both of these years.

ACTION PLAN

UPCHS will continue to focus on implementing the schoolwide strategies that were developed in response to the transition to the Common Core Standards in Mathematics. UPCHS has invested significantly in shifting its mathematics program to meet the New York State Common Core Learning Standards. The school altered its mathematics curriculum, beginning with Algebra I, and purchased

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additional Common Core-aligned materials to support student learning aligned to these standards. Math teachers receive targeted professional development that support their use and implementation of the new resources to ensure that their math lessons address the instructional shifts in math.

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

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

In the 2021-22 school year, UPCHS introduced a Statistics course and an AP Calculus course. In addition, we worked on a logical scope and sequence to better prepare our students for Algebra this year.

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

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

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

GOAL 5: SCIENCE

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

BACKGROUND

At UPCHS, students will continue to take at least three years of science. Living Environment covers ecology, cells, genetics, evolution, microorganisms, fungi, plants, invertebrates, chordates, and the human body. It includes a minimum of 1200 minutes of laboratory activities, including the four mandated labs. This course ends in the Regents Exam. The determination to shift to a Living Environment course was motivated by factors including, but not limited to, increased rigor, and stronger alignment with chemistry and AP biology classes.

Students then progress to Chemistry, followed by either Forensic Science or AP Biology. Forty percent of our students are enrolled in AP Biology. UPCHS does not offer instruction in Physics. However, administrators and faculty may consider offering Physics and Calculus at some point during the next charter term. Such an offering would require some supplemental instruction, perhaps during a summer, to strengthen the student's capacity to excel in both courses.

For the next charter term, the science department is introducing two new science courses. The first is Chemistry Foundations. This non-Regents course serves on one hand as a primer for students to excel in chemistry in their 11th grade year. On the other hand, it serves as a course to deepen the scientific inquiry skills they garner from Living Environment and hones those skills for either Physics or the other upper-level science courses.

The second science course we plan to introduce is Environmental physics. Less math-based than traditional physics, this will encourage students to think about how physics impacts the world around them, and how its rules and precepts play out in practice.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment and Chemistry Regents. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	106	0	103	97

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2018	2021-22	97	0	97*	100*
2019	2022-23	106	26	17	21.25

High School Science Measure 2 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The Absolute Goal was not met. The Comparative Goal cannot be measured at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Not Met
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

For the Absolute Goal, 21.25% of the 2019 Cohort passed a Regents Science exam with a score of 65 or higher, falling short of the target by 53.75 points. Prior to the pandemic, UPCHS demonstrated significantly stronger performance against this benchmark as evidenced by the 2017 cohort (97%) and 2016 (100%). For the 2018 Cohort, all students were exempted from a Regent Science Exam, although 18 in total received a score of 65 or higher.

ADDITIONAL CONTEXT AND EVIDENCE

Prior to the pandemic, UPCHS consistently exceeded this measure by a substantial margin. As referenced above, 97% of the 2017 cohort and 100% of students in the 2016 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort. 99% of students in the 2015 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort. 94% of students in the 2014 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort.

ACTION PLAN

We have made strategic staffing changes in the science department which we believe will lead to higher performance in students. We have also hired a special education teacher who is fully dedicated to

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

supporting SWDs in science class. We have also started a science foundations zero period for remedial support for students at risk of failing. We will continue to use PowerSchool to track achievement data on classroom-level internal assessments. Students have taken and will continue to take final exams that assess the same material as the Regents exams.

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

At UPCHS, we employ a multifaceted approach to teaching social studies that is rooted in encouraging critical thinking, cultural understanding, and civic engagement among students. These schools recognize the importance of social studies education in shaping well-rounded individuals who are informed about their society and the world at large. One of the fundamental aspects of their approach is the incorporation of diverse perspectives and inclusive narratives within the curriculum. By exploring various cultures, historical events, and social movements, students gain a broader understanding of the interconnectedness of the global community, fostering empathy and respect for different cultures and backgrounds.

Students take Global History and Geography I in 9th grade and Global History and Geography in 10th grade, culminating in a Regents exam. In 11th grade, students take US History, and in 12th grade Civics and Economics. High-performing students also have the opportunity to take Advanced Placement Government and Politics in 12th grade. Students also choose between one of two social studies electives: Latin American Studies and Black Studies. In all courses, we emphasize active learning methodologies to make social studies classes engaging and interactive. They frequently employ methods such as debates, role-playing exercises, and group discussions, enabling students to actively participate in the learning process. Field trips to local historical sites, museums, and community organizations further enrich students' educational experiences, providing them with real-world contexts to connect theoretical knowledge with practical applications. By fostering a dynamic and participatory learning environment, UPCHS aims to equip students with the analytical skills, cultural awareness, and social consciousness necessary to navigate an increasingly complex and diverse society.

Social Studies Measure 1 - Absolute

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

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	106	96	96*	90.6*
2018	2021-22	97	0	96*	100*
2019	2022-23	106	103	3	100

Social Studies Measure 2 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

Social Studies Measure 3 - Absolute

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

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	106	0	100	94
2018	2021-22	97	97	97*	100*
2019	2022-23	106	106	0	0

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Social Studies Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

The Absolute Goal for US History was met, and the Absolute Goal for Global History is not applicable as all students received an exemption in a prior year. The two Comparative Goals cannot be measured at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	Met
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

For the US History Absolute Goal, 100% of the 2019 Cohort passed the Regents exam with a score of 65 or higher, exceeding the target by 25 points.

For the Global History Absolute Goal, all 106 students in the 2019 Cohort received an exemption.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

Usually, UPCHS students take the US History exam at the end of their third year. However, because the recent administrations of the Regents were canceled due to the COVID-19 pandemic, the 2017 and 2018 cohort has not had the opportunity to demonstrate proficiency in US History. In the 2018 cohort, only two students took the US History Regents exam, and only one of these students received a score of 65 or higher. The other students passed via an exemption. In the 2017 cohort, 96 students were exempted. Controlling for this factor, however, UPCHS cohorts have consistently met this measure. 100% of students in the 2016 cohort scored at least a 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort. 98% of students in the 2015 cohort scored at least a 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort. 97% of students in the 2014 cohort scored at least a 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort. 100% of students in the 2013 cohort and 94% of students in the 2012 cohort met this measure as well.

In the 2018 and 2019 cohorts, all students received a Global History exemption. In addition, 93% of the 2020 cohort have already received a passing grade of 65 or higher on the exam.

UPCHS met this measure in prior years. 94% of students in the 2017 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort. 100% of students in the 2016 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort. 99% of students in the 2015 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort. 97% of students in the 2014 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort. 99% of students in the 2013 cohort and 95% of students in the 2012 cohort met this measure.

ACTION PLAN

Historically, we have had high achievement on our history state exams. We anticipate that this will continue to be the case in the future. We will continue to use PowerSchool to track achievement data on classroom-level internal assessments. Students have taken and will continue to take final exams that assess the same material as the Regents exams.

GOAL 7: ESSA

ESSA Measure 1

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.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	In Good Standing
2021-22	In Good Standing
2022-23	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

UPCHS has been In Good Standing in each of the past three years.

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS

**Combined and Combining Financial Statements
and
Supplemental Schedules**

For the Years Ended June 30, 2023 and 2022



UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Combined and Combining Financial Statements and Supplemental Schedules
For the Years Ended June 30, 2023 and 2022

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INDEPENDENT AUDITOR'S REPORT

The Board of Trustees
University Prep Public Charter Schools

Opinion

We have audited the accompanying combined and combining financial statements of University Prep Public Charter Schools (the "School"), which comprise the combined statements of financial position as of June 30, 2023 and 2022, and the related combining statements of activities and functional expenses and combined statements of cash flows for the years then ended, and the related notes to the combined and combining financial statements.

In our opinion, the combined and combining financial statements referred to above present fairly, in all material respects, the financial position of University Prep Public Charter Schools as of June 30, 2023 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audits of the Combined and Combining Financial Statements section of our report. We are required to be independent of University Prep Public Charter Schools and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter

As discussed in Note 2 to the financial statements, in fiscal year 2023, the School adopted new accounting guidance: FASB ASU 2016-02, *Leases* (Topic 842). Our opinion is not modified with respect to that matter.

Responsibilities of Management for the Combined and Combining Financial Statements

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

In preparing the combined and combining financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about University Prep Public Charter Schools' ability to continue as a going concern within one year after the date that the combined and combining financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Combined and Combining Financial Statements

Our objectives are to obtain reasonable assurance about whether the combined and combining financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements, including omissions, are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the combined and combining financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the combined and combining financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the combined and combining financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of University Prep Public Charter Schools' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the combined and combining financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about University Prep Public Charter Schools' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Other Matters - Supplemental Schedules

Our 2023 audit was conducted for the purpose of forming an opinion on the combined and combining financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by *Title 2 U.S. Code of Federal Regulations, Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, is presented for purposes of additional analysis and is not a required part of the combined and combining financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the combined and combining financial statements. The information has been subjected to the auditing procedures applied in the audits of the combined and combining financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the combined and combining financial statements or to the combined and combining financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America.

In our opinion, the information in the accompanying schedule is fairly stated, in all material respects, in relation to the 2023 combined and combining financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 27, 2023, on our consideration of University Prep Public Charter Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering University Prep Public Charter Schools' internal control over financial reporting and compliance.



BUCHBINDER TUNICK & COMPANY LLP

New York, NY
October 27, 2023

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Combined Statements of Financial Position
June 30, 2023 and 2022

	<u>2023</u>	<u>2022</u>
ASSETS		
Assets:		
Cash and cash equivalents	\$ 3,291,817	\$ 2,814,750
Restricted cash	152,521	151,142
Grants and other receivables	4,616,166	4,234,095
Prepaid expenses	182,792	183,493
Property assets, net	1,977,014	1,825,915
Right-of-use assets - operating lease	<u>297,503</u>	<u>-</u>
Total assets	<u>\$ 10,517,813</u>	<u>\$ 9,209,395</u>
LIABILITIES AND NET ASSETS		
Liabilities:		
Accounts payable and accrued expenses	\$ 463,510	\$ 474,109
Accrued payroll and payroll taxes	1,226,834	1,204,979
Accrued sick and vacation pay	383,759	451,725
Operating lease liability	<u>301,125</u>	<u>-</u>
Total liabilities	<u>2,375,228</u>	<u>2,130,813</u>
Net assets:		
Without donor restrictions	<u>8,142,585</u>	<u>7,078,582</u>
Total net assets	<u>8,142,585</u>	<u>7,078,582</u>
Total liabilities and net assets	<u>\$ 10,517,813</u>	<u>\$ 9,209,395</u>

See notes to financial statements.

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Combining Statement of Activities
For the year ended June 30, 2023

	High School			Middle School			Total		
	Total	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions
Revenue:									
Local per pupil operating revenue - resident student enrollment	\$ 7,532,629	\$ 7,532,629	\$ -	\$ 6,889,296	\$ 6,889,296	\$ -	\$ 14,421,925	\$ 14,421,925	\$ -
Local per pupil operating revenue - students with disabilities	1,205,542	1,205,542	-	1,203,897	1,203,897	-	2,409,439	2,409,439	-
Other grants	202,430	202,430	-	170,097	170,097	-	372,527	372,527	-
Government grants	1,452,762	1,452,762	-	1,468,116	1,468,116	-	2,920,878	2,920,878	-
Contributed rent	2,268,339	2,268,339	-	2,076,990	2,076,990	-	4,345,329	4,345,329	-
Contributions	170,404	170,404	-	109,290	109,290	-	279,694	279,694	-
Interest income	17,253	17,253	-	14,116	14,116	-	31,369	31,369	-
Other income	-	-	-	21,000	21,000	-	21,000	21,000	-
Total revenue	<u>12,849,359</u>	<u>12,849,359</u>	<u>-</u>	<u>11,952,802</u>	<u>11,952,802</u>	<u>-</u>	<u>24,802,161</u>	<u>24,802,161</u>	<u>-</u>
Expenses:									
Program services:									
Regular education	8,819,264	8,819,264	-	6,659,568	6,659,568	-	15,478,832	15,478,832	-
Special education	2,578,146	2,578,146	-	2,568,267	2,568,267	-	5,146,413	5,146,413	-
Supporting services:									
Management and general	<u>1,400,886</u>	<u>1,400,886</u>	<u>-</u>	<u>1,712,027</u>	<u>1,712,027</u>	<u>-</u>	<u>3,112,913</u>	<u>3,112,913</u>	<u>-</u>
Total expenses	<u>12,798,296</u>	<u>12,798,296</u>	<u>-</u>	<u>10,939,862</u>	<u>10,939,862</u>	<u>-</u>	<u>23,738,158</u>	<u>23,738,158</u>	<u>-</u>
Change in net assets	51,063	51,063	-	1,012,940	1,012,940	-	1,064,003	1,064,003	-
Net assets:									
Beginning of year	<u>4,461,535</u>	<u>4,461,535</u>	<u>-</u>	<u>2,617,047</u>	<u>2,617,047</u>	<u>-</u>	<u>7,078,582</u>	<u>7,078,582</u>	<u>-</u>
End of year	<u>\$ 4,512,598</u>	<u>\$ 4,512,598</u>	<u>\$ -</u>	<u>\$ 3,629,987</u>	<u>\$ 3,629,987</u>	<u>\$ -</u>	<u>\$ 8,142,585</u>	<u>\$ 8,142,585</u>	<u>\$ -</u>

See notes to financial statements.

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Combining Statement of Activities
For the year ended June 30, 2022

	High School			Middle School			Total		
	Total	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions
Revenue:									
Local per pupil operating revenue - resident student enrollment	\$ 7,104,227	\$ 7,104,227	\$ -	\$ 6,367,028	\$ 6,367,028	\$ -	\$ 13,471,255	\$ 13,471,255	\$ -
Local per pupil operating revenue - students with disabilities	1,103,939	1,103,939	-	1,225,685	1,225,685	-	2,329,624	2,329,624	-
Other grants	152,310	152,310	-	203,534	203,534	-	355,844	355,844	-
Government grants	1,122,268	1,122,268	-	1,645,188	1,645,188	-	2,767,456	2,767,456	-
Contributed rent	2,131,268	2,131,268	-	1,910,888	1,910,888	-	4,042,156	4,042,156	-
Interest income	2,244	2,244	-	1,716	1,716	-	3,960	3,960	-
Net assets released from purpose restrictions	-	46,939	(46,939)	-	28,077	(28,077)	-	75,016	(75,016)
Total revenue	<u>11,616,256</u>	<u>11,663,195</u>	<u>(46,939)</u>	<u>11,354,039</u>	<u>11,382,116</u>	<u>(28,077)</u>	<u>22,970,295</u>	<u>23,045,311</u>	<u>(75,016)</u>
Expenses:									
Program services:									
Regular education	7,897,490	7,897,490	-	6,166,247	6,166,247	-	14,063,737	14,063,737	-
Special education	2,149,214	2,149,214	-	2,064,930	2,064,930	-	4,214,144	4,214,144	-
Supporting services:									
Management and general	<u>1,295,516</u>	<u>1,295,516</u>	<u>-</u>	<u>1,613,410</u>	<u>1,613,410</u>	<u>-</u>	<u>2,908,926</u>	<u>2,908,926</u>	<u>-</u>
Total expenses	<u>11,342,220</u>	<u>11,342,220</u>	<u>-</u>	<u>9,844,587</u>	<u>9,844,587</u>	<u>-</u>	<u>21,186,807</u>	<u>21,186,807</u>	<u>-</u>
Change in net assets	274,036	320,975	(46,939)	1,509,452	1,537,529	(28,077)	1,783,488	1,858,504	(75,016)
Net assets:									
Beginning of year	<u>4,187,499</u>	<u>4,140,560</u>	<u>46,939</u>	<u>1,107,595</u>	<u>1,079,518</u>	<u>28,077</u>	<u>5,295,094</u>	<u>5,220,078</u>	<u>75,016</u>
End of year	<u>\$ 4,461,535</u>	<u>\$ 4,461,535</u>	<u>\$ -</u>	<u>\$ 2,617,047</u>	<u>\$ 2,617,047</u>	<u>\$ -</u>	<u>\$ 7,078,582</u>	<u>\$ 7,078,582</u>	<u>\$ -</u>

See notes to financial statements.

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Combining Statement of Functional Expenses
For the year ended June 30, 2023

	High School				Middle School				Total			
	Program Services		Supporting Services		Program Services		Supporting Services		Program Services		Supporting Services	
	Regular Education	Special Education	Management and General	Total	Regular Education	Special Education	Management and General	Total	Regular Education	Special Education	Management and General	Total
Salaries - instructional personnel	\$ 3,186,391	\$ 1,108,403	\$ -	\$ 4,294,794	\$ 2,249,760	\$ 1,145,230	\$ -	\$ 3,394,990	\$ 5,436,151	\$ 2,253,633	\$ -	\$ 7,689,784
Salaries - administrative staff personnel	1,137,944	215,935	447,318	1,801,197	824,446	162,264	583,829	1,570,539	1,962,390	378,199	1,031,147	3,371,736
Payroll taxes	323,648	100,285	31,909	455,842	230,119	96,501	44,539	371,159	553,767	196,786	76,448	827,001
Employee benefits	1,030,860	319,421	101,634	1,451,915	619,430	259,761	119,889	999,080	1,650,290	579,182	221,523	2,450,995
Provision for sick and vacation pay	(27,008)	(4,766)	(5,607)	(37,381)	(22,097)	(3,899)	(4,588)	(30,584)	(49,105)	(8,665)	(10,195)	(67,965)
In-kind rent	1,610,521	499,035	158,784	2,268,340	1,287,734	540,017	249,239	2,076,990	2,898,255	1,039,052	408,023	4,345,330
Classroom textbooks and supplies	478,960	98,100	-	577,060	451,884	105,998	-	557,882	930,844	204,098	-	1,134,942
Office furniture and equipment	-	-	88,293	88,293	-	-	84,184	84,184	-	-	172,477	172,477
Consulting	494,038	108,605	25,437	628,080	384,529	99,284	35,422	519,235	878,567	207,889	60,859	1,147,315
Financial management services	-	-	205,415	205,415	-	-	171,280	171,280	-	-	376,695	376,695
School uniforms	30,093	6,164	-	36,257	6,961	1,633	-	8,594	37,054	7,797	-	44,851
Insurance	24,982	7,665	62,659	95,306	17,804	7,613	55,425	80,842	42,786	15,278	118,084	176,148
Telephone and Internet	64,038	19,843	6,313	90,194	56,018	23,492	10,842	90,352	120,056	43,335	17,155	180,546
Meetings and conferences	19,441	3,982	7,808	31,231	1,718	392	704	2,814	21,159	4,374	8,512	34,045
Auditing	-	-	19,375	19,375	-	-	19,375	19,375	-	-	38,750	38,750
Teacher recruitment	7,569	1,550	3,040	12,159	16,025	3,759	6,594	26,378	23,594	5,309	9,634	38,537
Student recruitment	80,590	16,506	32,366	129,462	59,027	13,846	24,290	97,163	139,617	30,352	56,656	226,625
Printing and copying	8,194	1,678	3,291	13,163	6,043	1,418	2,487	9,948	14,237	3,096	5,778	23,111
Office supplies	-	-	76,227	76,227	-	-	181,561	181,561	-	-	257,788	257,788
Postage	234	73	23	330	351	147	68	566	585	220	91	896
Food service	37,079	7,594	-	44,673	109,600	25,709	-	135,309	146,679	33,303	-	179,982
Repairs and maintenance	40,300	12,487	3,974	56,761	3,280	1,376	635	5,291	43,580	13,863	4,609	62,052
Payroll processing	-	-	5,002	5,002	-	-	4,186	4,186	-	-	9,188	9,188
Student services	114,104	23,371	-	137,475	168,915	39,622	-	208,537	283,019	62,993	-	346,012
Depreciation	157,286	32,215	9,148	198,649	188,021	44,104	40,581	272,706	345,307	76,319	49,729	471,355
Miscellaneous	-	-	118,477	118,477	-	-	81,485	81,485	-	-	199,962	199,962
Total expenses	<u>\$ 8,819,264</u>	<u>\$ 2,578,146</u>	<u>\$ 1,400,886</u>	<u>\$ 12,798,296</u>	<u>\$ 6,659,568</u>	<u>\$ 2,568,267</u>	<u>\$ 1,712,027</u>	<u>\$ 10,939,862</u>	<u>\$ 15,478,832</u>	<u>\$ 5,146,413</u>	<u>\$ 3,112,913</u>	<u>\$ 23,738,158</u>

See notes to financial statements.

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Combining Statement of Functional Expenses
For the year ended June 30, 2022

	High School				Middle School				Total			
	Program Services		Supporting Services		Program Services		Supporting Services		Program Services		Supporting Services	
	Regular Education	Special Education	Management and General	Total	Regular Education	Special Education	Management and General	Total	Regular Education	Special Education	Management and General	Total
Salaries - instructional personnel	\$ 2,960,582	\$ 916,842	\$ 1,937	\$ 3,879,361	\$ 2,058,744	\$ 826,577	\$ -	\$ 2,885,321	\$ 5,019,326	\$ 1,743,419	\$ 1,937	\$ 6,764,682
Salaries - administrative staff personnel	1,082,266	215,259	424,418	1,721,943	705,947	144,084	538,246	1,388,277	1,788,213	359,343	962,664	3,110,220
Payroll taxes	297,240	82,567	33,026	412,833	214,250	75,214	41,731	331,195	511,490	157,781	74,757	744,028
Employee benefits	907,698	252,138	100,855	1,260,691	705,583	247,701	137,430	1,090,714	1,613,281	499,839	238,285	2,351,405
Provision for sick and vacation pay	25,049	4,420	5,201	34,670	20,495	3,617	4,254	28,366	45,544	8,037	9,455	63,036
In-kind rent	1,534,513	426,254	170,501	2,131,268	1,242,077	439,504	229,307	1,910,888	2,776,590	865,758	399,808	4,042,156
Classroom textbooks and supplies	353,475	79,917	-	433,392	430,487	113,469	-	543,956	783,962	193,386	-	977,348
Office furniture and equipment	-	-	55,318	55,318	-	-	99,157	99,157	-	-	154,475	154,475
Consulting	230,028	52,004	15,952	297,984	293,363	77,315	24,027	394,705	523,391	129,319	39,979	692,689
Financial management services	-	-	187,416	187,416	-	-	156,972	156,972	-	-	344,388	344,388
School uniforms	30,587	6,915	-	37,502	40,351	10,636	-	50,987	70,938	17,551	-	88,489
Insurance	20,420	5,718	58,262	84,400	14,975	5,257	48,822	69,054	35,395	10,975	107,084	153,454
Telephone and Internet	71,869	19,964	7,985	99,818	50,230	17,634	9,783	77,647	122,099	37,598	17,768	177,465
Meetings and conferences	3,279	741	1,341	5,361	1,979	533	804	3,316	5,258	1,274	2,145	8,677
Auditing	-	-	18,458	18,458	-	-	18,875	18,875	-	-	37,333	37,333
Teacher recruitment	16,784	3,795	6,859	27,438	29,074	7,664	12,246	48,984	45,858	11,459	19,105	76,422
Student recruitment	24,565	5,554	10,039	40,158	29,575	7,795	12,457	49,827	54,140	13,349	22,496	89,985
Printing and copying	9,097	2,057	3,717	14,871	10,117	2,667	4,261	17,045	19,214	4,724	7,978	31,916
Office supplies	-	-	96,617	96,617	-	-	168,646	168,646	-	-	265,263	265,263
Postage	1,178	327	131	1,636	324	114	63	501	1,502	441	194	2,137
Food service	21,755	4,919	-	26,674	69,517	18,323	-	87,840	91,272	23,242	-	114,514
Repairs and maintenance	24,733	6,870	2,749	34,352	9,559	3,356	1,862	14,777	34,292	10,226	4,611	49,129
Payroll processing	-	-	4,828	4,828	-	-	3,789	3,789	-	-	8,617	8,617
Student services	147,350	33,314	-	180,664	99,037	26,105	-	125,142	246,387	59,419	-	305,806
Depreciation	135,022	29,639	3,773	168,434	140,563	37,365	35,917	213,845	275,585	67,004	39,690	382,279
Miscellaneous	-	-	86,133	86,133	-	-	64,761	64,761	-	-	150,894	150,894
Total expenses	<u>\$ 7,897,490</u>	<u>\$ 2,149,214</u>	<u>\$ 1,295,516</u>	<u>\$ 11,342,220</u>	<u>\$ 6,166,247</u>	<u>\$ 2,064,930</u>	<u>\$ 1,613,410</u>	<u>\$ 9,844,587</u>	<u>\$ 14,063,737</u>	<u>\$ 4,214,144</u>	<u>\$ 2,908,926</u>	<u>\$ 21,186,807</u>

See notes to financial statements.

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Combined Statements of Cash Flows
For the years ended June 30, 2023 and 2022

	<u>2023</u>	<u>2022</u>
Cash flows from operating activities:		
Change in net assets	\$ 1,064,003	\$ 1,783,488
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation	471,355	382,279
(Increase) decrease in operating assets:		
Grants and other receivables	(382,071)	(2,175,381)
Prepaid expenses	701	(67,483)
Lease Asset	(297,503)	-
(Decrease) increase in operating liabilities:		
Accounts payable and accrued expenses	(10,599)	(155,981)
Accrued payroll and payroll taxes	21,855	(152,049)
Accrued sick and vacation pay	(67,966)	63,036
Lease Liability	<u>301,125</u>	<u>-</u>
Net cash provided by (used in) operating activities	<u>1,100,900</u>	<u>(322,091)</u>
Cash flows from investing activities:		
(Additions) to furniture and equipment	<u>(622,454)</u>	<u>(865,056)</u>
Net cash (used in) investing activities	<u>(622,454)</u>	<u>(865,056)</u>
Net increase (decrease) in cash and cash equivalents and restricted cash	478,446	(1,187,147)
Cash and cash equivalents and restricted cash:		
Beginning of year	<u>2,965,892</u>	<u>4,153,039</u>
End of year	<u><u>\$ 3,444,338</u></u>	<u><u>\$ 2,965,892</u></u>

See notes to financial statements.

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Notes to Combined and Combining Financial Statements
June 30, 2023 and 2022

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

Nature of Organization

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

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

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

Mission Statement

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

Principles of Combination

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

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Notes to Combined and Combining Financial Statements (Continued)
June 30, 2023 and 2022

Note 2 - Summary of Significant Accounting Policies

Basis of Accounting

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

Basis of Presentation

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

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

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

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

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

Use of Estimates

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

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Notes to Combined and Combining Financial Statements (Continued)
June 30, 2023 and 2022

Note 2 - Summary of Significant Accounting Policies (Continued)

Cash and Cash Equivalents

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

Grants Receivable

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

Restricted Cash

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

Property Assets

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

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

Contributions and Grants

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

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Notes to Combined and Combining Financial Statements (Continued)
June 30, 2023 and 2022

Note 2 - Summary of Significant Accounting Policies (Continued)

Local Per Pupil Operating Revenue

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

Promises to Give

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

Functional Expenses

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

The expenses that are allocated include the following:

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

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Notes to Combined and Combining Financial Statements (Continued)
June 30, 2023 and 2022

Note 2 - Summary of Significant Accounting Policies (Continued)

Leases

The School determines if an arrangement is a lease or contains a lease at inception of a contract. A contract is determined to be a lease or contain a lease if the contract conveys the right to control the use of the identified property, plant, or equipment in exchange for consideration. The School determines these assets are leased because the School has the right to obtain substantially all of the economic benefit from and the right to direct the use of the identified asset. Assets in which the supplier or lessor has the practical ability and right to substitute alternative assets for the identified asset and would benefit economically from the exercise of its right to substitute the asset are not considered to be or contain a lease because the School determines it does not have the right to control and direct the use of the identified asset. The School's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

In evaluating its contracts, the School separately identifies lease and nonlease components, such as common area and other maintenance costs, in calculating the right of use (ROU) assets and lease liabilities for its leased equipment. The School has elected the practical expedient to not separate lease and nonlease components and classifies the contract as a lease if consideration in the contract allocated to the lease component is greater than the consideration allocated to the nonlease component.

Leases result in the recognition of ROU assets and lease liabilities on the balance sheet. ROU assets represent the right to use an underlying asset for the lease term, and lease liabilities represent the obligation to make lease payments arising from the lease, measured on a discounted basis. The School determines lease classification as operating or finance at the lease commencement date.

At lease inception, the lease liability is measured at the present value of the lease payments over the lease term. The ROU asset equals the lease liability adjusted for any initial direct costs, prepaid or deferred rent, and lease incentives. The School uses the implicit rate when readily determinable. As most leases do not provide an implicit rate, the School uses a risk-free rate to determine the present value of lease payments when the implicit rate is not determinable.

The lease term may include options to extend or to terminate the lease that the School is reasonably certain to exercise. Lease expense is generally recognized on a straight-line basis over the lease term.

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Notes to Combined and Combining Financial Statements (Continued)
June 30, 2023 and 2022

Note 2 - Summary of Significant Accounting Policies (Continued)

New Accounting Pronouncements

In February 2016, the FASB issued ASU 2016-02, *Leases* (Topic 842), which requires the recognition of a “right-to-use” asset and a lease liability, initially measured at the present value of lease payments, on all of the School’s lease obligations. This ASU is effective for fiscal years beginning after December 15, 2021. The School evaluated its lease and determined that it is an operating lease. The School elected to adopt the practical expedient that permits organizations to maintain the operating lease classification of expired and existing leases that were classified as such under Topic 840 if the lease commencement date is prior to the adoption of Topic 842. The School elected to adopt the practical expedient to combine lease and non-lease components as a single lease component. The School adopted this standard as of July 1, 2022. The ASU has been applied on a modified retrospective transition method.

Subsequent Events

The School has evaluated subsequent events and transactions through October 27, 2023, the date that the combined and combining financial statements were available to be issued.

Note 3 - Property Assets, Net

Property assets, net at June 30, 2023 and 2022 consisted of:

	<u>2023</u>	<u>2022</u>
Classroom and office furniture	\$ 698,610	\$ 781,667
Leasehold improvements	700,283	420,730
Classroom and office computers and equipment	<u>2,457,565</u>	<u>2,254,712</u>
	3,856,458	3,457,109
Less: accumulated depreciation	<u>(1,879,444)</u>	<u>(1,631,194)</u>
Property assets, net	<u>\$ 1,977,014</u>	<u>\$ 1,825,915</u>

During the years ended June 30, 2023 and 2022, depreciation expense amounted to \$471,355 and \$382,279, respectively.

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Notes to Combined and Combining Financial Statements (Continued)
June 30, 2023 and 2022

Note 4 - Leases

Operating Leases

The School leases certain office equipment under agreements that are classified as operating leases. The operating leases include a fixed base fee. The leases are noncancelable unless there is a violation under the lease agreement.

For the year ended June 30, 2023, the base lease cost was \$101,805 and the straight-line adjustment was \$2,528, for a total equipment lease expense of \$104,333. Equipment lease expense is included in office furniture and equipment on the financials.

The weighted average operating lease term is 3 years. The weighted average rate implicit in the operating lease is 3.4%.

The maturity analysis and reconciliation to the statement of financial position at June 30, 2023, are as follows:

<u>Years Ending June 30:</u>	<u>Operating Lease</u>
2024	\$ 106,941
2025	106,941
2026	82,216
2027	16,416
2028	<u>5,136</u>
Total future undiscounted lease payments	317,650
Less present value discount	<u>(16,525)</u>
Operating lease liabilities	<u>\$ 301,125</u>

Note 5 - Net Asset With Donor Restrictions

At June 30, 2023 and 2022, there were no net assets with donor restrictions.

The School has adopted investment and spending policies for endowment assets (donor-restricted and board-designated) that attempt to provide a predictable stream of funding to programs supported by its endowments while seeking to maintain the purchasing power of the endowment assets. As of June 30, 2023 and 2022, the School's endowment assets consisted of net assets with donor restrictions invested in cash and cash equivalents.

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Notes to Combined and Combining Financial Statements (Continued)
June 30, 2023 and 2022

Note 5 - Net Asset With Donor Restrictions (Continued)

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

Note 6 - Contributions of Nonfinancial Assets

The School's policy is to utilize all contributed nonfinancial assets. For the years ended June 30, 2023 and 2022, the School recognized contributed nonfinancial assets within the combining statements of activities as follows:

	<u>2023</u>	<u>2022</u>
Use of facilities	\$ 4,345,329	\$ 4,042,156
Total contributed nonfinancial assets	<u>\$ 4,345,329</u>	<u>\$ 4,042,156</u>

The use of the facilities is restricted to school and administrative activities. Because the restriction is met in the year it is made, the contributed use of facilities is recorded as contributions without donor restrictions.

The School uses the facilities for classrooms and administrative offices. In valuing the contributed space in the school buildings, which are located in Bronx, NY, University Prep Public Charter Schools estimated the fair value on the basis of financial information provided to the School under the New York City School Rental Assistance Program. This estimate is in line with the fair value of comparable rental prices in the local real estate market.

Note 7 - Pension Plan

The School participates in a multiple-employer plan that provides benefits to certain contract labor covered by a collective bargaining agreement which expires August 31, 2025. The School contributed \$752,479 and \$854,022 to the Teachers' Retirement System of the City of New York during the years ended June 30, 2023 and 2022, respectively. The most recent Pension Protection Act ("PPA") zone status is not applicable because it is a government plan. As of the most current report on file with the City of New York's Office of the Actuary, which is for the fiscal years ending June 30, 2023 and 2022, total plan net assets were \$67,934,256,000 and \$64,009,428,000, respectively, and the accumulated benefit obligations were \$81,613,165,160 and \$78,720,762,874, respectively.

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Notes to Combined and Combining Financial Statements (Continued)
June 30, 2023 and 2022

Note 8 - Concentrations

Credit Risk

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

Significant Funding

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

Note 9 - Availability and Liquidity

Financial assets consist of the following at June 30, 2023 and 2022:

	<u>2023</u>	<u>2022</u>
Financial assets at year end:		
Cash and cash equivalents	\$ 3,291,817	\$ 2,814,750
Grants and other receivables	<u>4,616,166</u>	<u>4,234,095</u>
Financial assets available to meet general expenditures over the next twelve months	<u>\$ 7,907,983</u>	<u>\$ 7,048,845</u>

The School's goal is generally to maintain financial assets to meet 90 days of operating expenses (approximately \$5,935,000). As part of its liquidity plan, excess cash is maintained in an interest-bearing bank account at an FDIC insured institution.

Note 10 - Tax Status

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

The School files an annual return Form 990, *Return of Organization Exempt from Income Tax*, with the IRS. At June 30, 2023, the School's Form 990s for the years 2019 through 2023 remain eligible for examination by the IRS.

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2023

FEDERAL AWARDS

Program Title	Federal CFDA No.	Grantor No.	Expenditures
U.S. Department of Education:			
Passed through New York State Education Department			
Education Stabilization Fund			
Elementary and Secondary School Emergency Relief II Fund	84.425D-COVID	5891215560	384,282 *
	84.425D-COVID	5891214415	<u>403,058 *</u>
Total Elementary and Secondary School Emergency Relief II Fund			<u>787,340</u>
American Rescue Plan - Elementary and Secondary School Relief	84.425U-COVID	5880215560	797,835 *
	84.425U-COVID	5880214415	<u>703,264 *</u>
Total American Rescue Plan			<u>1,501,099</u>
Total Education Stabilization Fund			<u>2,288,439</u>
Title I - Grants to Local Educational Agencies	84.010	0021235560	240,053
	84.010	0021234415	<u>276,192</u>
Total Title I - Grants to Local Educational Agencies			<u>516,245</u>
Title II - Supporting Effective Instruction	84.367	0147235560	25,495
	84.367	0147234415	<u>41,625</u>
Total Title II - Supporting Effective Instruction			<u>67,120</u>
Title IV - Student Support and Academic Enrichment Program	84.424	204235560	20,452
	84.424	204234415	<u>20,617</u>
Total Title IV - Student Support and Academic Enrichment Program			<u>41,069</u>
Total U.S. Department of Education			<u>2,912,873</u>
Total pass-through federal awards			<u>2,912,873</u>
Total expenditures of federal awards			<u>\$ 2,912,873</u>

* Major Programs

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Notes to the Schedule of Expenditures of Federal Awards
For the year ended June 30, 2023

Note 1 - Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of University Prep Public Charter Schools (formerly University Prep Charter High School) (the "School") (a non-profit organization), under programs funded by the federal government for the year ended June 30, 2023. The information in the Schedule is presented in accordance with the requirements of *Title 2 U.S. Code of Federal Regulations, Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of University Prep Public Charter Schools, it is not intended to and does not present the financial position, changes in net assets or cash flows of University Prep Public Charter Schools.

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

Note 2 - Summary of Significant Accounting Policies

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

Note 3 - Indirect Cost Rate

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



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

To the Board of Trustees
University Prep Public Charter Schools

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the combined and combining financial statements of University Prep Public Charter Schools (a non-profit organization), which comprise the combined statement of financial position as of June 30, 2023, and the related combining statements of activities and functional expenses and combined statement of cash flows for the year then ended, and the related notes to the combined and combining financial statements, and have issued our report thereon dated October 27, 2023.

Report on Internal Control Over Financial Reporting

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

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

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

Report on Compliance and Other Matters

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

Purpose of this Report

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



BUCHBINDER TUNICK & COMPANY LLP

New York, NY
October 27, 2023



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

To the Board of Trustees
University Prep Public Charter Schools

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited University Prep Public Charter Schools' compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of University Prep Public Charter Schools' major federal programs for the year ended June 30, 2023. University Prep Public Charter Schools' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs and summary of results.

In our opinion, University Prep Public Charter Schools complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of University Prep Public Charter Schools and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of University Prep Public Charter Schools' compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to University Prep Public Charter Schools' federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on University Prep Public Charter Schools' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about University Prep Public Charter Schools' compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding University Prep Public Charter Schools' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of University Prep Public Charter Schools' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of University Prep Public Charter Schools' internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

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

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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



BUCHBINDER TUNICK & COMPANY LLP

New York, NY
October 27, 2023

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Schedule of Findings and Questioned Costs and Summary of Results
For the year ended June 30, 2023

Section I - Summary of Auditor's Results

Financial Statements

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

Unmodified

Internal control over financial reporting:

Material weakness(es) identified?	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no
Significant deficiency(s) identified?	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> none
Noncompliance material to financial statements noted?	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no

Federal Awards

Internal control over major programs:

Material weakness(es) identified?	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no
Significant deficiency(ies) identified?	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> none

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

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR §200.516(a)?	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no
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Identification of Major Programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.425D	Education Stabilization Fund – Elementary and Secondary School Emergency Relief II Fund
84.425U	Education Stabilization Fund – American Rescue Plan – Elementary and Secondary School Relief

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$750,000</u>
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Auditee qualified as low-risk auditee?	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no
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UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Schedule of Findings and Questioned Costs and Summary of Results (Continued)
For the year ended June 30, 2023

Section II – Financial Statement Findings

None

Section III – Federal Award Findings and Questioned Costs

None

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Summary of Status of Prior Year Findings Results
For the year ended June 30, 2023

Finding 2022-001 – Timesheets Were Not Adequately Reviewed Before Payment

Condition: Timesheets from tutors hired for the newly implemented program and overseen by a third party were not adequately reviewed before payment. Documentation was not adequate because multiple timesheets lacked evidence of the dates worked. Several timesheets contained mathematical errors that were neither detected nor corrected.

Current Status: The school implemented an electronic timecard system for tutors that automatically generates timesheets and eliminates or significantly reduces the possibility for human error. All tutors for the school are required to use this computer-based clock in/out system for all shifts.



October 27, 2023

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

This representation letter is provided in connection with your audit of the financial statements of University Prep Public Charter Schools, which comprise the combined statements of financial position as of June 30, 2023 and 2022, and the related combining statements of activities and functional expenses, and combined cash flows for the years then ended, and the disclosures (collectively, the "financial statements"), for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States (U.S. GAAP).

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

We confirm, to the best of our knowledge and belief, as of October 27, 2023, the following representations made to you during your audit.

Financial Statements

- 1) We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated May 26, 2023, including our responsibility for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.
- 2) The financial statements referred to above are fairly presented in conformity with U.S. GAAP.
- 3) We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- 4) We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
- 5) Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
- 6) Related-party relationships and transactions have been appropriately accounted for and disclosed in accordance with U.S. GAAP.
- 7) All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
- 8) We are in agreement with the adjusting journal entries you have proposed, and they have been posted to the Organization's accounts.
- 9) The effects of all known actual or possible litigation, claims, and assessments have been accounted for and disclosed in accordance with U.S. GAAP.
- 10) Significant estimates and material concentrations have been appropriately disclosed in accordance with U.S. GAAP.
- 11) Guarantees, whether written or oral, under which the Organization is contingently liable, have been properly recorded or disclosed in accordance with U.S. GAAP.

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

Information Provided

- 13) We have provided you with:

- a) Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records (including information obtained from outside of the general and subsidiary ledgers), documentation, and other matters, and all audit or relevant monitoring reports, if any, received from funding sources.
 - b) Additional information that you have requested from us for the purpose of the audit.
 - c) Unrestricted access to persons within the Organization from whom you determined it necessary to obtain audit evidence.
 - d) Minutes of the meetings of the governing board or summaries of actions of recent meetings for which minutes have not yet been prepared.
- 1) All material transactions have been recorded in the accounting records and are reflected in the financial statements and the schedule of expenditures of federal awards.
- 1) We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- 1) We have no knowledge of any fraud or suspected fraud that affects the Organization and involves:
- a) Management,
 - b) Employees who have significant roles in internal control, or
 - c) Others where the fraud could have a material effect on the financial statements.
- 1) We have no knowledge of any allegations of fraud or suspected fraud affecting the Organization's financial statements communicated by employees, former employees, grantors, regulators, or others.
- 1) We have no knowledge of any instances of noncompliance or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements, or abuse whose effects should be considered when preparing financial statements.
- 1) We have disclosed to you all known actual or possible litigation, claims, and assessment whose effects should be considered when preparing the financial statements.
- 1) We have disclosed to you the names of all of the Organization's related parties and all the related-party relationships and transactions, including any side agreements.
- 1) The Organization has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
- 1) We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us.
- 2) We have identified and disclosed to you all instances of identified and suspected fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we believe have a material effect on the financial statements.



- 1) University Prep Public Charter Schools is an exempt organization under Section 501(C)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the Organization's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up to date.
- 1) We acknowledge our responsibility for presenting the Schedule of Expenditures of Federal Awards in accordance with U.S. GAAP, and we believe the Schedule of Expenditures of Federal Awards including its form and content, is fairly presented in accordance with U.S. GAAP. The methods of measurement and presentation of the Schedule of Expenditures of Federal Awards have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.
- 2) With respect to federal award programs:
 - a) We are responsible for understanding and complying with, and have complied with, the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), including requirements relating to preparation of the schedule of expenditures of federal awards.
 - b) We acknowledge our responsibility for preparing and presenting the schedule of expenditures of federal awards (SEFA) and related notes in accordance with the requirements of the Uniform Guidance, and we believe the SEFA, including its form and content, is fairly presented in accordance with the Uniform Guidance. The methods of measurement or presentation of the SEFA have not changed from those used in the prior period, and we have disclosed to you any significant assumptions and interpretations underlying the measurement or presentation of the SEFA.
 - c) If the SEFA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA no later than the date we issue the SEFA and the auditor's report thereon.
 - d) We have identified and disclosed to you all of our government programs and related activities subject to the Uniform Guidance compliance audit, and have included in the SEFA, expenditures made during the audit period for all awards provided by federal agencies in the form of federal awards, federal cost reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other direct assistance.
 - e) We are responsible for understanding and complying with, and have complied with, the requirements of federal statutes, regulations, and the terms and conditions of federal awards related to each of our federal programs and have identified and disclosed to you the requirements of federal statutes, regulations, and the terms and conditions of federal awards that are considered to have a direct and material effect on each major program.
 - f) We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance for federal programs that provides reasonable assurance that we are managing our federal awards in compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended.
 - g) We have made available to you all federal awards (including amendments, if any) and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities.
 - h) We have received no requests from a federal agency to audit one or more specific programs as a major program.
 - i) We have complied with the direct and material compliance requirements (except for noncompliance disclosed to you), including, when applicable, those set forth in the OMB Compliance Supplement, relating to federal awards and [have identified and disclosed to you all amounts questioned and all known noncompliance with the direct and material compliance requirements of federal awards OR confirm that there were no amounts questioned and no known noncompliance with the direct and material compliance requirements of federal awards].

- j) We have disclosed any communications from federal awarding agencies and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.
- k) We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.
- l) Amounts claimed or used for matching were determined in accordance with relevant guidelines in OMB's Uniform Guidance (2 CFR part 200, subpart E) [and OMB Circular A-122, Cost Principles for Nonprofit Organizations, and Subpart C, Section 23, Cost Sharing or Matching, of OMB Circular A-110, Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations, if applicable].
- m) We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
- n) We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- o) We have disclosed to you the nature of any subsequent events that provide additional evidence about conditions that existed at the end of the reporting period affecting noncompliance during the reporting period.
- p) There are no such known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditor's report.
- q) No changes have been made in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies or material weaknesses in internal control over compliance, subsequent to the period covered by the auditor's report.
- r) Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the financial statements have been prepared.
- s) The copies of federal program financial reports provided you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
- t) We have charged costs to federal awards in accordance with applicable cost principles.
- u) We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by the Uniform Guidance, and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and passthrough entities, including all management decisions.
- v) We are responsible for and have ensured the reporting package does not contain protected personally identifiable information.
- w) We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by the Uniform Guidance.
- x) We are responsible for taking corrective action on each audit finding of the compliance audit and have developed a corrective action plan that meets the requirements of the Uniform Guidance.
- y) We have disclosed to you all contracts or other agreements with service organizations, and we have disclosed to you all communications from the service organizations relating to noncompliance at the service organizations.
- 3) We have taken timely and appropriate steps to remedy identified and suspected fraud or noncompliance with provisions of laws, regulations, contracts, and grant agreements that you have reported to us.
- 4) We have a process to track the status of audit findings and recommendations.
- 5) We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.

- 6) We have identified to you any investigations or legal proceedings that have been initiated with respect to the period under audit.
- 7) We have provided our views on reported findings, conclusions, and recommendations, as well as our planned corrective actions, for the report.
- 8) In regard to the financial statement preparation and tax return preparation services performed by you, we have—
- Assumed all management responsibilities.
 - Designated an individual who has suitable skill, knowledge, or experience to oversee the services.
 - Evaluated the adequacy and results of the services performed.
 - Accepted responsibility for the results of the services.

Signature: _____

Title: UPPS Board member, Finance Committee

SUNY Charter Schools Institute
Budget Narrative

Education Corporation Name: University Prep Public CS

Fiscal Contact:

Date: 06/30/2023

Name: Mayreni Arias

Email: MArias@uppublicschools.or

1. What steps has the education corporation taken to ensure it has enacted a conservative budget?

Our FY24 budget includes conservative and relative assumptions for revenue and expenses based on anticipated enrollment, historical data, current economic climate and planned activities for School Year 2023-24.

Revenue has been estimated to reflect amounts that are highly to be received. This includes NYC Per Pupil general and special education, State and Federal funding. The proposed Federal funds are based on actuals received in the school year 2022-23. This consideration includes the remaining amounts for ESSER funds.

The school ' s budget for staffing reflects its programmatic and operational needs. All positions have been reviewed and updated in line with union contract salaries. The cost for fringe benefits reflects the most competitive pricing available in the market for a school of our size.

The school's budget for contracted services and operational needs have been estimated based on negotiations with consultants and vendors and in consultation with the school's financial consultants. These include the cost of instructional and non-instructional professionals and consultants, instructional materials, technology, contracted special education services, audit and accounting services, legal counsel, back office financial operations support, and other expenses critical to the mission-aligned and financially sound operation of the school.

The school expects a positive net operating position for the school year 2023-24. This will present an opportunity for the school to build its operating reserve, allowing it to be prepared for unexpected financial events.

2. How much of the education corporation's tier two of the ESSER funds would be spent by September 30, 2023? How much of the tier three ESSER funds does the education corporation plan to spend by September 30, 2024?

University Prep Public Charter School ' s spending plan is as follows:

By September 2023

- o MS ESSER II \$16,047
- o HS ESSER II -\$27,966

? By September 2024

- o MS ESSER III- \$634,983
- o HS ESSER III- \$527,009

3. How does the education corporation ensure the sustainability of programs enacted through the use of ESSER funding once ESSER funding period ends?

ESSER funds was used to support students directly and indirectly with services, equipment and supplies. To concentrate mainly on academic learning loss due to the pandemic and to better prepare them for the covid period and beyond. ESSER funds were used to compensate teachers for their additional work in Summer School, and additional professional services were acquired to help close the learning gap created by the pandemic.

The School had purchased additional Chrome books for students and updated laptops for staff to facilitate increased Online learning. Another cost is unlikely to continue with in-person classes back in session.

ESSER Funds were also used to upgrade furniture, classroom electrical work, and after-school tutoring.

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Name of Charter School Education Corporation:

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

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

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

5. 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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

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

-

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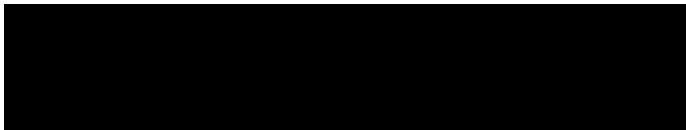
Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



Signature

Date

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Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Name of Charter School Education Corporation:

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

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

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

5. 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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

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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

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Home Telephone:

Home Address:

Signature

Date

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Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Name of Charter School Education Corporation:

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

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

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

5. 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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

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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

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E-mail Address:

Home Telephone:

Home Address:

Signature

Date

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

RANDI WEINGARTEN

Name of Charter School Education Corporation:

University Prep Public Charter Schools

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

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

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

5. 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.

-
6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

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☒ 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

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Business Telephone:

202-879-4400

Business Address:

555 NEW JERSEY Ave, NW, WDC 20001

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

Signature

7/18/23

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Judith Bergtraum

Name of Charter School Education Corporation:

University Prep Charter School

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

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

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

5. 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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

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☒ **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

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Business Telephone:

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Home Telephone:

Home Address:

Signature

Date

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last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Name of Charter School Education Corporation:

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

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

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

5. 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.

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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

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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

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Justin Pasternak

Name of Charter School Education Corporation:

University Prep Public Charter Schools

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

Teacher Representative

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

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☐ Yes ☒ No

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

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☒ **None**

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FINAL CALENDAR

Instructional Days: 180

HS Instructional Hours: 1105

MS Instructional Hours: 1150

AUGUST 2023						
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		

- 4 Labor Day (no school)
- 5 First day of school, Quarter 1 and the Fall Semester
- 21 Back-to-school night
- 25 Yom Kippur (no school)

18 days

SEPTEMBER 2023						
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

FEBRUARY 2024						
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		

- 10 Chinese New Year
- 19-23 Midwinter Recess (no school)
- 26 Students return to school

16 days

MARCH 2024						
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						

- 5 Quarter 3 family-teacher conference (evening)
- 8 Quarter 3 family-teacher conference (afternoon)
- 22 Staff PD Day (no students)
- 28 End of Quarter 3

20 days

- 9 Indigenous Peoples' Day / Columbus Day (no school)
- 11 PSAT
- 10 Quarter 1 family-teacher conference (evening)
- 13 Quarter 1 family-teacher conference (afternoon; school session)

21 days

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2024						
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				

- 2 Start of Quarter 4
- 10 Eid al-Fitr (no school)
- 22-30 Spring Recess (no school), including first day of Passover and Good Friday

13 days

- 3 End of Quarter 1
- 6 Start of Quarter 2
- 7 Election Day and Staff PD Day (no students)
- 10 Veterans Day Observed (no school)
- 22-24 Thanksgiving holiday (no school)

18 days

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2024						
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	

- 17 Quarter 4 family-teacher conference (afternoon)
- 27 Memorial Day (no school)

22 days

- 5 Quarter 2 family-teacher conference (evening)
- 8 Quarter 2 family-teacher conference (afternoon)
- 21-29 Winter Recess (no school)

14 days

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2024						
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						

- 4 1st Admin of Algebra 1 Regents
- 14-25 Regents Exams
- 17 Eid-al-Adha (Staff who celebrates will be able to)
- 19 Juneteenth (no school)
- 26 Last Day of school and end of Quarter 4
- 27 Staff PD Day (no students)

18 days. Total 180 days

- 4 Students return to school
- 15 Martin Luther King, Jr. Day (no school)
- 23-26 Regents Exams
- 26 End of Quarter 2
- 29 Staff PD Day (no students)
- 30 Start of Quarter 3 and the Spring Semester

19 days

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

University Prep
PUBLIC SCHOOLS
HIGH SCHOOL
600 ST. ANN'S AVENUE
(718) 292-6543
MIDDLE SCHOOL
470 JACKSON AVENUE
(917) 985-8300
UPPUBLICSCHOOLS.ORG

	NO SCHOOL FOR STUDENTS / HOLIDAYS
	QUARTER START & END DATES
	FAMILY & PARENT CONFERENCE DAYS
	STATE EXAM DAYS
	STAFF PD DAYS (no students)

