

# Application: University Prep Charter High School

Gretchen Liga - gliga@csbm.com  
2021-2022 Annual Report

## Summary

**ID:** 0000000035

**Last submitted:** Nov 1 2022 03:19 PM (EDT)

**Labels:** SUNY Trustees

## Entry 1 School Info and Cover Page

**Completed** Aug 1 2022

### [Instructions](#)

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

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

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2021-2022 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, 2022)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

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**a. SCHOOL NAME**

(Select name from the drop down menu)

UNIVERSITY PREP CHARTER HIGH SCHOOL 800000061083

**a1. Popular School Name**

University Prep

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

Please select the correct authorizer as of June 30, 2022 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**d. DISTRICT / CSD OF LOCATION**

CSD # 7 - BRONX

**e. DATE OF INITIAL CHARTER**

10/2007

**f. DATE FIRST OPENED FOR INSTRUCTION**

9/2008

**c. School Unionized**

Is your charter school unionized?

Yes

**c. Name of Union**

Provide the name of the union:

United Federation of Teachers

**c. Date Unionized**

Provide the date of unionization:

8/2008

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

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

**i. Total Approved Charter Enrollment for 2021-2022 School Year (exclude Pre-K program enrollment)**

450

**j. Total Enrollment on June 30, 2022 (exclude Pre-K program enrollment)**

420

**k. Grades Served during the 2021-2022 School Year (exclude Pre-K program students)**

Check all that apply

Grades Served	9, 10, 11, 12
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**l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No
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## **FACILITIES INFORMATION**

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2022-2023?

No, just one site.
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**UNIVERSITY PREP CHARTER HIGH SCHOOL 800000061083**

**School Site 1 (Primary)**

**m1. SCHOOL SITES**

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	600 St. Ann's Avenue, 4th floor, Bronx, NY 10455	718-585-0560	NYC CSD 7	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		<a href="mailto:aayers@uppubl icschools.org">aayers@uppubl icschools.org</a>
Operational Leader	Mayreni Arias	Chief Operating Officer	718-292-6543		<a href="mailto:marias@uppubl icschools.org">marias@uppubl icschools.org</a>
Compliance Contact	Andrea d'Amato	Executive Director	718-292-6543		<a href="mailto:adamato@uppubl icschools.org">adamato@uppubl icschools.org</a>
Complaint Contact	Andrew Ayers	Principal	718-292-6543		<a href="mailto:aayers@uppubl icschools.org">aayers@uppubl icschools.org</a>
DASA Coordinator	Francesca DiBlasi	School Counselor	718-292-6543		<a href="mailto:fdibiasi@uppubl icschools.org">fdibiasi@uppubl icschools.org</a>
Phone Contact for After Hours Emergencies	Andrew Ayers	Principal	718-292-6543		<a href="mailto:aayers@uppubl icschools.org">aayers@uppubl icschools.org</a>

**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, 2021.**

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.**
- **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, 2022.**

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

**Site 1 Fire Inspection Report**

## CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

**n1. Were there any revisions to the school's charter during the 2021-2022 school year? (Please include approved or pending material and non-material charter revisions).**

No

**o. Has your school's Board of Trustee's approved a budget for the 2021-2022 FY?**

Yes

### 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	<a href="mailto:marias@uppublicschools.org">marias@uppublicschools.org</a>

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

**Responses Selected:**

Yes

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

**Responses Selected:**


Yes

**Signature, Head of Charter School**

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, featuring several sharp peaks and loops. It appears to be a single continuous line of writing.



Signature, President of the Board of Trustees

A large, stylized handwritten signature in black ink on a light gray background. The signature starts with a large, looped initial and extends into a long, sweeping horizontal line.

Date

Aug 1 2022

Thank you.



## Entry 3 Accountability Plan Progress Reports

Completed Oct 27 2022

### 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 SUNY Epicenter system by **September 15, 2022**. SUNY CSI will forward to NYSED CSO.

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

#### **[UPCHS 2021-2022 APPR](#)**

Filename: UPCHS 2021 2022 APPR.pdf Size: 494.6 kB

## Entry 4 - Audited Financial Statements

Incomplete

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

**ALL SUNY-authorized charter schools** must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to

NYSED CSO. **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, 2022**. 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 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.**

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

**Incomplete**

### [Instructions - SUNY-Authorized Charter Schools ONLY](#)

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO.

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

## Entry 4c - Additional Financial Documents

**Incomplete** Hidden from applicant

**Instructions - Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents and submit by **November 1, 2022**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

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

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

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

## Entry 4d - Financial Services Contact Information

**Incomplete** Hidden from applicant

**Regents, NYCDOE, and Buffalo BOE authorized schools** should enter financial contact information directly into the form within the portal by **November 1, 2022**.

# Form for "Financial Services Contact Information"

## 1. School Based Fiscal Contact Information

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

## 2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 - Fiscal Year 2022-2023 Budget

**Incomplete**

**SUNY-authorized charter schools** should download the [2022-23 Budget and Quarterly Report Template and the 2022-23 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed template into Epicenter. SUNY CSI will forward to NYSED CSO. **Due November 1, 2022.**

**Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY22 Budget using the [2022-2023 Budget Template](#) in the portal or from the Annual Report website. **Due November 1, 2022.**

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.**

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

# Form

**Completed** Aug 1 2022

Due on August 1, 2022, 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 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). 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 completing the form for trustees who left the board during the reporting year.**

Forms completed from past years will not be accepted. **Only the latest version of the form** (updated in April, 2022) is acceptable.).

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

## [Suarez Financial Disclosure 2021-2022](#)

**Filename:** Suarez Financial Disclosure 2021 2022.pdf **Size:** 161.3 kB

## [Barr Financial Disclosure 2021-2022](#)

**Filename:** Barr Financial Disclosure 2021 2022.pdf **Size:** 319.0 kB

## [Sacks Financial Disclosure 2021-2022](#)

**Filename:** Sacks Financial Disclosure 2021 2022.pdf **Size:** 428.8 kB

## [Weingarten Financial Disclosure 2021-2022](#)

**Filename:** Weingarten Financial Disclosure 2021 2022.pdf **Size:** 608.1 kB

## [Pasternak Financial Disclosure 2021-2022](#)

**Filename:** Pasternak Financial Disclosure 2021 2022.pdf **Size:** 1.1 MB

## [Bergtraum Financial Disclosure 2021-2022](#)

**Filename:** Bergtraum Financial Disclosure 2021 2022.pdf **Size:** 405.9 kB

# Entry 7 BOT Membership Table

**Completed** Aug 1 2022

## 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.

**UNIVERSITY PREP CHARTER HIGH SCHOOL 800000061083**

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#### **Authorizer:**

Who is the authorizer of your charter school?

SUNY

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**1. 2021-2022 Board Member Information (Enter info for each BOT member)**

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
1	Steve Barr		Chair	None	Yes	4	05/01/2020	05/01/2023	8
2	Judith Bergtraum		Trustee/Member	None	Yes	2	02/01/2021	02/01/2024	8
3	Justin Pasternak		Other	Teacher Representative	Yes	2	11/01/2021	11/01/2024	8
4	Burton Sacks		Treasurer	Finance	Yes	4	05/01/2020	05/01/2023	8
5	Miguel Suarez		Trustee/Member	Negotiation	Yes	1	06/18/2020	09/01/2024	8
6	Randi Weingarten		Trustee/Member	None	Yes	4	05/01/2020	05/01/2023	5 or less
7									
8									
9									

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

No

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

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

a. Total Number of BOT Members on June 30, 2022	6
b.Total Number of Members Added During 2021-2022	0
c. Total Number of Members who Departed during 2021-2022	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

**3. Number of Board meetings held during 2021-2022**

8

**4. Number of Board meetings scheduled for 2022-2023**

12

**Total number of Voting Members on June 30, 2022:**

6

Total number of Voting Members added during the 2021-2022 school year:

0

Total number of Voting Members who departed during the 2021-2022 school year:

0

Total Maximum Number of Voting members in 2021-2022, 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 2021-June 2022), which should match the number of meetings held during the 2021-2022 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, 2022**.

## Entry 9 Enrollment & Retention

**Completed** Aug 1 2022

### [Instructions for submitting Enrollment and Retention Efforts](#)

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

Describe the good faith efforts the charter school has made in 2021-2022 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 2022-2023.

## Entry 9 Enrollment and Retention of Special Populations



## Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
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.</p> <p>Therefore, we consider all of our recruitment efforts to be targeted toward Economically Disadvantaged students and our high percentage of this subgroup (93%) reflects the validity of that philosophy. Our efforts include 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 2022-23.</p>
English Language Learners	<p>To recruit English Language Learners in 2021-22, 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, application and enrollment documents are available in Spanish, and translators are brought to all recruitment events. Using these strategies, English Language Learners comprised 8% of our total enrollment in 2021-22.</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 2022-23, 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 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 18% of our total enrollment in 2021-22.</p>	<p>Although we were 2 percentage points below our enrollment target (20%) for this subgroup, we are confident that we are implementing a strong recruitment plan. Therefore, no changes are planned for the school's efforts to recruit Students with Disabilities in 2022-23.</p>
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**Retention Efforts Toward Meeting Targets**

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
Economically Disadvantaged	<p>We make every effort to retain all Economically Disadvantaged student who enrolls in our school. We believe the best way to prevent students from leaving due to their or their families' discontent is to provide as much support as possible. For emotional guidance, we have five counselors for four grade levels. This allows students who qualify for free or reduced-price lunch to receive counseling if mandated or simply if they are at risk of failure or emotional crisis. Every counselor knows every student in his/her cohort and every student</p>	<p>As retention of Economically Disadvantaged students was strong, we will implement similar strategies in 2022-23.</p>

	<p>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>	
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 2022-23.</p>
Students with Disabilities	<p>We also provide numerous academic interventions for our students with IEPs, including office hours with any of their teachers. During this supplemental instruction time, students can get tutoring, extra help, or make up work as needed. For students with IEPs, we also revised the schedule/staffing to provide the least restrictive environment so that students received academic support in all of their core classes by a highly qualified special education teacher using an integrated co-teaching model. In addition, we held two series of Saturday/Afterschool academies throughout the year to help students prepare for the Regents Exams. Our general strategy for retaining at-risk students is to</p>	<p>As retention of Students with Disabilities was strong, we will implement similar strategies in 2022-23.</p>

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 2022

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

## **A. TEACH System - Employee Clearance**

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel 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.

<sup>[1]</sup> 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/employeefingerprintoct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

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## **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](#).

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### **Attestation**

#### **Responses Selected:**

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

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

**Incomplete** Hidden from applicant

### **Instructions**

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

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

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

## **Entry 11 Uncertified Teachers**

**School Name:**

# Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
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	
<b>Total Category B: not to exceed 5</b>	<b>0</b>

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
<b>Total Category C: not to exceed 5</b>	<b>0</b>



**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 2021-2022 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should **not** appear on the chart.

## Entry 13 School Calendar

Completed Aug 1 2022

[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, 2022 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, 2022**.

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. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template 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 2022-23 Calendar FINAL**

Filename: UPPS 2022 23 Calendar FINAL.pdf Size: 249.2 kB

## Entry 14 Links to Critical Documents on School Website

Completed Aug 1 2022

### 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., Repost when financials have been submitted in November.)

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

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

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

	Link to Documents
1. Current Annual Report (i.e., 2021-2022 Annual Report)	<a href="http://www.nysed.gov/common/nysed/files/programs/charter-schools/university-prep-chs-ar2021_redacted.pdf">http://www.nysed.gov/common/nysed/files/programs/charter-schools/university-prep-chs-ar2021_redacted.pdf</a>
2. Board meeting notices, agendas and documents	<a href="https://www.uppublicschools.org/about/board">https://www.uppublicschools.org/about/board</a>
3. New York State School Report Card	<a href="https://data.nysed.gov/essa.php?instid=800000061083&amp;year=2021&amp;createreport=1&amp;allchecked=1&amp;OverallStatus=1&amp;section_1003=1&amp;HSStatus=1&amp;HSgradrate=1&amp;HSchronic=1&amp;regents=1&amp;cohort=1&amp;nysaa=1&amp;naep=1&amp;expend=1&amp;taffqual=4&amp;gradrate=1&amp;feddata=1">https://data.nysed.gov/essa.php?instid=800000061083&amp;year=2021&amp;createreport=1&amp;allchecked=1&amp;OverallStatus=1&amp;section_1003=1&amp;HSStatus=1&amp;HSgradrate=1&amp;HSchronic=1&amp;regents=1&amp;cohort=1&amp;nysaa=1&amp;naep=1&amp;expend=1&amp;taffqual=4&amp;gradrate=1&amp;feddata=1</a>
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	<a href="https://resources.finalsite.net/images/v1627398918/upchorg/hsa6bx5i3xmibf4nvon9/HSStudentHandbook2021-22721.pdf">https://resources.finalsite.net/images/v1627398918/upchorg/hsa6bx5i3xmibf4nvon9/HSStudentHandbook2021-22721.pdf</a>
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	<a href="https://resources.finalsite.net/images/v1627399894/upchorg/totrnv7onqpamvIkryq5/Safteyplanwithbuildingplans.pdf">https://resources.finalsite.net/images/v1627399894/upchorg/totrnv7onqpamvIkryq5/Safteyplanwithbuildingplans.pdf</a>
6. Authorizer-approved FOIL Policy	<a href="https://resources.finalsite.net/images/v1627398883/upchorg/y9ifd4pfklsnzaew2vkc/MSStudentHandbook2021-22721.pdf">https://resources.finalsite.net/images/v1627398883/upchorg/y9ifd4pfklsnzaew2vkc/MSStudentHandbook2021-22721.pdf</a>
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<a href="https://resources.finalsite.net/images/v1627398883/upchorg/y9ifd4pfklsnzaew2vkc/MSStudentHandbook2021-22721.pdf">https://resources.finalsite.net/images/v1627398883/upchorg/y9ifd4pfklsnzaew2vkc/MSStudentHandbook2021-22721.pdf</a>

Thank you.



**Entry 15 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.

**Use of the 2021-2022 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 Staff Roster Template will result in a resubmission of a fully corrected roster.

Please note the roster should include all staff employed any point from July 1, 2021 to June 30, 2022, including those employed on June 30th.



## **University Prep Charter High School**

# **2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 30, 2022

By Andrea d'Amato, Executive Director

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

718-292-6543; [adamato@uppublicschools.org](mailto:adamato@uppublicschools.org)

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Andrea d’Amato, Executive Director, prepared this 2021-22 Accountability Progress Report on behalf of the school’s Board of Trustees:

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

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

## SCHOOL OVERVIEW

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

### Theory of Action

At UPCHS, the theory of action is as follows:

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

### The University Prep Charter High School Model

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

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



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

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

### **Key Design Elements**

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

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

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

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

- Freshman and sophomore composition class. Our instructional teams ascertained that incoming students would benefit from a standards-based, rigorous writing class centered on improving reading comprehension, structured writing prowess and general literacy skills. The course, taken once weekly, accelerates learning for new students who often join the UPCHS family facing hurdles of uneven, interrupted or incomplete schooling.

- Block scheduling. The foundation of academic rigor is stamina. We encourage the development of powerful teaching and learning through scheduling double periods. Our approach permits teachers to build instructional depth and encourages students to make ongoing and meaningful inquiries and contributions within expanded lessons. The instructional depth of our seminar and project-based initiatives aligns with and prepares our students to meet and exceed NYS standards across the curriculum. Moreover, the scheduling encourages the formation of habits of mind that are transferable to co-curricular and extra-curricular activities.
- Advanced Placement courses. We currently offer AP instruction in Composition, Literature, Biology, Spanish and Government 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 98% graduation rate and 100% college acceptance rate. Across our campus, we expect college enrollment and success. Our teams work internally, and with external partners, to broaden and illuminate the path for our students.

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

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

We conduct regular Town Hall meetings. These monthly gatherings are shared celebrations of success within our learning and service communities. We present honor roll certificates and

attendance awards. Students also showcase their talents in the performing arts. We have built rich, layered support structures wherein four counselors provide support services and loop with our students to ensure stability and strengthen interpersonal connections.

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

*Family and Community Involvement* – At UPCHS, our model of family and community involvement comprises five traditional methods of information sharing and collaborative decision-making: parent association meetings, back-to-school night, introduction to college night, enrollment meetings, and quarterly parent-teach conferences. Each of these structured events 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:* Typically, a four-week mandatory summer session held for incoming ninth graders. The curriculum is interdisciplinary, drawing concepts from ELA, algebra, health, and character education through advisory. The curriculum serves to support incoming first year students by stressing the values of preparation, self-assessment, stress management, healthy decision-making and leadership as a means of being successful.
- *Freshman Composition Class:* This course is given to first year students to support the development of rigorous common core aligned writing skills that high school students are expected to master. Argumentative and expository writing are highlighted in this course.
- *Saturday Academy:* Students struggling in classes that end with Regents Exams are provided with extra support during Saturday classes that focus on teaching the essential skills and concepts needed to pass both the course and the State exam.
- *Advisory:* The advisory program is designed to be a 30-minute period in the middle of the school day aimed at supporting the academic progress and social-emotional development of the student. Typically, students meet with their advisors four times per week. The advisory curriculum focuses on developing academic skills, college and career awareness, social and emotional skills, and tracking individual academic progress.
- *Special Education and ELL Support:* UPCHS has a track record of working with ELL students, with a focus on building English fluency and writing skills. ENL services are usually provided by using a push-in model. It also offers stand-alone ENL classes. Its special education

approach combines push-in SETTS services with the ICT model, giving students personalized supports that are consistent with their IEPs in the least restrictive environment. In addition to the service mandates in their IEPs, students with disabilities receive strict testing modifications, mandated group and/or individual counseling, speech, and hearing services. The school's administration and faculty fully comply with all of the terms set forth in the IEP.

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

Additional practices of the UPCHS model are as follows:

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

## Extensive Professional Development

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

## School Demographics

In the 2021-22 school year, UPCHS served a total of 450 students in grades 9-12 at year-end. Of the total student body enrolled on BEDS Day, 63.6% (274) were Hispanic, 34.1% (147) Black, 0.5% (2) Asian, 0.2% (1) Multi-racial; 0.2% (1) Native American; and 1.4% (6) White. 93% of students were living in poverty, 18% had a disability, and 8% were English Language Learners.

## ENROLLMENT SUMMARY

The table below provides the school’s BEDS Day enrollment each year since 2017-18.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18										113	106	115	99	433
2018-19										114	113	99	107	433
2019-20										127	111	112	97	447
2020-21										115	133	103	107	458
2021-22										108	109	115	99	431

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2018 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2021-22 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2019-20	2016-17	2016	95	0	95
2020-21	2017-18	2017	107	1	106
2021-22	2018-19	2018	99	2	97

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort’s Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016	95	0	95
2020-21	2017-18	2017	106	0	106
2021-22	2018-19	2018	97	0	97

# 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

## Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	0	0	0
2020-21	2016-17	2016	0	0	0
2021-22	2017-18	2017	0	0	0

## PROMOTION POLICY

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

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

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

### Goal 1: Leading Indicator

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

## METHOD

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

## RESULTS AND EVALUATION

UPCHS has exceeded this benchmark by 17 percentage points, with 92.4% of UPCHS's 2020 cohort students and 91.6% of the 2021 cohort earning the number of credits in the 2021-22 school year required to be promoted to the next grade.

# 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

## Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	92	92.4
2021	95	91.6

### ADDITIONAL EVIDENCE

The school structures its course loads so that all 9<sup>th</sup> Graders take 15 credits and 10<sup>th</sup> graders take at least 12 credits to increase the likelihood that they will graduate within four years.

#### Goal 1: Leading Indicator

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

### METHOD

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

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 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 2022, the 2020 cohort will have completed its second year.**

### RESULTS AND EVALUATION

UPCHS surpassed this benchmark by 15.2 points. 90.2% of students in the 2020 Total Graduation Cohort were exempted from or passed three or more Regents examinations required for graduation by the end of their second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2018	2019-20	105	91%
2019	2020-21	119	95%
2020	2021-22	92	90.2%



## ADDITIONAL EVIDENCE

UPCHS has met this measure each of the past three years. 95% of students in the 2019 cohort passed or were exempted from three or more Regents examinations required for graduation by the end of their second year. In addition, 91% of students in the 2018 cohort were exempted from three or more Regents examinations required for graduation by the end of their second year.

### Goal 1: Absolute Measures

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

## METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

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

## RESULTS AND EVALUATION

With a 100% graduation rate, UPCHS exceeded this measure by 25 percentage points for students in the fourth-year high school Total Graduation Cohort. There were no fifth-year students in this Graduation Cohort. We credit these accomplishments, in large part, to our low ratio of students per school counselors and the diligence and dedication of our entire staff who support students through quality instruction as well as increased instructional time and extensive office hours. We also encourage our students to take Regents exams early and often.

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	95	95	100
2017	2020-21	106	105	99.1
2018	2021-22	97	97	100

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
2015	2019-20	105	105	100
2016	2020-21	95	95	100
2017	2021-22	0	N/A	N/A

<sup>1</sup> The state’s guidance for the multiple graduation pathways can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

**ADDITIONAL EVIDENCE**

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

**Goal 1: Comparative Measure**

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

**METHOD**

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2020-21 results as a temporary placeholder for the district’s 2021-22 results.

**RESULTS AND EVALUATION**

Comparing our rate to the District for 2020-21, we exceeded CSD 7 by 27 percentage points.

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	95	95	100	1798	69
2017	2020-21	106	105	99.1	1798	69
2018	2021-22	97	97	100	1,725	73

**ADDITIONAL EVIDENCE**

UPCHS has met this measure year after year, exceeding CSD 7 by at least 27 percentage points in each of the last three years.

**Goal 1: Absolute Measure**

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

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

**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 canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.**

### RESULTS AND EVALUATION

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

#### Percentage of the 2018 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

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

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

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	0	N/A
2017	2020-21	0	N/A
2018	2021-22	0	N/A

### ADDITIONAL CONTEXT AND EVIDENCE

Not Applicable

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

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

ACTION PLAN

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

In 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

### GOAL 2: COLLEGE PREPARATION

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

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

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

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 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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### Goal 2: Absolute Measure

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

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

### METHOD

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

### RESULTS AND EVALUATION

UPCHS's graduating students met this measure.

86.6% of the 97 graduates in UPCHS's 2018 Cohort demonstrated college preparation by at least one indicator:

- 43 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; 25 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.
- 94 graduates took the SAT; 18 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, 82 earned a Regents diploma with advanced designation.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Pass an AP exam*	43	25	25.8%
CCR benchmark on SAT	94	18	18.6%
Regents Diploma with Advanced Designation	97	82	84.5%
Overall	97	84	86.6%

### Goal 2: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### Goal 2: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### Goal 2: Absolute Measure

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

## METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

## RESULTS AND EVALUATION

The school has defined matriculation as having paid the college tuition deposit, enrolled in college courses, and/or attended class sessions of more than one course. The school surveys students to gather matriculation information. UPCHS has not yet completed surveying the 2018 Cohort regarding their matriculation. 97.9% of graduates from the 2018 Cohort were accepted into college

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

or university, and we expect more than 75% of graduates will matriculate into a college or university this year.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2016	2019-20	95	81	85.3
2017	2020-21	105	97	92.4
2018	2021-22	97	TBD	TBD

\*Matriculation data for the 2018 Cohort is still being compiled.

### ADDITIONAL CONTEXT AND EVIDENCE

UPCHS has met, or nearly met, this measure over the past three years. As of Fall 2020, 81 students from the 2016 cohort whom UPCHS has been in touch with have matriculated into a college or university in the 2020-21 school year. As of Fall 2021, 97 students in the 2017 cohort were enrolled in college courses, and 61 are still enrolled. The school’s matriculation rate for both of these cohorts exceeded the goal of 75 percent.

### SUMMARY OF THE COLLEGE PREPARATION GOAL

UPCHS achieved one of the applicable college preparation goals, and is unable to fully assess the other at this time.

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

### 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 9<sup>th</sup> and 10<sup>th</sup> Grade students and double math instruction time for 9<sup>th</sup> Grade students



- Continuing independent reading, with the support of a literacy specialist, 4 days per week
- Enrolling more students in College Now classes starting in the 10<sup>th</sup> grade
- Offering a college readiness workshop for 10th Graders that stresses the goal of meeting college readiness benchmarks
- SAT prep course for all 11th grade students
- Administering Regents-aligned diagnostic and benchmark examinations to determine and address gaps in understanding in ELA and Math
- UPCHS is also exploring offering the ACT examination.

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

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

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

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

## GOAL 3: ENGLISH LANGUAGE ARTS

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### Goal 3: Absolute Measure

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

# 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

## METHOD

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

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

## RESULTS AND EVALUATION

For the 2018 Cohort, all students were exempted from the Regents English Common Core Exam. Last year, UPCHS exceeded this benchmark by three percentage points. 68.6% of students in the 2017 Cohort scored at least a 4 on the Regents English Common Core Exam. UPCHS has demonstrated consistently strong performance against this benchmark for the past several years.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	95	0	68	72
2017	2020-21	106	1	72	68.6
2018	2021-22	97	97	97	100*

\* Exemptions

## ADDITIONAL EVIDENCE

Looking forward, over half of the 2019 Cohort has already met this benchmark. Of the 111 students enrolled in the 2019 cohort, 54% received a Level 4 or higher or were eligible for an exemption on the Regents in Exam in English Language Arts (Common Core).

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	105	0	100	99*	97	100*
2019	123	0	119	0	111	54**
2020			113	0	92	20.7
2021					95	0

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

\*Exemptions

\*\*Includes 23 exemptions

### Goal 3: Absolute Measure

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

### METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

### RESULTS AND EVALUATION

All students in the 2018 cohort were exempted.

84.8% of students in the 2017 cohort scored a Level 3 or higher the on Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort. The school also met this benchmark the prior three years. 99% of students in the 2016 Cohort, 97% of students in the 2015 Cohort, and 95% of students in the 2014 Cohort scored a Level 3 or higher the on Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	95	0	94	99
2017	2020-21	106	1	89	84.8
2018	2021-22	97	97	97*	100*

\* Exemptions

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

The 2019 Cohort is on the way to meeting this benchmark. Of the 111 students in the 2019 cohort, 54% have already partially met Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) or are exempt.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	105	0	100	99*	97	100*
2019	123	0	119	0	111	54**
2020			113	0	92	20.7
2021					95	0

\*Exemptions

\*\*Includes 23 exemptions

#### Goal 3: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the 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 2021-22.

#### Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

#### Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Of the 81 students in the 2018 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 38 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 100% were exempt and, therefore, fully met the Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (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)
2016	2019-20	51	0	32	63
2017	2020-21	41	0	18	44
2018	2021-22	38	0	38*	100*

\*Exemptions

### ADDITIONAL EVIDENCE

As all students in the 2018 Cohort received the exemption, UPCHS exceeded this measure in 2021-22. Of the 85 students in the 2017 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 41 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 44% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 76 students in the 2016 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 51 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 63% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

### Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

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

### RESULTS AND EVALUATION

As all students in the 2018 Cohort received the exemption, UPCHS exceeded this measure in 2021-22. Of the 85 students in the 2017 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 41 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 66% partially met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 76 students in the 2016 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 51 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 98% partially met Common Core Expectations on the Regents Exam in English Language Arts (Common Core) by their fourth year.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	51	0	50	98
2017	2020-21	41	0	27	66
2018	2021-22	38	0	38	100*

\*Exemptions

### ADDITIONAL CONTEXT AND EVIDENCE

UPCHS has met this measure in four of the past four years, excluding the 2017 cohort in the 2020-21 school year. Of the 76 students in the 2016 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 51 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 98% partially met Common Core Expectations on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 88 students in the 2015 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 70 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 97% partially met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 72 students in the 2014 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 59 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 92% at least partially met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

UPCHS has achieved two out of two applicable absolute measures and two of the applicable growth measures in ELA.

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

ACTION PLAN

In the 2022-2023 school year, UPCHS will continue to focus on literacy support. All classes will focus on reading and writing for content acquisition and demonstrating mastery. This will be supported in part by Overdrive, a digital reading software UPCHS is introducing this fall.

UPCHS will continue to focus on implementing the schoolwide strategies that were developed in response to the transition to the Common Core Standards in English. The school will continue to

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

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

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

## GOAL 4: MATHEMATICS

### HIGH SCHOOL MATHEMATICS



## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Absolute Measure

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

### METHOD

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

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

### RESULTS AND EVALUATION

Of the 97 students in the 2018 Cohort, 33 (34%) scored a Level 4 or 5, and 64 met the measure via exemptions. 38% of students in the 2017 cohort exceeded Common Core expectations with a score of 4 or above on a Regents Common Core math exam by their fourth year in the cohort.

UPCHS students aim to achieve a 70 or higher on the Regents Algebra I Common Core exam, which is the benchmark for college readiness for CUNY schools.<sup>4</sup> 79.4% of the 2018 Cohort met the CUNY college readiness requirement in mathematics, a decrease from 91% for the 2017 Cohort and 92% for the 2016 Cohort.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	95	0	40	42
2017	2020-21	106	1	40	38
2018	2021-22	97	0	97*	100*

\*Includes 64 exemptions

ADDITIONAL EVIDENCE

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

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	105	34	100	91*	97	100****
2019	123	7	119	99**	111	98.2*****
2020			113	65***	92	95.7*****
2021					95	6.3*****

\*34 Level 4 or 5 scores and 57 exemptions

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

\*\*\*73 exemptions

\*\*\*\* 33 Level 4 or 5 scores and 44 exemptions

\*\*\*\*\* 8 Level 4 or 5 scores and 91 exemptions

\*\*\*\*\* 88 exemptions

\*\*\*\*\* 3 Level 4 or 5 scores and 3 exemptions

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

UPCHS exceeded this measure by 11 percentage points for students receiving a Level 3, 4, or 5 score. Six additional students met the measure via exemptions.

UPCHS has also shown strong results in previous years. 98% of students in the 2017 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam by their fourth year in the cohort. 100% of students in the 2016 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam by their fourth year in the cohort. 99% of students in the 2015 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam by their fourth year in the cohort. 96% of students in the 2014 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam or a 65 or above on a Regents math exam by their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	95	0	95	100
2017	2020-21	106	1	103	98
2018	2021-22	97	0	97*	100

\*91 Level 3, 4 or 5 scores and 6 exemptions

### ADDITIONAL EVIDENCE

The 2019, 2020, and 2021 cohorts are making progress towards this measure. The number of Level 3, 4, and 5 scores vs. exemptions comprising the total percentages are included below the chart.

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

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	105	89	100	99*	97	100****
2019	123	11	119	99**	111	99*****
2020			113	65***	92	96.7*****
2021					95	51.6*****

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

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

\*\*\*73 exemptions

\*\*\*\*91 Level 3, 4 or 5 scores and 6 exemptions

\*\*\*\*\* 22 Level 3, 4, or 5 scores and 88 exemptions

\*\*\*\*\* 8 Level 3, 4, or 5 scores and 80 exemptions

\*\*\*\*\*44 Level 3, 4 or 5 scores and 5 exemptions

### **Goal 4: Absolute Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

### **Goal 4: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

### **Goal 4: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

### **Goal 4: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

### **Goal 4: Growth Measure**

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

## **METHOD**

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

## **RESULTS AND EVALUATION**

Of the 72 students in the 2018 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Math Exam score information, 43 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 100% were exempt and, therefore, at least partially met the Common Core Expectation on a Regents mathematics exam by their fourth year.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	48	0	14	29
2017	2020-21	47	1	9	20
2018	2021-22	43	0	43*	100*

\* 5 Level 4 scores and 38 exemptions

### ADDITIONAL EVIDENCE

As all students in the 2018 Cohort received the exemption, UPCHS exceeded this measure in 2021-22. Of the 68 students in the 2017 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 47 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 20% fully met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year. Of the 66 students in the 2016 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 48 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 29% fully met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year.

#### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Of the 72 students in the 2018 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Math Exam score information, 43 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 100% were exempt and, therefore, fully met the Common Core Expectation on a Regents mathematics exam by their fourth year. A total of 40 students received a Level 3 or 4 score.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	48	0	48	100
2017	2020-21	47	1	44	96
2018	2021-22	43	0	43*	100*

\* 40 Level 3 or 4 scores and 3 exemptions

### ADDITIONAL CONTEXT AND EVIDENCE

As all students in the 2018 Cohort received the exemption, UPCHS exceeded this measure in 2021-22. Of the 68 students in the 2017 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 47 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 96% partially met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year. Of the 66 students in the 2016 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 48 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 100% partially met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year.

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

UPCHS has achieved two out of two applicable absolute measures and two of the applicable growth measures in Math.

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

<sup>3</sup> Based on the highest score for each student on the mathematics Regents exam

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### ACTION PLAN

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

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

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

will be prepared to access the more abstract mathematical concepts found in higher-level mathematics courses.

In the 2021-22 school year, UPCHS is introducing a Statistics course and an AP Calculus course. In addition, we worked on a logical scope and sequence to better prepare our students for Algebra. UPCHS will also use continue inventions to support learners who do not demonstrate proficiency in mathematics prior to 9<sup>th</sup> grade. Targeted students take algebra for a year and a half (as opposed to a year), which has shown strong results in helping struggling learners to demonstrate proficiency in mathematics. UPCHS will use the strategic inquiries initiative to develop additional strategies to support struggling learners.

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

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

## GOAL 5: SCIENCE

### HIGH SCHOOL SCIENCE

#### Goal 5: Absolute Measure

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

#### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered exam(s). It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

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



RESULTS AND EVALUATION

For the 2018 Cohort, all students were exempted from a Regent Science Exam, although 18 in total received a score of 65 or higher. Last year, UPCHS exceeded this measure by 22 percentage points. 97% of students in the 2017 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort.

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

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>4</sup>

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)
2016	2019-20	95	0	95	100
2017	2020-21	106	0	103	97
2018	2021-22	97	0	97*	100*

\* 18 scores of 65 or higher and 79 exemptions

ADDITIONAL EVIDENCE

The 2019, 2020, and 2021 cohorts are making progress towards this measure. The number of scores of 65 and above vs. exemptions comprising the total percentages are included below the chart.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	105	98	100	100*	97	100****
2019	123	7	119	92**	111	97.3*****
2020			113	79***	92	92.4*****
2021					95	73.7*****

- \*12 scores of 65 or higher and 88 exemptions
- \*\*8 scores of 65 or higher and 102 exemptions
- \*\*\*89 exemptions
- \*\*\*\* 18 scores of 65 or higher and 79 exemptions
- \*\*\*\*\* 10 scores of 65 or higher and 98 exemptions
- \*\*\*\*\*6 scores of 65 or higher and 79 exemptions
- \*\*\*\*\* 65 scores of 65 or higher and 5 exemptions

<sup>4</sup> Based on the highest score for each student on any science Regents exam

### Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The Absolute Measure was met for Science in 2021-22, given the allowed exemptions for Regents exams that students in this cohort were unable to take due to the pandemic. The 2019, 2020, and 2021 cohorts are making strong progress toward meeting this goal in the coming years.

### 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 supporting SWDs in science class. We have also started a science foundations zero period for remedial support for student 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

### Goal 6: Social Studies

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

### Goal 6: Absolute Measure

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

### METHOD

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

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were**

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

### RESULTS

In the 2018 and 2017 cohorts, students received a US History exemption. UPCHS met this measure for the 2016 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)
2016	2019-20	95	0	95	100
2017	2020-21	106	96	96*	90.6*
2018	2021-22	97	0	96*	100*

\*Exemptions

### EVALUATION

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

### ADDITIONAL EVIDENCE

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

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	105	1	100	100*	97	100*
2019	123	2	119	0	111	2.7
2020			113	0	92	0
2021					95	1.5

\*Exemptions

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 6: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### Goal 6: Absolute Measure

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

## METHOD

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

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

## RESULTS

In the 2018 cohort, all students received a Global History exemption. UPCHS met this measure for the 2017, 2016, and 2015 Cohorts.

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

Cohort Designation	Fourth Year	Number in Cohort (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)
2016	2019-20	95	0	95	100
2017	2020-21	106	0	100	94
2018	2021-22	97		97*	100*

\*Exemptions

## EVALUATION

In the 2018 and 2019 cohorts, all students received a Global History exemption. In addition, 95.7% 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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	105	92	100	94*	97	100***
2019	123	0	119	90**	111	100****
2020			113	0	92	95.7
2021					95	0

\*94 exemptions

\*\*107 exemptions

\*\*\*97 exemptions

\*\*\*\* 111 exemptions

### Goal 6: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### ACTION PLAN

Historically, we have high achievement on our history state exams. We anticipate that this will be 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

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

### ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2019-20	In Good Standing
2020-21	In Good Standing
2021-22	In Good Standing

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

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

**For the Years Ended June 30, 2022 and 2021**



**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Combined and Combining Financial Statements and Supplemental Schedules**  
**For the Years Ended June 30, 2022 and 2021**

**INDEX**

	<u>Page</u>
<b>Independent Auditor's Report</b>	1-3
<b>Financial Statements</b>	
Combined Statements of Financial Position	4
Combining Statements of Activities	5-6
Combining Statements of Functional Expenses	7-8
Combined Statements of Cash Flows	9
Notes to Combined and Combining Financial Statements	10-17
<b>Supplemental Schedules</b>	
Schedule of Expenditures of Federal Awards	18
Notes to the Schedule of Expenditures of Federal Awards	19
<b>Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i></b>	20-21
<b>Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance</b>	22-25
Schedule of Findings and Questioned Costs and Summary of Results	26-27
Corrective Action Plan	28





## 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 (formerly University Prep Charter High School) (the "School"), which comprise the combined statements of financial position as of June 30, 2022 and 2021, 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, 2022 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 2022, the School adopted new accounting guidance: 2020-07, *Not-for-Profit Entities (Topic 958) Presentation and Disclosures by Not-for-profit Entities for Contributed Nonfinancial Assets*. 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.

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— With offices in New Jersey and Maryland —

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 School's 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 School's 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 School's 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.

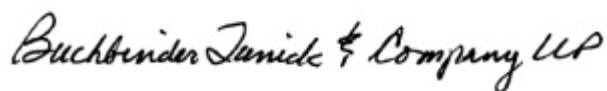
## **Other Matters - Supplemental Schedules**

Our 2022 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 2022 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, 2022, 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, 2022

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Combined Statements of Financial Position**  
**June 30, 2022 and 2021**

	<u>2022</u>	<u>2021</u>
<b>ASSETS</b>		
Assets:		
Cash and cash equivalents	\$ 2,814,750	\$ 4,002,050
Restricted cash	151,142	150,989
Grants and other receivables	4,234,095	2,058,714
Prepaid expenses	183,493	116,010
Property assets, net	<u>1,825,915</u>	<u>1,343,138</u>
Total assets	<u>\$ 9,209,395</u>	<u>\$ 7,670,901</u>
<b>LIABILITIES AND NET ASSETS</b>		
Liabilities:		
Accounts payable and accrued expenses	\$ 474,109	\$ 630,090
Accrued payroll and payroll taxes	1,204,979	1,357,028
Accrued sick and vacation pay	<u>451,725</u>	<u>388,689</u>
Total liabilities	<u>2,130,813</u>	<u>2,375,807</u>
Net assets:		
Without donor restrictions	7,078,582	5,220,078
With donor restrictions	<u>-</u>	<u>75,016</u>
Total net assets	<u>7,078,582</u>	<u>5,295,094</u>
Total liabilities and net assets	<u>\$ 9,209,395</u>	<u>\$ 7,670,901</u>

See notes to financial statements.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Combining Statement of Activities**  
**For the year ended June 30, 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
<b>Revenue:</b>									
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)
<b>Total revenue</b>	<b>11,616,256</b>	<b>11,663,195</b>	<b>(46,939)</b>	<b>11,354,039</b>	<b>11,382,116</b>	<b>(28,077)</b>	<b>22,970,295</b>	<b>23,045,311</b>	<b>(75,016)</b>
<b>Expenses:</b>									
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	1,295,516	1,295,516	-	1,613,410	1,613,410	-	2,908,926	2,908,926	-
<b>Total expenses</b>	<b>11,342,220</b>	<b>11,342,220</b>	<b>-</b>	<b>9,844,587</b>	<b>9,844,587</b>	<b>-</b>	<b>21,186,807</b>	<b>21,186,807</b>	<b>-</b>
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)
<b>Net assets:</b>									
Beginning of year	4,187,499	4,140,560	46,939	1,107,595	1,079,518	28,077	5,295,094	5,220,078	75,016
End of year	\$ 4,461,535	\$ 4,461,535	\$ -	\$ 2,617,047	\$ 2,617,047	\$ -	\$ 7,078,582	\$ 7,078,582	\$ -

See notes to financial statements.

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

	High School			Middle School			Total		
	Total	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions
<b>Revenue:</b>									
Local per pupil operating revenue - resident student enrollment	\$ 7,300,901	\$ 7,300,901	\$ -	\$ 4,699,094	\$ 4,699,094	\$ -	\$ 11,999,995	\$ 11,999,995	\$ -
Local per pupil operating revenue - students with disabilities	710,898	710,898	-	599,597	599,597	-	1,310,495	1,310,495	-
Other grants	158,882	158,882	-	67,390	67,390	-	226,272	226,272	-
Government grants	1,016,445	-	1,016,445	1,204,676	-	1,204,676	2,221,121	-	2,221,121
Contributed Rent	2,180,353	2,180,353	-	1,408,989	1,408,989	-	3,589,342	3,589,342	-
Contributions	2,500	2,500	-	12,270	12,270	-	14,770	14,770	-
Interest income	2,459	2,459	-	1,389	1,389	-	3,848	3,848	-
Other income	572	572	-	-	-	-	572	572	-
Net assets released from purpose restrictions	-	1,014,542	(1,014,542)	-	1,190,510	(1,190,510)	-	2,205,052	(2,205,052)
<b>Total revenue</b>	<b>11,373,010</b>	<b>11,371,107</b>	<b>1,903</b>	<b>7,993,405</b>	<b>7,979,239</b>	<b>14,166</b>	<b>19,366,415</b>	<b>19,350,346</b>	<b>16,069</b>
<b>Expenses:</b>									
<b>Program services:</b>									
Regular education	7,055,522	7,055,522	-	3,897,049	3,897,049	-	10,952,571	10,952,571	-
Special education	1,802,566	1,802,566	-	1,376,204	1,376,204	-	3,178,770	3,178,770	-
<b>Supporting services:</b>									
Management and general	1,256,965	1,256,965	-	1,196,263	1,196,263	-	2,453,228	2,453,228	-
<b>Total expenses</b>	<b>10,115,053</b>	<b>10,115,053</b>	<b>-</b>	<b>6,469,516</b>	<b>6,469,516</b>	<b>-</b>	<b>16,584,569</b>	<b>16,584,569</b>	<b>-</b>
<b>Change in net assets</b>	<b>1,257,957</b>	<b>1,256,054</b>	<b>1,903</b>	<b>1,523,889</b>	<b>1,509,723</b>	<b>14,166</b>	<b>2,781,846</b>	<b>2,765,777</b>	<b>16,069</b>
<b>Net assets:</b>									
Beginning of year	2,929,542	2,884,506	45,036	(416,294)	(430,205)	13,911	2,513,248	2,454,301	58,947
End of year	\$ 4,187,499	\$ 4,140,560	\$ 46,939	\$ 1,107,595	\$ 1,079,518	\$ 28,077	\$ 5,295,094	\$ 5,220,078	\$ 75,016

See notes to financial statements.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Combining Statement of Functional Expenses**  
**For the year ended June 30, 2022**

	High School				Middle School				Total			
	Program Services		Supporting Services	Total	Program Services		Supporting Services	Total	Program Services		Supporting Services	Total
	Regular Education	Special Education	Management and General		Regular Education	Special Education	Management and General		Regular Education	Special Education	Management and General	
Salaries - instructional personnel	\$ 2,960,582	\$ 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
<b>Total expenses</b>	<b>\$ 7,897,490</b>	<b>\$ 2,149,214</b>	<b>\$ 1,295,516</b>	<b>\$ 11,342,220</b>	<b>\$ 6,166,247</b>	<b>\$ 2,064,930</b>	<b>\$ 1,613,410</b>	<b>\$ 9,844,587</b>	<b>\$ 14,063,737</b>	<b>\$ 4,214,144</b>	<b>\$ 2,908,926</b>	<b>\$ 21,186,807</b>

See notes to financial statements.

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

	High School				Middle School				Total			
	Program Services		Supporting Services	Total	Program Services		Supporting Services	Total	Program Services		Supporting Services	Total
	Regular Education	Special Education	Management and General		Regular Education	Special Education	Management and General		Regular Education	Special Education	Management and General	
Salaries - instructional personnel	\$ 2,587,354	\$ 750,050	\$ -	\$ 3,337,404	\$ 1,315,104	\$ 596,475	\$ -	\$ 1,911,579	\$ 3,902,458	\$ 1,346,525	\$ -	\$ 5,248,983
Salaries - administrative staff personnel	940,781	167,378	474,571	1,582,730	645,737	129,254	457,962	1,232,953	1,586,518	296,632	932,533	2,815,683
Payroll taxes	283,128	74,714	35,392	393,234	128,577	47,698	31,107	207,382	411,705	122,412	66,499	600,616
Employee benefits	1,006,728	265,664	125,841	1,398,233	406,889	150,943	98,440	656,272	1,413,617	416,607	224,281	2,054,505
Provision for sick and vacation pay	71,135	12,553	14,769	98,457	23,791	4,198	4,940	32,929	94,926	16,751	19,709	131,386
In-kind rent	1,569,855	414,267	196,232	2,180,354	873,573	324,067	211,348	1,408,988	2,443,428	738,334	407,580	3,589,342
Classroom textbooks and supplies	134,813	23,791	-	158,604	150,233	35,240	-	185,473	285,046	59,031	-	344,077
Office furniture and equipment	-	-	60,076	60,076	-	-	67,676	67,676	-	-	127,752	127,752
Consulting	132,067	34,851	16,509	183,427	131,236	48,684	31,751	211,671	263,303	83,535	48,260	395,098
Financial management services	-	-	180,144	180,144	-	-	146,622	146,622	-	-	326,766	326,766
School uniforms	7,761	1,369	-	9,130	28,358	6,652	-	35,010	36,119	8,021	-	44,140
Insurance	23,479	6,105	38,138	67,722	9,707	3,593	35,829	49,129	33,186	9,698	73,967	116,851
Telephone	110,953	29,279	13,869	154,101	44,215	16,402	10,697	71,314	155,168	45,681	24,566	225,415
Meetings and conferences	2,344	618	293	3,255	1,314	487	318	2,119	3,658	1,105	611	5,374
Auditing	-	-	18,250	18,250	-	-	18,250	18,250	-	-	36,500	36,500
Teacher recruitment	279	49	109	437	2,129	499	876	3,504	2,408	548	985	3,941
Student recruitment	42,510	7,502	16,670	66,682	30,295	7,106	12,467	49,868	72,805	14,608	29,137	116,550
Printing and copying	488	129	61	678	62	23	15	100	550	152	76	778
Office supplies	-	-	39,644	39,644	-	-	42,934	42,934	-	-	82,578	82,578
Postage	4,688	827	1,838	7,353	990	232	408	1,630	5,678	1,059	2,246	8,983
Teachers' discretionary	224	39	-	263	-	-	-	-	224	39	-	263
Food service	362	64	-	426	1,738	408	-	2,146	2,100	472	-	2,572
Repairs and maintenance	5,720	1,510	715	7,945	3,496	1,297	846	5,639	9,216	2,807	1,561	13,584
Payroll processing	2,601	686	326	3,613	1,948	723	471	3,142	4,549	1,409	797	6,755
Student services	63,020	11,121	-	74,141	9,478	2,223	-	11,701	72,498	13,344	-	85,842
Depreciation	65,232	-	1,789	67,021	88,179	-	13,529	101,708	153,411	-	15,318	168,729
Miscellaneous	-	-	21,729	21,729	-	-	9,777	9,777	-	-	31,506	31,506
<b>Total expenses</b>	<b>\$ 7,055,522</b>	<b>\$ 1,802,566</b>	<b>\$ 1,256,965</b>	<b>\$ 10,115,053</b>	<b>\$ 3,897,049</b>	<b>\$ 1,376,204</b>	<b>\$ 1,196,263</b>	<b>\$ 6,469,516</b>	<b>\$ 10,952,571</b>	<b>\$ 3,178,770</b>	<b>\$ 2,453,228</b>	<b>\$ 16,584,569</b>

See notes to financial statements.



**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Combined Statements of Cash Flows**  
**For the years ended June 30, 2022 and 2021**

	<u>2022</u>	<u>2021</u>
Cash flows from operating activities:		
Change in net assets	\$ 1,783,488	\$ 2,781,846
Adjustments to reconcile change in net assets to net cash (used in) provided by operating activities:		
Depreciation	382,279	168,729
(Increase) decrease in operating assets:		
Grants and other receivables	(2,175,381)	(1,210,583)
Prepaid expenses	(67,483)	(111,402)
Increase (decrease) in operating liabilities:		
Accounts payable and accrued expenses	(155,981)	236,282
Accrued payroll and payroll taxes	(152,049)	223,891
Accrued sick and vacation pay	<u>63,036</u>	<u>131,386</u>
Net cash (used in) provided by operating activities	<u>(322,091)</u>	<u>2,220,149</u>
Cash flows from investing activities:		
(Additions) to furniture and equipment	<u>(865,056)</u>	<u>(878,454)</u>
Net cash (used in) investing activities	<u>(865,056)</u>	<u>(878,454)</u>
Net (decrease) increase in cash and cash equivalents and restricted cash	(1,187,147)	1,341,695
Cash and cash equivalents and restricted cash:		
Beginning of year	<u>4,153,039</u>	<u>2,811,344</u>
End of year	<u>\$ 2,965,892</u>	<u>\$ 4,153,039</u>

See notes to financial statements.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements**  
**June 30, 2022 and 2021**

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

**Nature of Organization**

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

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

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

**Mission Statement**

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

**Principles of Combination**

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

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2022 and 2021**

**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**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2022 and 2021**

**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**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2022 and 2021**

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

**Local Per Pupil Operating Revenue**

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

**Promises to Give**

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

**Functional Expenses**

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

The expenses that are allocated include the following:

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

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2022 and 2021**

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

**Reclassification**

Prior year contributions of nonfinancial assets revenue and rent expense have been reclassified to conform to the current year's presentation.

**New Accounting Pronouncements**

In September 2020, the Financial Accounting Standards Board ("FASB") issued Accounting Standards Update ("ASU") 2020-07, *Not-for-Profit Entities* (Topic 958) *Presentation and Disclosures by Not-for-profit Entities for Contributed Nonfinancial Assets*. The update enhances the presentation and disclosure of contributed nonfinancial assets, also known as in-kind revenues. The School has adjusted the presentation of these statements accordingly. The ASU has been applied retrospectively to all periods presented.

**Subsequent Events**

The School has evaluated subsequent events and transactions through October 27, 2022, 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, 2022 and 2021 consisted of:

	<u>2022</u>	<u>2021</u>
Classroom and office furniture	\$ 781,667	\$ 621,585
Leasehold improvements	420,730	270,994
Classroom and office computers and equipment	<u>2,254,712</u>	<u>2,259,196</u>
	3,457,109	3,151,775
Less: accumulated depreciation	<u>(1,631,194)</u>	<u>(1,808,637)</u>
Property assets, net	<u>\$ 1,825,915</u>	<u>\$ 1,343,138</u>

During the years ended June 30, 2022 and 2021, depreciation expense amounted to \$382,279 and \$168,729, respectively.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2022 and 2021**

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

At June 30, 2022 and 2021, net assets with donor restrictions were available for the following purposes:

	2022	2021
Net assets with donor restrictions:		
Title I Grant - NYS Department of Education 9/1/20 - 8/31/21	\$ <u>          -</u>	\$ <u>75,016</u>
Total net assets with donor restrictions	\$ <u>          -</u>	\$ <u>75,016</u>

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, 2022 and 2021, the School's endowment assets consisted of net assets with donor restrictions invested in cash and cash equivalents.

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

**Note 5 - Contributions of Nonfinancial Assets**

The School's policy is to utilize all contributed nonfinancial assets. For the years ended June 30, 2022 and 2021, the School recognized contributed nonfinancial assets within the combining statements of activities as follows:

	2022	2021
Use of facilities	\$ <u>4,042,156</u>	\$ <u>3,589,342</u>
Total contributed nonfinancial assets	\$ <u>4,042,156</u>	\$ <u>3,589,342</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 building, which is 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.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2022 and 2021**

**Note 6 - 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 is currently negotiating with the union to renew the collective bargaining agreement. The School contributed \$854,022 and \$770,174 to the Teachers' Retirement System of the City of New York during the years ended June 30, 2022 and 2021, respectively. The most recent Pension Protection Act ("PPA") zone status is not applicable because it is a government plan. As of the most current report on file with the City of New York's Office of the Actuary, which is for the fiscal years ended June 30, 2022 and 2021, total plan net assets were \$64,009,428,000 and \$78,347,298,000, respectively, and the accumulated benefit obligations were \$78,720,762,874 and \$78,418,471,072, respectively.

**Note 7 - 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.



**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to Combined and Combining Financial Statements (Continued)**  
**June 30, 2022 and 2021**

**Note 8 - Availability and Liquidity**

Financial assets consist of the following at June 30, 2022 and 2021:

	2022	2021
Financial assets at year end:		
Cash and cash equivalents	\$ 2,814,750	\$ 4,002,050
Grants and other receivables	4,234,095	2,058,714
Financial assets available to meet general expenditures over the next twelve months	\$ 7,048,845	\$ 6,060,764

The School's goal is generally to maintain financial assets to meet 90 days of operating expenses (approximately \$5,296,000). As part of its liquidity plan, excess cash is maintained in an interest-bearing bank account at an FDIC insured institution.

**Note 9 - 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, 2022, the School's Form 990s for the years 2018 through 2022 remain eligible for examination by the IRS.

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Schedule of Expenditures of Federal Awards**  
**For the Year Ended June 30, 2022**

**FEDERAL AWARDS**

<u>Program Title</u>	<u>Federal CFDA No.</u>	<u>Grantor No.</u>	<u>Expenditures</u>
U.S. Department of Education:			
Passed through New York State Education Department			
Education Stabilization Fund			
Elementary and Secondary School Emergency Relief Fund	84.425D-COVID	5890215560	\$ 32,000 *
	84.425D-COVID	5890214415	<u>35,808 *</u>
Total Elementary and Secondary School Emergency Relief Fund			67,808
Elementary and Secondary School Emergency Relief 2 Fund	84.425D-COVID	5891215560	343,727 *
	84.425D-COVID	5891214415	<u>262,600 *</u>
Total Elementary and Secondary School Emergency Relief II Fund			606,327
American Rescue Plan - Elementary and Secondary School Relief	84.425U-COVID	5880215560	350,656 *
	84.425U-COVID	5880214415	<u>496,912 *</u>
Total American Rescue Plan			<u>847,568</u>
Total Education Stabilization Fund			1,521,703
Charter School Planning and Implementation Grant	84.282	0089211036	<u>579,488</u>
Total Charter School Planning and Implementation Grant			579,488
Title I - Grants to Local Educational Agencies	84.010	0021215560	19,500
	84.010	0021214415	8,000
	84.010	0021205560	262,162
	84.010	0021204415	<u>264,279</u>
Total Title I - Grants to Local Educational Agencies			553,941
Title II - Supporting Effective Instruction	84.367	0147215560	35,321
	84.367	0147214415	<u>34,942</u>
Total Title II - Supporting Effective Instruction			70,263
Title III - Immigrant Education	84.365	0021215560	<u>9,568</u>
Total Title III - Immigrant Education			9,568
Title IV - Student Support and Academic Enrichment Program	84.424	0204215560	12,766
	84.424	0204214415	<u>19,727</u>
Total Title IV - Student Support and Academic Enrichment Program			<u>32,493</u>
Total U.S Department of Education			<u>2,767,456</u>
Federal Communications Commission			
Passed through Universal Service Administrative Company			
Emergency Connectivity Fund Program			
Total Emergency Connectivity Fund Program	32.009-COVID	Unknown	<u>73,000</u>
Total Federal Communications Commission			<u>73,000</u>
Total pass-through federal awards			<u>2,840,456</u>
Total expenditures of federal awards			<u>\$ 2,840,456</u>

\* Major Programs

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(Formerly University Prep Charter High School)**  
**Notes to the Schedule of Expenditures of Federal Awards**  
**For the year ended June 30, 2022**

**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, 2022. 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, 2022, 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, 2022.

**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.

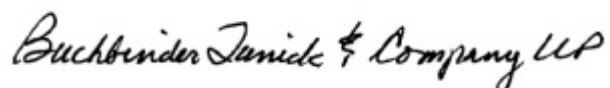
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not 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, 2022



**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, 2022. 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, 2022.

***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.

## **Other Matters**

The results of our auditing procedures disclosed instances of noncompliance which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs and summary of results as item 2022-001. Our opinion on each major federal program is not modified with respect to these matters.

*Government Auditing Standards* requires the auditor to perform limited procedures on University Prep Public Charter Schools' response to the noncompliance findings identified in our audit described in the accompanying schedule of findings and questioned costs and summary of results. University Prep Public Charter Schools' response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

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

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 and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be significant deficiencies.

*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. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs and summary of results as item 2022-001 to be significant deficiencies.

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.



*Government Auditing Standards* requires the auditor to perform limited procedures on University Prep Public Charter Schools' response to the internal control over compliance findings identified in our audit described in the accompanying schedule of findings and questioned costs and summary of results. University Prep Public Charter Schools' response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

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

*Buchbinder Tunick & Company LLP*

BUCHBINDER TUNICK & COMPANY LLP

New York, NY  
October 27, 2022

**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**Schedule of Findings and Questioned Costs and Summary of Results**  
**For the year ended June 30, 2022**

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

Financial Statements

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

**Unmodified**

Internal control over financial reporting:

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

Federal Awards

Internal control over major programs:

Material weakness(es) identified?	__yes	<u>X</u> no
Significant deficiency(ies) identified?	<u>X</u> yes	__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)?	<u>X</u> yes	__no
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Identification of Major Programs:

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

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$750,000</u>
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Auditee qualified as low-risk auditee?	__yes	<u>X</u> no
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**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**Schedule of Findings and Questioned Costs and Summary of Results (Continued)**  
**For the year ended June 30, 2022**

**Section II – Financial Statement Findings**

None

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

**2022-001**

**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.

**Criteria:** Compliance requirements for Allowable Costs state that costs must be reasonable and necessary and that adequate documentation for each expenditure must be retained.

**Cause:** At each level of review, the total hours worked were recalculated on each timesheet, but the daily hours worked were not. Due to oversight, the timesheets lack a dedicated space to enter the work dates and reviewers were not instructed to ensure dates were entered on timesheets.

**Effect:** Noncompliance with Uniform Guidance requirements may make University Prep Public Charter Schools ineligible for reimbursement of current year expenditures and for future federal funding.

**Recommendation:** Create a column on the timesheets for tutors to enter the dates worked. Instruct tutors to fill in the dates. Train reviewers to check the timesheets for work dates and to verify that the daily hours worked were calculated correctly.

**Views of Responsible Officials and Planned Corrective Actions:** The school has implemented an electronic timecard system for tutors that will automatically generate timesheets and eliminate or significantly reduce the possibility for human error. All tutors for the school are required to use this computer-based clock in/out system for all shifts.



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

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

October 27, 2022

New York State Education Department  
Attn: Office of Audit Services

University Prep Public Charter Schools respectfully submits the following corrective action plans regarding findings from the June 30, 2022, schedule of findings and questioned costs and summary of results. The findings in this corrective action plan are numbered consistently with the numbers assigned in the schedule. These plans are prepared in conjunction with the 2022 single audit, which was conducted by our independent auditors, Buchbinder Tunick & Company LLP, One Pennsylvania Plaza, Suite 3200, New York, NY 10119.

### **Findings and Corrective Action Plan – Federal Award Program Audit**

Fiscal Year: 2022

Finding Number: 2022-001

Finding: 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.

Questioned Costs: None

Status: In progress

Recommendation: Add a space on the timesheets for tutors to write in the dates worked. Remind tutors to fill in the dates. Train reviewers to check the timesheets for dates and to verify that the daily hours worked were calculated correctly.

Corrective Action: The school has implemented an electronic timecard system for tutors that will automatically generate timesheets and eliminate or significantly reduce the possibility for human error. All tutors for the school are required to use this computer-based clock in/out system for all shifts.

Completion Date: Estimated January 2023

Contact: Mayreni Arias, Chief Operating Officer  
600 St. Ann's Avenue  
Bronx, New York 10455

---

Should you have any questions regarding these plans, please do not hesitate to contact me.

Thank you,

A handwritten signature in black ink, appearing to read 'Mayreni Arias', is written over a horizontal line.

Mayreni Arias  
Chief Operating Officer



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

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

October 27, 2022

New York State Education Department  
Attn: Office of Audit Services

University Prep Public Charter Schools respectfully submits the following corrective action plans regarding findings from the June 30, 2022, schedule of findings and questioned costs and summary of results. The findings in this corrective action plan are numbered consistently with the numbers assigned in the schedule. These plans are prepared in conjunction with the 2022 single audit, which was conducted by our independent auditors, Buchbinder Tunick & Company LLP, One Pennsylvania Plaza, Suite 3200, New York, NY 10119.

### **Findings and Corrective Action Plan – Federal Award Program Audit**

Fiscal Year: 2022

Finding Number: 2022-001

Finding: 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.

Questioned Costs: None

Status: In progress

Recommendation: Add a space on the timesheets for tutors to write in the dates worked. Remind tutors to fill in the dates. Train reviewers to check the timesheets for dates and to verify that the daily hours worked were calculated correctly.

Corrective Action: The school has implemented an electronic timecard system for tutors that will automatically generate timesheets and eliminate or significantly reduce the possibility for human error. All tutors for the school are required to use this computer-based clock in/out system for all shifts.

Completion Date: Estimated January 2023

Contact: Mayreni Arias, Chief Operating Officer  
600 St. Ann's Avenue  
Bronx, New York 10455

---

Should you have any questions regarding these plans, please do not hesitate to contact me.

Thank you,

A handwritten signature in black ink, appearing to read 'Mayreni Arias', is written over a horizontal line.

Mayreni Arias  
Chief Operating Officer

October 27, 2022

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, 2022 and 2021, 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, 2022, 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 July 27, 2022, 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**

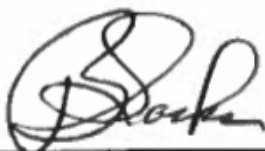
- 13) We have provided you with:
- a) Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records (including information obtained from outside of the general and subsidiary ledgers), documentation, and other 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.
- 14) 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.
- 15) 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.
- 16) 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.
- 17) 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.
- 18) 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.
- 19) We have disclosed to you all known actual or possible litigation, claims, and assessment whose effects should be considered when preparing the financial statements.
- 20) 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.
- 21) 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.
- 22) We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us.
- 23) 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.
- 24) 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.
- 25) 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.
- 26) 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.
- 27) 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.
- 28) We have a process to track the status of audit findings and recommendations.
- 29) 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.
- 30) We have identified to you any investigations or legal proceedings that have been initiated with respect to the period under audit.
- 31) We have provided our views on reported findings, conclusions, and recommendations, as well as our planned corrective actions, for the report.
- 32) 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

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

**Trustee Name:**

Steve Barr

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**Name of Charter School Education Corporation:**

University Prep Public Charter Schools

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

Chairman, Board of Trustees

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**

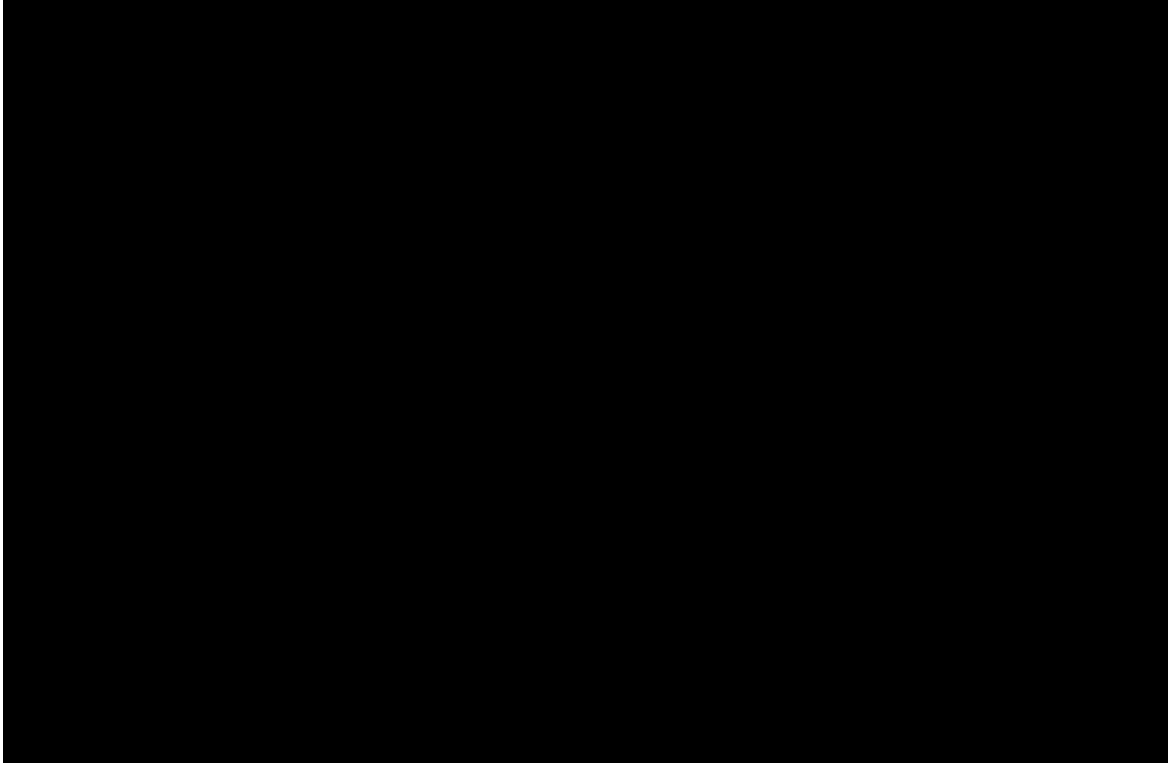
<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

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

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*



**Steve Barr**

Digitally signed by Steve Barr  
Date: 2022.07.21 12:22:46  
-07'00'

July 21, 2022

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**Signature**

**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

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**Name of Charter School Education Corporation:**

University Prep

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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**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

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

-

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

---

**Business Address:**



A handwritten signature in black ink, appearing to be 'J. May'.

July 27, 2022

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**Signature**

**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:**

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

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**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

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**

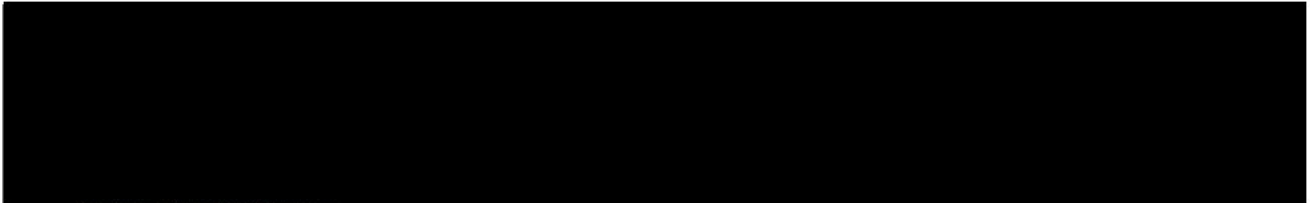
<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature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

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

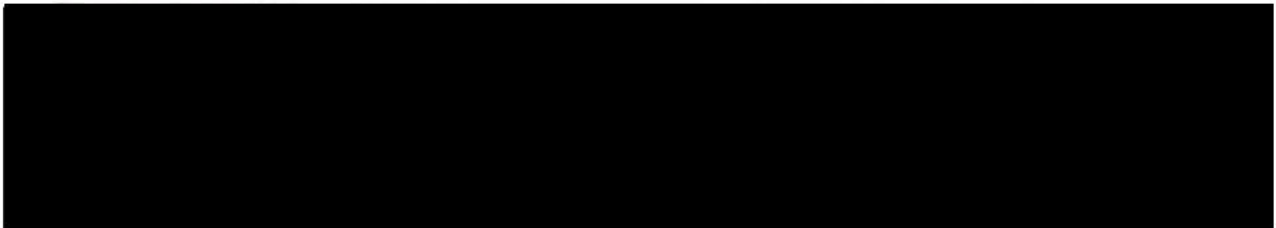
**Business Telephone:**

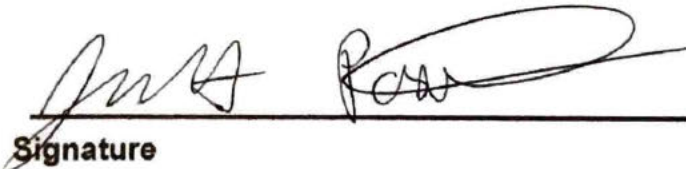

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**Business Address:**



**Home Telephone:**



   
**Signature** **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:**

Burt Sacks

---

**Name of Charter School Education Corporation:**

University Prep Public Schools

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

Vice Chair

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**

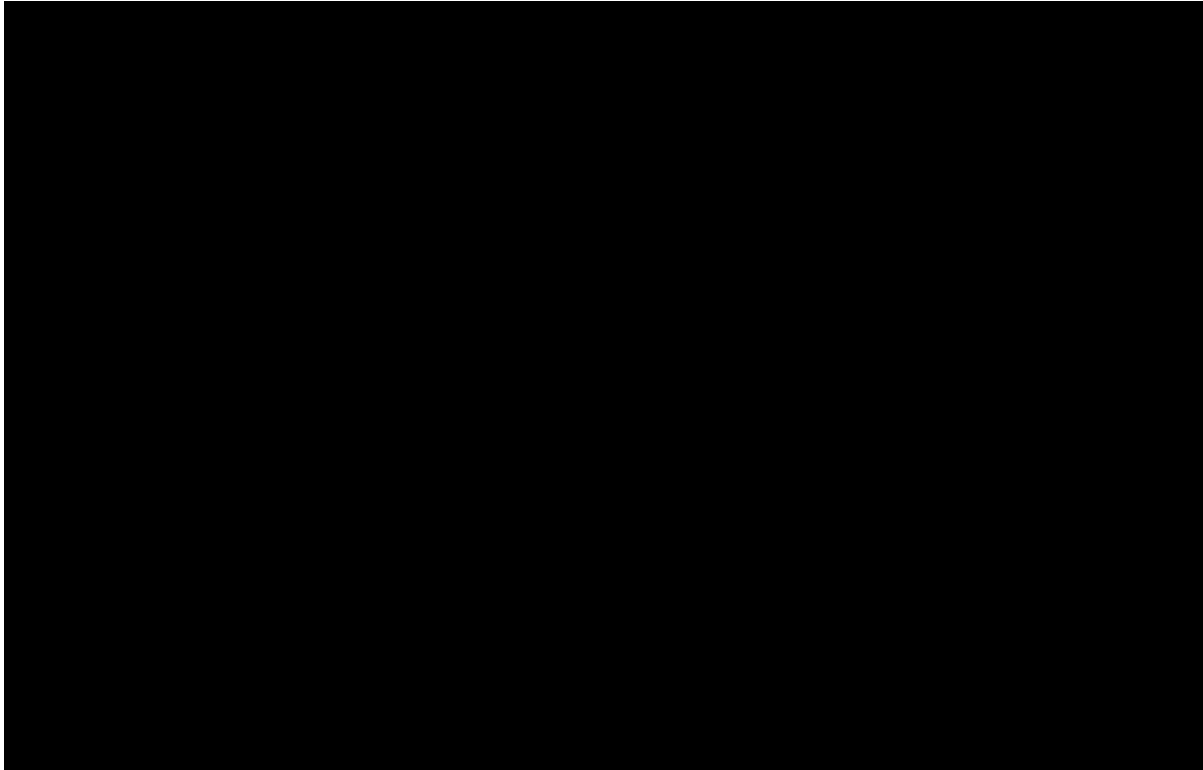
<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

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

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*



**Burt Sacks** Digitally signed by Burt Sacks  
Date: 2022.07.26 07:21:49  
-04'00' 7/21/2022

---

**Signature**

**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:**

Miguel Angel Suarez

---

**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.).

Member

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.

Past Employee:

Mathematics Teacher of University Prep High School  
Sept 1, 2008- June 30, 2014  
Ending salary apx. \$100,000  
Assistant Principal of University Prep High School  
July 1, 2014- June 30, 2020  
Ending salary apx. \$170,000

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**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

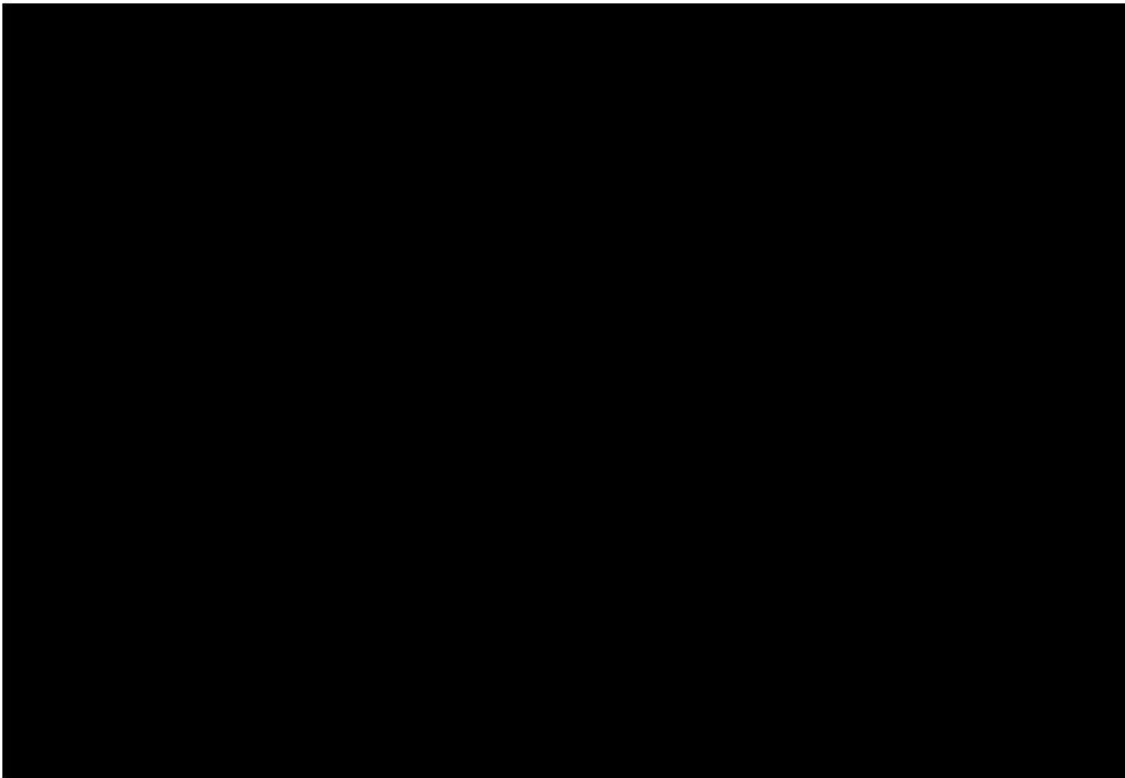


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**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>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</b>	<b>Steps taken to avoid conflict of interest</b>

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*Miguel A Suarez* \_\_\_\_\_ 7/21/2022  
Signature Date

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

*last revised 04/2022*

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

**Trustee Name:**

Rhonda Weingarten

---

**Name of Charter School Education Corporation:**

University Prep

---

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

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.

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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.

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**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

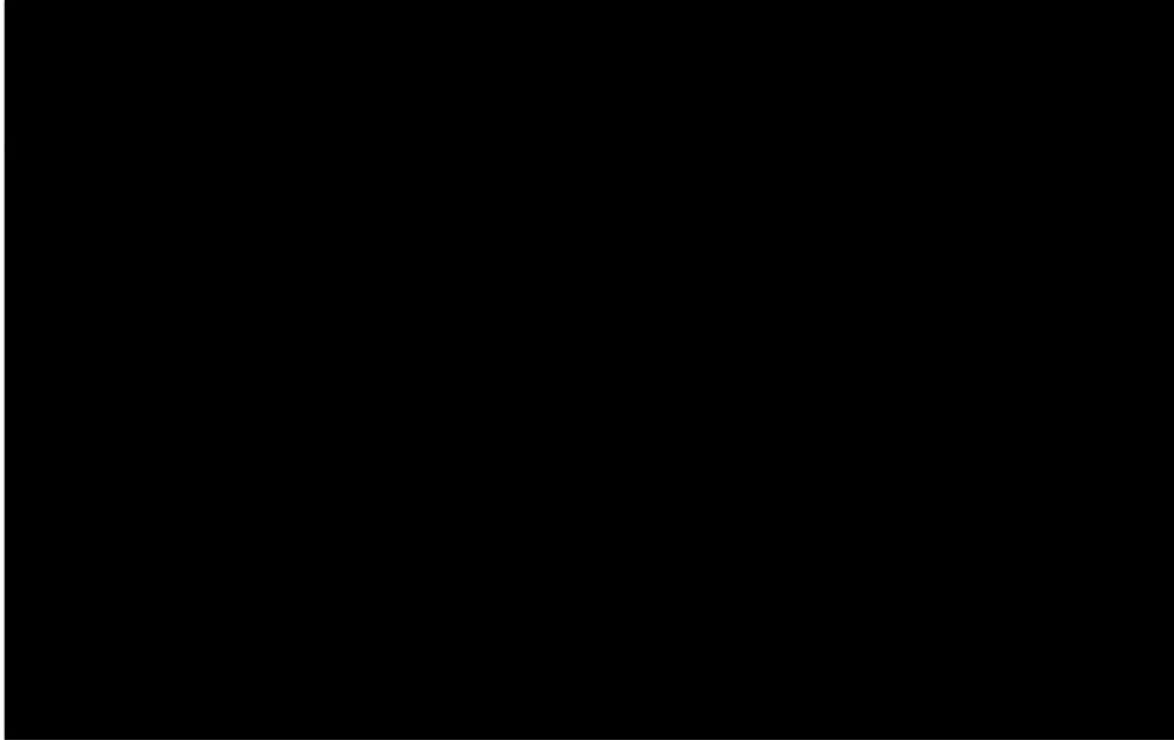
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**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>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</b>	<b>Steps taken to avoid conflict of interest</b>

-

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A handwritten signature in black ink, appearing to read "Paul Wolf", is positioned above a horizontal line that spans the width of the signature and date fields.

**Signature**

**Date**

Acceptable signature formats include:

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

*last revised 04/2022*



UPDATED JUNE 10, 2022 – FINAL

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2023						
S	M	T	W	Th	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

- 20-24 **Midwinter Recess** (no school)
- 27 **Students return to school**

- 5 **Labor Day** (no school)
- 6 **First day of school, Quarter 1 and the Fall Semester**
- 22 **Back-to-school night** (high school and middle school)
- 26-27 **Rosh Hashanah** (no school)

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

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

- 7 **Q1 conferences HS** (night)
- 10 **Q1 conferences HS** (day)
- 14 **Q3 conferences MS** (night)
- 17 **Q3 conferences MS** (day)
- 24 **Staff PD Day** (no students)

- 5 **Yom Kippur** (school is in session)
- 10 **Indigenous Peoples' Day / Columbus Day** (no school)
- 11 **Q1 conferences HS** (night)
- 14 **Q1 conferences HS** (day)
- 18 **Q1 conferences MS** (night)
- 21 **Q1 conferences MS** (day)

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2023						
S	M	T	W	Th	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- 6 **End of Quarter 3**
- 7-14 **Spring Recess** (no school), including Good Friday
- 17 **Students return to school and start of Quarter 4**
- 19-20 **Grades 5-8 State English Exam**
- 21 **Eid al-Fitr** (no school)

- 4 **End of Quarter 1**
- 7 **Start of Quarter 2**
- 8 **Election Day Staff PD Day** (no students)
- 11 **Veterans Day** (no school)
- 23-25 **Thanksgiving holiday** (no school)

NOVEMBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY 2023						
S	M	T	W	Th	F	S
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21	22	23	24	25	26	27
28	29	30	31			

- 2-3 **Grades 5-8 State Math Exam**
- 19 **Q4 conference HS** (day)
- 26 **Q4 conference MS** (day)
- 29 **Memorial Day** (no school)

- 6 **Q2 Conferences HS** (night)
- 9 **Q2 Conferences HS** (day)
- 13 **Q2 Conferences MS** (night)
- 16 **Q2 Conferences MS** (day)
- 21-Jan 3 **Winter Recess** (no school)

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2023						
S	M	T	W	Th	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- 5 **Grade 8 State Science Written Test**
- 14-23 **Regents Exams**
- 19 **Juneteenth** (no school)
- 26 **Last Day of school and end of Quarter 4**
- 27 **Staff PD Day** (no students)

- 4 **Students return to school**
- 16 **Martin Luther King, Jr. Day** (no school)
- 24-27 **Regents Exams**
- 27 **End of Quarter 2**
- 30 **Staff PD Day** (no students)
- 31 **Start of Quarter 3 and the Spring Semester**

JANUARY 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				



**HIGH SCHOOL**  
600 ST. ANN'S AVENUE  
(718) 292-6543

**MIDDLE SCHOOL**  
470 JACKSON AVENUE  
(917) 985-8300

[UPPUBLICSCHOOLS.ORG](http://UPPUBLICSCHOOLS.ORG)

- NO SCHOOL FOR STUDENTS
- QUARTER START & END DATES
- FAMILY & PARENT CONFERENCE DAYS
- STATE EXAM DAYS
- STAFF-ONLY DAYS – NO STUDENTS