

# Application: University Prep Charter Middle School

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

## Summary

**ID:** 0000000036

**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 MIDDLE SCHOOL 800000090804

**a1. Popular School Name**

UPrep Middle

**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**

1/2019

**f. DATE FIRST OPENED FOR INSTRUCTION**

9/2019

**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:

8/2019

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

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

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

496

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

377

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

Check all that apply

Grades Served	5, 6, 7, 8
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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 MIDDLE SCHOOL 800000090804**

**School Site 1 (Primary)**




## m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	470 Jackson Avenue, Bronx, NY 10455	718-585-0560	NYC CSD 7	5-8	No

**m1a. Please provide the contact information for Site 1.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	David Patterson	Principal	718-585-0560		<a href="mailto:dpatterson@uppublicschools.org">dpatterson@uppublicschools.org</a>
Operational Leader	Mayreni Arias	Chief Operating Officer	718-585-0560		<a href="mailto:marias@uppublicschools.org">marias@uppublicschools.org</a>
Compliance Contact	Andrea d'Amato	Executive Director	718-585-0560		<a href="mailto:adamato@uppublicschools.org">adamato@uppublicschools.org</a>
Complaint Contact	David Patterson	Principal	718-585-0560		<a href="mailto:dpatterson@uppublicschools.org">dpatterson@uppublicschools.org</a>
DASA Coordinator	Donial Rodriguez	AP of Culture	718-585-0560		<a href="mailto:drodriguez@uppublicschools.org">drodriguez@uppublicschools.org</a>
Phone Contact for After Hours Emergencies	David Patterson	Principal	718-585-0560		<a href="mailto:dpatterson@uppublicschools.org">dpatterson@uppublicschools.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, featuring several large, overlapping loops and a long, sweeping horizontal stroke that extends to the right.

**Signature, President of the Board of Trustees**

A handwritten signature in black ink on a light gray background. The signature is more fluid and less complex than the one above, with a few large loops and a long, sweeping horizontal stroke that extends to the right.

## 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.**

#### **UPCMS 2021-2022 APPR**

**Filename:** UPCMS 2021 2022 APPR.pdf **Size:** 352.9 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.

### **Barr Financial Disclosure 2021-2022**

**Filename:** Barr Financial Disclosure 2021 202 iKMh1Ik.pdf **Size:** 319.0 kB

### **Suarez Financial Disclosure 2021-2022**

**Filename:** Suarez Financial Disclosure 2021 2 zJK5IWp.pdf **Size:** 161.3 kB

### **Sacks Financial Disclosure 2021-2022**

**Filename:** Sacks Financial Disclosure 2021 20 a3JKXeS.pdf **Size:** 428.8 kB

### **Weingarten Financial Disclosure 2021-2022**

**Filename:** Weingarten Financial Disclosure 20 e3pBp86.pdf **Size:** 608.1 kB

### **Pasternak Financial Disclosure 2021-2022**

**Filename:** Pasternak Financial Disclosure 202 9ExXJPf.pdf **Size:** 1.1 MB

### **Bergtraum Financial Disclosure 2021-2022**

**Filename:** Bergtraum Financial Disclosure 202 ID3eRkM.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.

**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		Trustee/Member	Teacher Representative	Yes	2	11/01/2021	11/01/2024	8
4	Burton Sacks		Trustee/Member	Finance	Yes	4	05/01/2020	05/01/2023	8
5	Randi Weingarten		Trustee/Member	None	Yes	4	05/01/2020	05/01/2023	5 or less
6	Miguel Suarez		Trustee/Member	Negotiation	Yes	1	06/18/2020	09/01/2024	8
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 Middle School's recruitment efforts focus on Districts 7, 8, 9, and 12, areas of the Bronx with high levels of families living in poverty.</p> <p>Therefore, we consider all of our recruitment efforts to be targeted toward Economically Disadvantaged students and our high percentage of this subgroup (90%) reflects the validity of that philosophy. Our efforts include presentations at middle schools, attendance at high school fairs, distribution of brochures and flyers, and open houses held throughout the year.</p>	<p>As we met were close to meeting our enrollment target (94.2%) for this subgroup of students, no changes are planned for the school's efforts to recruit Economically Disadvantaged students in 2022-23.</p>
English Language Learners	<p>To recruit English Language Learners in 2021-22, we visited all elementary schools with higher than district averages for ELL students. In our presentations and open houses, we stress the various programs we provide to serve this subgroup as well as our high graduation rates. All recruitment materials, application and enrollment documents are available in Spanish, and translators are brought to all recruitment events. Using these strategies, English Language Learners comprised 5% of our total enrollment in 2021-22.</p>	<p>While we did not meet the enrollment target for this subgroup (19.9%), we are confident that our good faith efforts are solid. Therefore, no major changes are planned for the school's strategies to recruit English Language Learners in 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 have high percentages of students with IEP's, during which we outlined the special education program and additional support provided to all special needs students. When parents of students with IEPs ask, we proudly point out that we are open to all students. In addition to instructional and emotional support, we stated that we provide speech and hearing services to students who require them. Using these recruitment strategies, Students with Disabilities comprised 20% of our total enrollment in 2021-22.</p>	<p>Although we were five percentage points below our enrollment target (25%) for this subgroup, we are confident that we are implementing a strong recruitment plan. Therefore, no changes are planned for the school's efforts to recruit Students with Disabilities in 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 and well above our target of 88.4%, 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 and above the target of 88.4%, 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. 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,</p>	<p>As retention of Students with Disabilities was strong (95%), we exceeded our target of 89% and will implement similar strategies in 2022-23.</p>



significant academic struggles, and low student achievement. These students receive at-risk counseling.	
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## 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/employee-fingerprint-oct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

## **B. Emergency Conditional Clearances**

### **Emergency Conditional Clearances**

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

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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	
Total Category B: not to exceed 5	0

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 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 C: not to exceed 5	0

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

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

	FTE Count
Total	

### CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

### CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

### CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you.



## Entry 12 Organization Chart

**Incomplete** Hidden from applicant

## Instructions

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

Upload the 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 uEj4suI.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 Middle 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-middle-ar2021_redacted.pdf">http://www.nysed.gov/common/nysed/files/programs/charter-schools/university-prep-middle-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=800000090804&amp;year=2021&amp;createreport=1&amp;allchecked=1&amp;OverallStatus=1&amp;section_1003=1&amp;EMStatus=1&amp;EMchronic=1&amp;38ELA=1&amp;38MATH=1&amp;nysaa=1&amp;naep=1&amp;expend=1&amp;staffqual=4&amp;feeddata=1">https://data.nysed.gov/essa.php?instid=800000090804&amp;year=2021&amp;createreport=1&amp;allchecked=1&amp;OverallStatus=1&amp;section_1003=1&amp;EMStatus=1&amp;EMchronic=1&amp;38ELA=1&amp;38MATH=1&amp;nysaa=1&amp;naep=1&amp;expend=1&amp;staffqual=4&amp;feeddata=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/v1627398883/upch/org/y9ifd4pfklsnzaew2vkc/MSStudentHandbook2021-22721.pdf">https://resources.finalsite.net/images/v1627398883/upch/org/y9ifd4pfklsnzaew2vkc/MSStudentHandbook2021-22721.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/upch/org/totrnv7onqpamvbkryq5/Safetyplanwithbuildingplans.pdf">https://resources.finalsite.net/images/v1627399894/upch/org/totrnv7onqpamvbkryq5/Safetyplanwithbuildingplans.pdf</a>
6. Authorizer-approved FOIL Policy	<a href="https://resources.finalsite.net/images/v1627398883/upch/org/y9ifd4pfklsnzaew2vkc/MSStudentHandbook2021-22721.pdf">https://resources.finalsite.net/images/v1627398883/upch/org/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/upch/org/y9ifd4pfklsnzaew2vkc/MSStudentHandbook2021-22721.pdf">https://resources.finalsite.net/images/v1627398883/upch/org/y9ifd4pfklsnzaew2vkc/MSStudentHandbook2021-22721.pdf</a>

Thank you.



## Entry 15 Staff Roster



## **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 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**

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## INDEPENDENT AUDITOR'S REPORT

The Board of Trustees  
University Prep Public Charter Schools

### Opinion

We have audited the accompanying combined and combining financial statements of University Prep Public Charter Schools (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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One Pennsylvania Plaza, Suite 3200 • New York, NY 10119 • 212.695.5003

— 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.

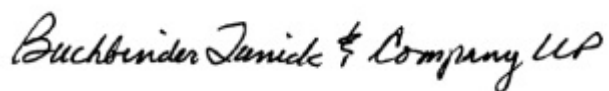
## **Other Matters - Supplemental Schedules**

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
Revenue:									
Local per pupil operating revenue - resident student enrollment	\$ 7,104,227	\$ 7,104,227	\$ -	\$ 6,367,028	\$ 6,367,028	\$ -	\$ 13,471,255	\$ 13,471,255	\$ -
Local per pupil operating revenue - students with disabilities	1,103,939	1,103,939	-	1,225,685	1,225,685	-	2,329,624	2,329,624	-
Other grants	152,310	152,310	-	203,534	203,534	-	355,844	355,844	-
Government grants	1,122,268	1,122,268	-	1,645,188	1,645,188	-	2,767,456	2,767,456	-
Contributed Rent	2,131,268	2,131,268	-	1,910,888	1,910,888	-	4,042,156	4,042,156	-
Interest income	2,244	2,244	-	1,716	1,716	-	3,960	3,960	-
Net assets released from purpose restrictions	-	46,939	(46,939)		28,077	(28,077)		75,016	(75,016)
Total revenue	<u>11,616,256</u>	<u>11,663,195</u>	<u>(46,939)</u>	<u>11,354,039</u>	<u>11,382,116</u>	<u>(28,077)</u>	<u>22,970,295</u>	<u>23,045,311</u>	<u>(75,016)</u>
Expenses:									
Program services:									
Regular education	7,897,490	7,897,490	-	6,166,247	6,166,247	-	14,063,737	14,063,737	-
Special education	2,149,214	2,149,214	-	2,064,930	2,064,930	-	4,214,144	4,214,144	-
Supporting services:			-			-			
Management and general	<u>1,295,516</u>	<u>1,295,516</u>		<u>1,613,410</u>	<u>1,613,410</u>		<u>2,908,926</u>	<u>2,908,926</u>	
Total expenses	<u>11,342,220</u>	<u>11,342,220</u>		<u>9,844,587</u>	<u>9,844,587</u>		<u>21,186,807</u>	<u>21,186,807</u>	
Change in net assets	274,036	320,975	(46,939)	1,509,452	1,537,529	(28,077)	1,783,488	1,858,504	(75,016)
Net assets:									
Beginning of year	<u>4,187,499</u>	<u>4,140,560</u>	<u>46,939</u>	<u>1,107,595</u>	<u>1,079,518</u>	<u>28,077</u>	<u>5,295,094</u>	<u>5,220,078</u>	<u>75,016</u>
End of year	<u>\$ 4,461,535</u>	<u>\$ 4,461,535</u>	<u>\$ -</u>	<u>\$ 2,617,047</u>	<u>\$ 2,617,047</u>	<u>\$ -</u>	<u>\$ 7,078,582</u>	<u>\$ 7,078,582</u>	<u>\$ -</u>
		-			-			-	
		-			-			-	
		-			-			-	

See notes to financial statements.



**UNIVERSITY PREP PUBLIC CHARTER SCHOOLS**  
**(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
Revenue:									
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)
Total revenue	11,373,010	11,371,107	1,903	7,993,405	7,979,239	14,166	19,366,415	19,350,346	16,069
Expenses:									
Program services:									
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	-
Supporting services:									
Management and general	1,256,965	1,256,965	-	1,196,263	1,196,263	-	2,453,228	2,453,228	-
Total expenses	10,115,053	10,115,053	-	6,469,516	6,469,516	-	16,584,569	16,584,569	-
Change in net assets	1,257,957	1,256,054	1,903	1,523,889	1,509,723	14,166	2,781,846	2,765,777	16,069
Net assets:									
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		Program Services		Supporting Services		Program Services		Supporting Services	
	Regular Education	Special Education	Management and General	Total	Regular Education	Special Education	Management and General	Total	Regular Education	Special Education	Management and General	Total
Salaries - instructional personnel	\$ 2,960,582	\$ 916,842	\$ 1,937	\$ 3,879,361	\$ 2,058,744	\$ 826,577	\$ -	\$ 2,885,321	\$ 5,019,326	\$ 1,743,419	\$ 1,937	\$ 6,764,682
Salaries - administrative staff personnel	1,082,266	215,259	424,418	1,721,943	705,947	144,084	538,246	1,388,277	1,788,213	359,343	962,664	3,110,220
Payroll taxes	297,240	82,567	33,026	412,833	214,250	75,214	41,731	331,195	511,490	157,781	74,757	744,028
Employee benefits	907,698	252,138	100,855	1,260,691	705,583	247,701	137,430	1,090,714	1,613,281	499,839	238,285	2,351,405
Provision for sick and vacation pay	25,049	4,420	5,201	34,670	20,495	3,617	4,254	28,366	45,544	8,037	9,455	63,036
In-kind rent	1,534,513	426,254	170,501	2,131,268	1,242,077	439,504	229,307	1,910,888	2,776,590	865,758	399,808	4,042,156
Classroom textbooks and supplies	353,475	79,917	-	433,392	430,487	113,469	-	543,956	783,962	193,386	-	977,348
Office furniture and equipment	-	-	55,318	55,318	-	-	99,157	99,157	-	-	154,475	154,475
Consulting	230,028	52,004	15,952	297,984	293,363	77,315	24,027	394,705	523,391	129,319	39,979	692,689
Financial management services	-	-	187,416	187,416	-	-	156,972	156,972	-	-	344,388	344,388
School uniforms	30,587	6,915	-	37,502	40,351	10,636	-	50,987	70,938	17,551	-	88,489
Insurance	20,420	5,718	58,262	84,400	14,975	5,257	48,822	69,054	35,395	10,975	107,084	153,454
Telephone and Internet	71,869	19,964	7,985	99,818	50,230	17,634	9,783	77,647	122,099	37,598	17,768	177,465
Meetings and conferences	3,279	741	1,341	5,361	1,979	533	804	3,316	5,258	1,274	2,145	8,677
Auditing	-	-	18,458	18,458	-	-	18,875	18,875	-	-	37,333	37,333
Teacher recruitment	16,784	3,795	6,859	27,438	29,074	7,664	12,246	48,984	45,858	11,459	19,105	76,422
Student recruitment	24,565	5,554	10,039	40,158	29,575	7,795	12,457	49,827	54,140	13,349	22,496	89,985
Printing and copying	9,097	2,057	3,717	14,871	10,117	2,667	4,261	17,045	19,214	4,724	7,978	31,916
Office supplies	-	-	96,617	96,617	-	-	168,646	168,646	-	-	265,263	265,263
Postage	1,178	327	131	1,636	324	114	63	501	1,502	441	194	2,137
Food service	21,755	4,919	-	26,674	69,517	18,323	-	87,840	91,272	23,242	-	114,514
Repairs and maintenance	24,733	6,870	2,749	34,352	9,559	3,356	1,862	14,777	34,292	10,226	4,611	49,129
Payroll processing	-	-	4,828	4,828	-	-	3,789	3,789	-	-	8,617	8,617
Student services	147,350	33,314	-	180,664	99,037	26,105	-	125,142	246,387	59,419	-	305,806
Depreciation	135,022	29,639	3,773	168,434	140,563	37,365	35,917	213,845	275,585	67,004	39,690	382,279
Miscellaneous	-	-	86,133	86,133	-	-	64,761	64,761	-	-	150,894	150,894
<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>

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See notes to financial statements.

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

	High School				Middle School				Total			
	Program Services		Supporting Services		Program Services		Supporting Services		Program Services		Supporting Services	
	Regular Education	Special Education	Management and General	Total	Regular Education	Special Education	Management and General	Total	Regular Education	Special Education	Management and General	Total
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>

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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><u>\$ 2,965,892</u></u>	<u><u>\$ 4,153,039</u></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:

	<u>2022</u>	<u>2021</u>
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:

	<u>2022</u>	<u>2021</u>
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:

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

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**

<b>Program Title</b>	<b>Federal CFDA No.</b>	<b>Grantor No.</b>	<b>Expenditures</b>
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			<u>67,808</u>
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			<u>606,327</u>
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			<u>1,521,703</u>
Charter School Planning and Implementation Grant	84.282	0089211036	<u>579,488</u>
Total Charter School Planning and Implementation Grant			<u>579,488</u>
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			<u>553,941</u>
Title II - Supporting Effective Instruction	84.367	0147215560	35,321
	84.367	0147214415	<u>34,942</u>
Total Title II - Supporting Effective Instruction			<u>70,263</u>
Title III - Immigrant Education	84.365	0021215560	<u>9,568</u>
Total Title III - Immigrant Education			<u>9,568</u>
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	32.009-COVID	Unknown	<u>73,000</u>
Total Emergency Connectivity Fund Program			<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.

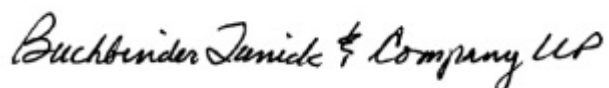
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not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

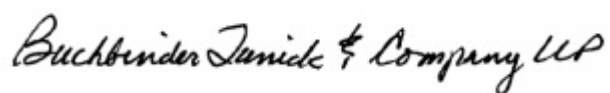
Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant 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.

A handwritten signature in cursive script that reads "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?	<u>  </u> yes	<u>X</u> no
Significant deficiency(s) identified?	<u>  </u> yes	<u>X</u> none
Noncompliance material to financial statements noted?	<u>  </u> yes	<u>X</u> no

Federal Awards

Internal control over major programs:

Material weakness(es) identified?	<u>  </u> yes	<u>X</u> no
Significant deficiency(ies) identified?	<u>X</u> yes	<u>  </u> none

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

**Unmodified**

Any audit findings disclosed that are required to be reported in accordance with 2 CFR §200.516(a)?	<u>X</u> yes	<u>  </u> 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?	<u>  </u> 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

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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 be 'Mayreni Arias'.

Mayreni Arias  
Chief Operating Officer





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

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October 27, 2022

New York State Education Department  
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### **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

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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 be 'Mayreni Arias'.

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.

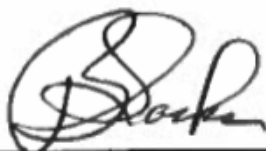
#### **Information Provided**

- 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:

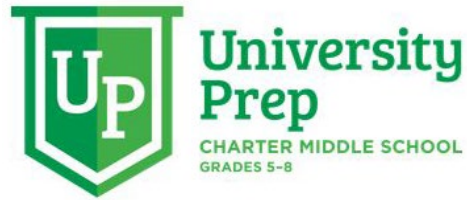
- a) We are responsible for understanding and complying with, and have complied with, the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), including requirements 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



# **University Prep Charter Middle School**

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

Submitted to the SUNY Charter Schools Institute on:

September 30, 2022

By Andrea d'Amato, Executive Director

470 Jackson Ave, 3<sup>rd</sup> Floor  
Bronx, NY 10455

(917) 985-8300

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

**Andrea D’Amato has served as the Executive Director since July 1, 2019. David Patterson has served as the Principal since August 28, 2018.**

## SCHOOL OVERVIEW

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

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

### Our Approach

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

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

### Key Design Elements

The key design elements of University Prep Public Schools are:

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



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

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

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

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

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

1. Students read grade-level fiction and non-fiction, across content subject areas, selected by both teachers and themselves, every day, for a sustained period of time;
2. Students read fiction and informational texts, across content subject areas, that reflect grade-level complexity and the Common Core State reading standards 1-10;
3. Students demonstrate, through writing and speaking, a high level of comprehension when reading or listening, across content subject areas—understanding context and background knowledge, locating evidence to support answers, and tightly and accurately summarizing material they have read or listened to;
4. Students argue—analyze, evaluate, support, and defend—their positions with evidence



when writing and speaking about appropriately complex issues and topics in their classes, across content subject areas;

5. Students learn the core algebra strand defined by the National Council of Teachers of Mathematics;
6. Students write expository essays and creative prose that reflect an understanding and mastery of appropriate sentence structure, grammar, usage, and spelling, across content subject areas.

We have also developed several other high-impact approaches for students. Faculty hold weekly office hours with students. At UPCMS, students use office hours to build rapport with faculty, probe deeply and build on the knowledge acquired in class, seek clarification on open questions, and 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.

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

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

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

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

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demonstrate their acquired skills as Summer Bridge Assistants who welcome and guide incoming students to the UPCMS community.

*Family and Community Involvement* – At UPCMS, our model of family and community involvement will incorporate five traditional methods of information sharing and collaborative decision-making: parent association meetings, back-to-school night, introduction to college night, enrollment meetings, and quarterly parent-teacher conferences. Each of these structured events 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.

### School Demographics

In the 2021-22 school year, UPCMS served 377 students in grades 5-8 at year-end. Of the total student body enrolled on BEDS Day, 53.8% were Hispanic, 40.6% Black, 0.3% Asian, 1% Multi-racial, 1.5% Native American, 1.8% White, and 1% unknown. Over 90% of students were living in poverty, 20% had a disability, and 5% were English Language Learners.

## ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18														
2018-19														
2019-20						59	96							155
2020-21						62	126	110						298
2021-22						50	117	121	104					392

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

### BACKGROUND

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

and concepts taught in the Core Knowledge sequence with their own lessons and backward-designed units and project-based performance tasks. UPCMS has also chosen to use the ELA curriculum Reading Reconsidered.

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

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

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

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

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

Student achievement data in the classroom are the foundation of collective decisions surrounding curricular choices and direction, instructional goals, and intervention and support programs for



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struggling students. Throughout, the goal of data gathering and sharing is to support best practices in the classroom and the development of all units of common school-wide formative assessments, or checks for understanding. UPCMS tracks student performance on diagnostic assessments, formative assessments, summative assessments, high-stakes tests, final grades, and D and F (interim and final) grades.

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

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

#### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in Grades 5-8 in Spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3						
4						
5	37	0	0	0	5	42
6	103	1	0	1	9	114
7	104	0	0	0	9	113
8	104	0	0	1	22	127
All	348	1	0	2	45	396

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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### RESULTS AND EVALUATION

Of the 396 students enrolled at UPCMS at the time of testing, all but 48 took the 2022 NYS ELA exam. Of these tested students, 238 students in Grades 6-8 were enrolled in their second year at the school. As 5<sup>th</sup> Grade is the entry year for UPCMS, no fifth graders were enrolled for more than one year.

In our third year of operation but first testing year due to the pandemic, 50.6% of tested students overall attained a Level 3 or Level 4 on the exam, and 54.2% of the students enrolled in their second year attained proficiency at these levels. As mentioned above, no 5<sup>th</sup> Grade student scores are counted in the 54.2% for students in their second year at the school.

With these scores, UPMCS did not meet the Absolute Measure of 75% of all tested students enrolled in at least their second year attaining proficiency. The school missed the target by 20.8 percentage points.

Performance on 2021-22 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	32.4	37	N/A	0
6	61.2	103	65.9	44
7	48.1	104	48.5	97
8	49	104	50	100
All	50.6	348	54.2	238

### ADDITIONAL EVIDENCE

The 2021-22 school year is the first year of New York State ELA testing for UPCMS due to the pandemic. Therefore, we have no year-to-year trends to analyze. Overall, however, we feel we are making tremendous gains in student achievement in ELA, as evidenced by our internal assessment data over the past three year.

#### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state 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.



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### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

### RESULTS AND EVALUATION

On the 2021-21 NYS ELA exam, 32.9% of the 5<sup>th</sup> through 8<sup>th</sup> Grade students in NYC CSD 7 received Level 3 or Level 4 scores. In comparison, 54.2% of UPCMS 6<sup>th</sup>-8<sup>th</sup> Grade students enrolled in at least their second year reached proficiency.

Overall, UPCMS met this comparative measure for its ELA Goal, exceeding the District by 21.3 percentage points. Scores for UPCMS 6<sup>th</sup> Graders exceeded the district scores for the grade by 27.5 percentage points. Our 7<sup>th</sup> Grade students scored above their district peers by 10 percentage points while our 8<sup>th</sup> Graders surpassed their district peers by 14.3 percentage points. Scores for 5<sup>th</sup> Grade cannot be compared, as 5<sup>th</sup> Grade students at the school were only enrolled in their first year.

2021-22 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	N/A	0	19	946
6	65.9	41	38.4	906
7	48.5	97	38.5	937
8	50	100	35.7	971
All	54.2	238	32.9	3,760

<sup>2</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

### ADDITIONAL EVIDENCE

The 2021-22 school year was the first year of New York State ELA testing for UPCMS due to the pandemic. Therefore, we have no year-to-year trends to analyze.

#### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

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

#### Goal 1: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

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

### INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: STAR

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

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### RESULTS AND EVALUATION

UPCMS students fell short of the target on the Star Assessment in ELA administered in October 2021. The mean grade equivalent (GE) for 5<sup>th</sup> grade students was 4.5, which is 0.5 GE lower than the target of 5.0 GE. The mean grade equivalent for 6<sup>th</sup> grade students was 5.35, which is 0.65 lower than the target of 6.0 GE. The mean grade equivalent for 7<sup>th</sup> grade students was 5.47, which is -1.55 points lower than the target of 7.0 GE. The mean grade equivalent for 8<sup>th</sup> grade students was 6.45, which is -1.55 points lower than the target of 8.0 GE.

Performance on the Star Exam in ELA By Grade				
	Oct Mean GE	Oct Target GE	Oct Difference to Grade Level GE	May Mean GE
5 <sup>th</sup> grade	4.5	5.0	-0.5	5.16
6 <sup>th</sup> grade	5.35	6.0	-0.65	5.59
7 <sup>th</sup> Grade	5.47	7.0	-1.55	6.04
8 <sup>th</sup> Grade	6.45	8.0	-1.55	6.49

### ADDITIONAL CONTEXT AND EVIDENCE

Muti-year comparisons cannot be made as UPMCS shifted from STAR to NWEA Map during the pandemic to address the need for a greater level of internal assessment data in lieu of State testing. The school has now shifted back to STAR as the preferred internal assessment. Therefore, we are unable to use either assessment for year-to-year growth measurement.

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In the 2021-22 school year, the first year of testing for UPMCS, we did not meet one of the Absolute Measures and are unable to assess the other. We did meet the Comparative Measure for which we are accountable in 2021-22.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met



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Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

### ACTION PLAN

In the 2022-23 school year, UPCMS will continue to make strategic curricular changes in ELA and History to address learning loss experienced by our students due to the pandemic. We will also continue to prioritize uniform literacy (writing and reading) practices across all classes—specifically, Everybody Writes, Show Call, Sentence Stems, shared reading, guided reading, and reading for homework as pre-work for the next day's classwork. We will be adding a 4-year US History sequence that will enable our students to take the US History Regents at the end of the 8<sup>th</sup> Grade.

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

UPCMS is also working to achieve higher growth with students who are behind grade level in reading. Zero Period, our period dedicated to helping lagging readers make more progress to get on grade level, will be part of a set regular schedule in the 2022-23 year and will include regular checks for student growth. All students who are 1.25 years behind will be required to attend. Teachers and leaders at the school worked during the summer of 2021 to design a new Zero Period curriculum that focuses on close reading and shared reading. The new curriculum will also incorporate a series of assessments that will allow the school to track growth in reading level proficiency over the course of the school year. This data will be shared with both students and parents throughout the year.

Professional Development for content and learning specialist teachers will continue to be a priority in 2022-23. UPCMS will focus on ensuring that teachers work together to improve the alignment and coordination of their curricula, especially as we grow to include 8<sup>th</sup> Grade. UPCMS has established a set schedule for collaboration for both content and grade-level teacher teams, as well as through inter-visitations.

Lastly, UPCMS will have an increased focus on the intentional, regular collection of quantifiable data in the coming school year through the use of STAR assessments and curriculum unit assessments. Outcomes will be tracked and reported to students and families throughout the school year. Independent reading progress will be tracked by pages and words read and compared against targets based on reading level.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

### BACKGROUND

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

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

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

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

Student achievement data in the classroom are the foundation of collective decisions surrounding curricular choices and direction, instructional goals, and intervention and support programs for

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struggling students. Throughout, the goal of data gathering and sharing is to support best practices in the classroom and the development of all units of common school-wide formative assessments, or checks for understanding. UPCMS tracks student performance on diagnostic assessments, formative assessments, summative assessments, high-stakes tests, final grades, and D and F (interim and final) grades.

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

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

#### METHOD

The school administered the New York State Testing Program Mathematics assessment to students in Grade 5-8 in Spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>3</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3						
4						
5	38	0	0	0	4	42
6	105	1	0	1	6	113
7	103	0	0	0	9	112

<sup>3</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.



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8	104	0	0	1	22	127
All	350	1	0	2	41	394

### RESULTS AND EVALUATION

Of the 394 students enrolled at UPCMS at the time of testing, all but 44 took the 2022 NYS Math exam. Of these tested students, 243 students in Grades 6-8 were enrolled in their second year at the school. As we enroll students beginning in 5<sup>th</sup> Grade, no 5<sup>th</sup> Grade students are counted in the percent of students in their second year reaching proficiency.

In our third year of operation but first testing year due to the pandemic, 12.6% of tested students overall attained a Level 3 or Level 4 on the exam, and 12.3% of the students enrolled in their second year attained proficiency at these levels. As mentioned above, no 5<sup>th</sup> Grade student scores are counted in the 12.3% for students in their second year at the school.

With these scores, UPMCS did not meet the Absolute Measure of 75% of all tested students enrolled in at least their second year attaining proficiency. The school missed the target by 62.7 percentage points.

#### Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	5.3	38	N/A	0
6	13.33	105	6.5	46
7	10.7	103	11.5	96
8	16.3	104	15.8	101
All	12.6	350	12.3	243

### ADDITIONAL EVIDENCE

The 2021-22 school year is the first year of New York State Math testing for UPCMS due to the pandemic. Therefore, we have no year-to-year trends to analyze. Overall, however, we feel we are making tremendous gains in student achievement in Math, as evidenced by our internal assessment data over the past three years.

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### Algebra 1

In 2021-22, 20 8<sup>th</sup> Grade students took the Algebra 1 Regents exam, and 55% of the scholars tested received a score of 65 or above. Factoring in the Special Waiver process, 95% of students tested were proficient on the Algebra 1 Regents exam.

As 2021-22 was the first year that UPCMS enrolled 8<sup>th</sup> Grade students, so no year-to-year comparisons can be made.

Performance on a Regents Mathematics Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2018-19	Algebra I	N/A	N/A
8	2019-20	Algebra I	N/A	N/A
8	2020-21	Algebra I	N/A	N/A
8	2021-22	Algebra	55 (95 with waiver)	20

### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state 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 percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students in the corresponding grades in the school district.<sup>4</sup>

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<sup>4</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

On the 2021-21 NYS Math exam, 13.9% of the 5<sup>th</sup> through 8<sup>th</sup> Grade students in NYC CSD 7 received Level 3 or Level 4 scores. In comparison, 12.3% of UPCMS 6<sup>th</sup>-8<sup>th</sup> Grade students enrolled in at least their second year reached proficiency.

Overall, UPCMS did not meet this comparative measure for its Math Goal, falling short of the District by 1.6 percentage points. Scores for UPCMS 6<sup>th</sup> Graders were below the district scores for the grade by 6.7 percentage points. Our 7<sup>th</sup> Grade students scored below their district peers by 1.3 percentage points while our 8<sup>th</sup> Graders surpassed their district peers by 0.9 percentage points. Scores for 5<sup>th</sup> Grade cannot be compared, as 5<sup>th</sup> Grade students at the school were only enrolled in their first year.

2021-22 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	N/A	0	14.9	960
6	6.5	46	13.2	909
7	11.5	96	12.8	938
8	15.8	101	14.9	908
All	12.3	243	13.9	3,715

### ADDITIONAL EVIDENCE

The 2021-22 school year was the first year of New York State Math testing for UPCMS due to the pandemic. Therefore, we have no year-to-year trends to analyze.

#### Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

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

### INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: **STAR**

UPCMS evaluated student achievement in Math through the Star Assessment, an interim assessment that measures student mastery of New York State standards. Scoring is norm-referenced, allowing for a comparison of student performance with that of other students across the US. UPCMS also assessed student achievement in mathematics through summative assessments, which were administered at the conclusion of each unit taught over the year. The assessments are aligned to the New York State standards. Students were asked to solve a challenging and messy problem using skills and knowledge developed over the course of the unit. Some of these assessments also asked students to respond to an argument with evidence either in support of or against a position. In mathematics, the units used Eureka-Great Minds (Engage NY) math curriculum.

### RESULTS AND EVALUATION

UPCMS students fell short of the target on the Star Assessment in Math administered in October 2021. The mean grade equivalent (GE) for 5<sup>th</sup> grade students was 4.57, which is 0.43 GE lower than the target of 5.0 GE. The mean grade equivalent for 6<sup>th</sup> grade students was 5.28, which is 0.78 lower than the target of 6.0 GE. The mean grade equivalent for 7<sup>th</sup> grade students was 5.93, which is 1.07 points lower than the target of 7.0 GE. The mean grade equivalent for 8<sup>th</sup> grade students was 6.79, which is -1.21 points lower than the target of 8.0 GE.

Performance on the Star Exam  
in Math By Grade

	Oct Mean GE	Oct Target GE	Difference to Grade Level GE	May Mean GE
5 <sup>th</sup> grade	4.57	5.0	-0.43	4.89
6 <sup>th</sup> grade	5.22	6.0	-0.78	5.75



## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

7 <sup>th</sup> Grade	5.93	7.0	-1.07	6.68
8 <sup>th</sup> Grade	6.79	8.0	-1.21	7.43

### ADDITIONAL CONTEXT AND EVIDENCE

Muti-year comparisons cannot be made as UPMCS shifted from STAR to NWEA Map during the pandemic to address the need for a greater level of internal assessment data in lieu of State testing. The school has now shifted back to STAR as the preferred internal assessment. Therefore, we are unable to use either assessment for year-to-year growth measurement.

### SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

In the 2021-22 school year, the first year of testing for UPCMS, we did not meet one of the Absolute Measures and are not required or able to assess the other. We did not the applicable Comparative Measure and are unable to assess the other. We are also not required or able to assess the Growth goal at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Not Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

### ACTION PLAN

In the 2022-23 school year, UPCMS will be making strategic curricular changes in Math to address learning loss experienced by our students due to the pandemic and to ensure coherent and coordinated practice across grades.

UPCMS is also working to achieve higher growth with students who are behind grade level in Math by expanding Zero Period, our period dedicated to helping struggling learners make more progress. In 2022-23, Zero Period will be part of a set regular schedule and will include regular checks for



student growth. All students who are 1.25 years behind will be required to attend. In the forthcoming year, the school will also add a two-hour Saturday morning academy. The school also intends to begin a tutoring program, GatorCorps, that makes use of UPCHS current students and alumni who are at college. This program will offer individual and small-group tutoring and academic support to students in all subject areas in the evenings during the week and on Friday afternoons when students have an early dismissal.

In the upcoming school year, UPCMS will continue to focus on ensuring that teachers work together to improve the alignment and coordination of their curricula. UPCMS has established a set schedule for collaboration for both content and grade-level teacher teams, as well as through inter-visitations.

Lastly, UPCMS will have an increased focus on the intentional, regular collection of quantifiable data in the coming school year through the use of internal assessments and curriculum unit assessments. Outcomes will be tracked and reported to students and families throughout the school year.

### GOAL 3: SCIENCE

#### Goal 3: Science

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

#### BACKGROUND

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

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

evaluate and defend their positions using evidence. Students at UP Middle can communicate the results of their inquiry when both writing and speaking.

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

#### METHOD

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in Spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

#### RESULTS AND EVALUATION

Of the 127 8<sup>th</sup> Grade students enrolled at UPCMS at the time of testing, 91 took the 2022 NYS Science exam. Of these students, 90 were enrolled in their second year at the school. In our third year of operation but first testing year due to the pandemic, 38.9% of tested students enrolled in their second year attained proficiency at these levels.

With these scores, UPMCS did not meet the Absolute Measure of 75% of all tested students enrolled in at least their second year attaining proficiency. The school missed the target by 36.1 percentage points.

Charter School Performance on 2021-22 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4		
8	38.9	90
All	38.9	122

#### ADDITIONAL EVIDENCE

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18			
8	2018-19			
8	2021-22	N/A	N/A	N/A

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

No 8<sup>th</sup> Grade students took a Regents Science exam in 2021-22.

### Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

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

### ACTION PLAN

In 2022-23, UPCMS will continue using the Amplify Science middle school curriculum, as it has demonstrated success.

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

Lastly, UPCMS will have an increased focus on the intentional, regular collection of quantifiable data in the coming school year, through the use of internal Science assessments and unit assessments. UPCMS has redesigned its curricula to include a pre- and post-assessment for at least five units in each content area, and outcomes will be tracked and reported to students and families throughout the school year.

## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 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 4: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

UPCMS is in Good Standing

## ADDITIONAL EVIDENCE

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

Accountability Status by Year

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

<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
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**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**

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

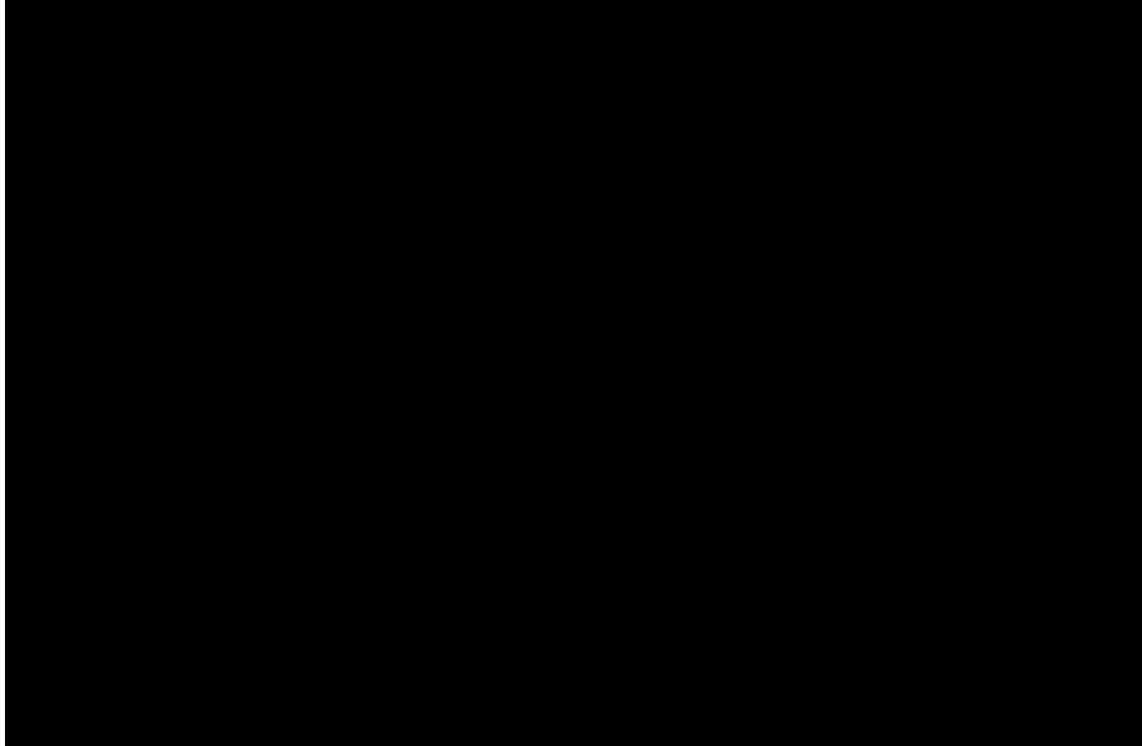
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

☒ **None**

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



*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*

<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
--

**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**

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

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

☒ **None**

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

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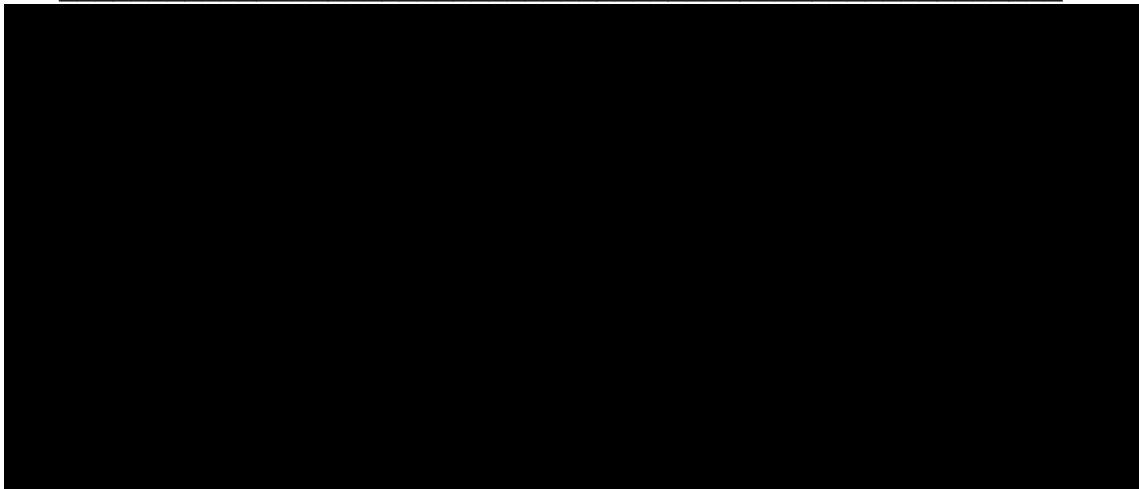
*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

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**Business Address:**

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

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**Signature**

July 27, 2022

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**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**

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



<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
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**Trustee Name:**

Burt Sacks

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**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**

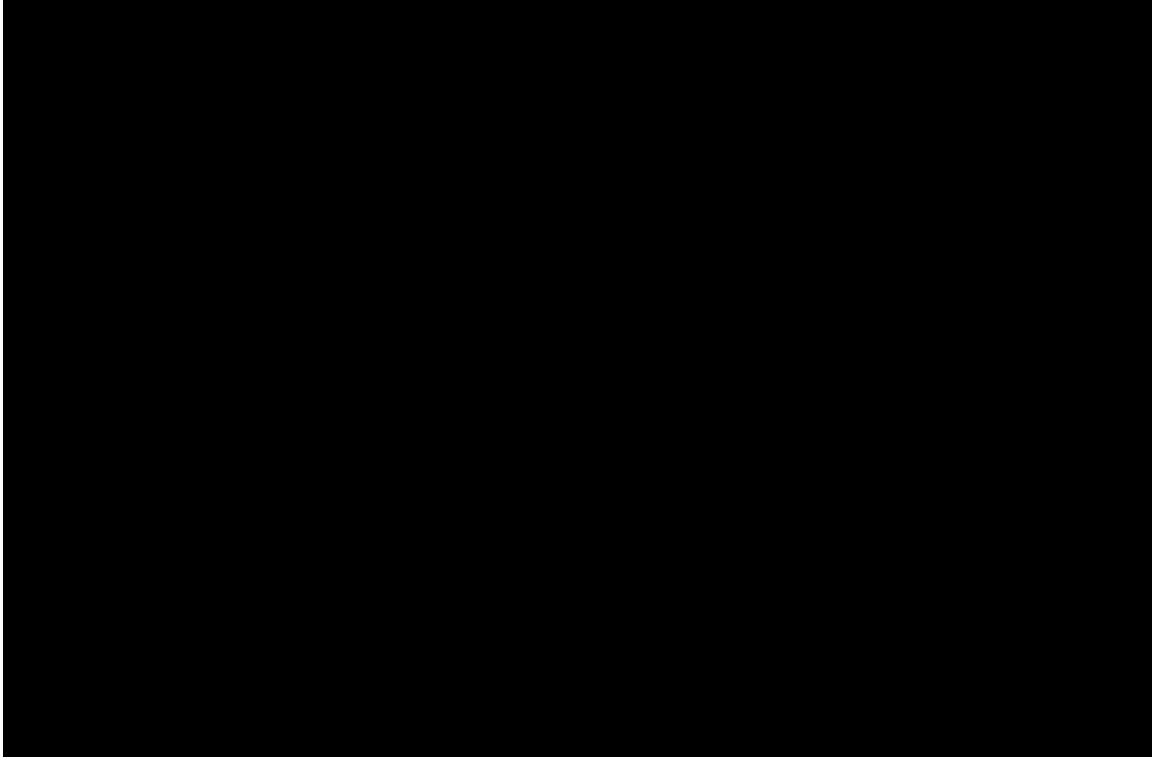
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

☒ **None**

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

*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*



<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
--

**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**

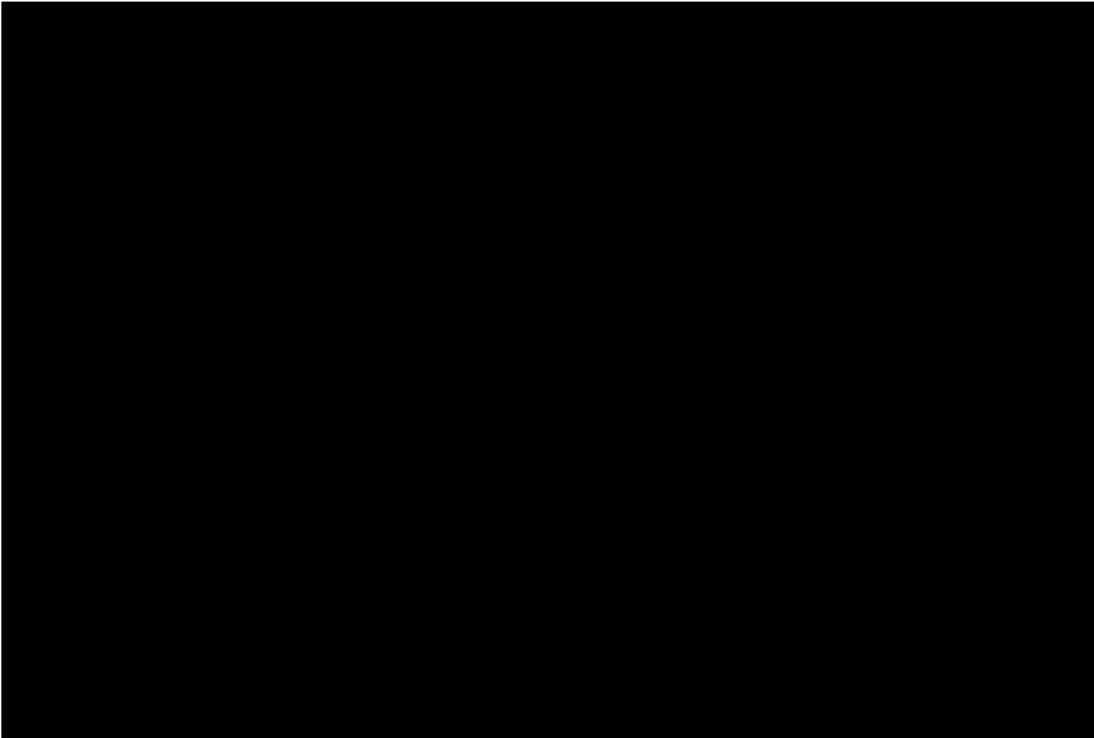
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

☒ **None**

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

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	7/21/2022
<b>Signature</b>	<b>Date</b>

Acceptable signature formats include:

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*last revised 04/2022*

<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
--

**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.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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



6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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



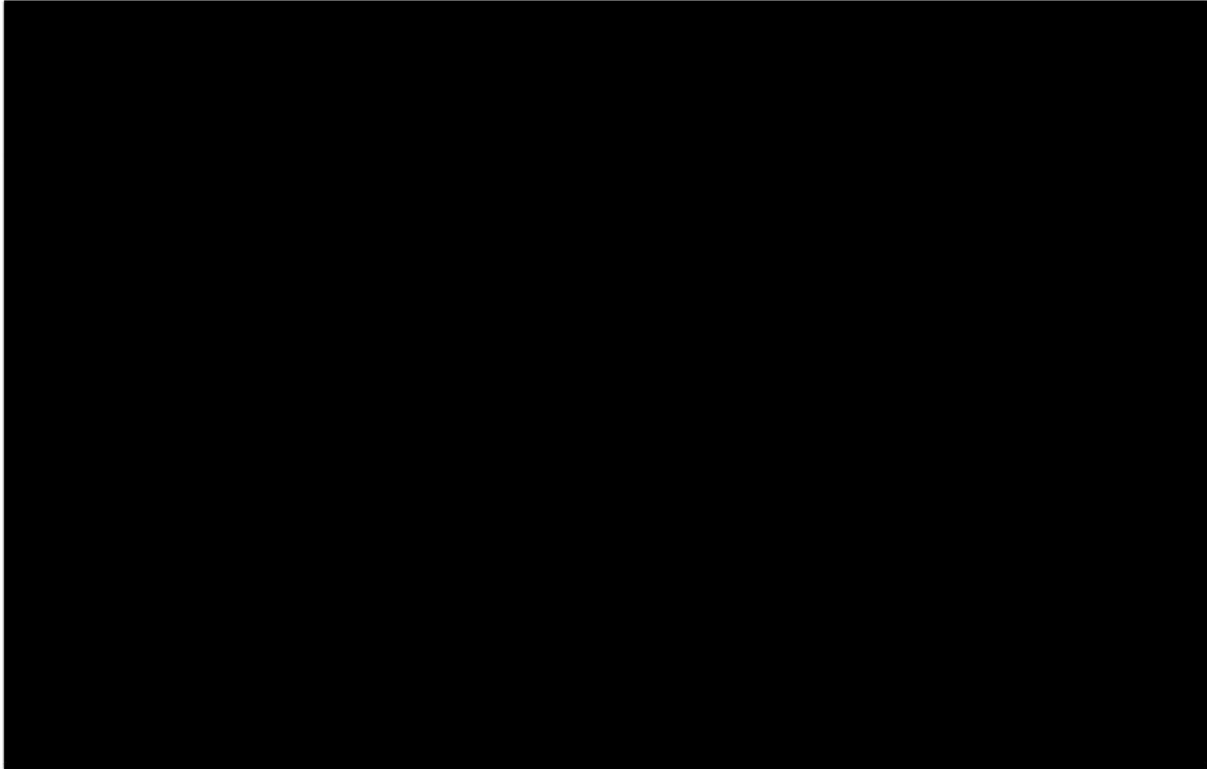
- 
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

☒ **None**

<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".

---

**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
			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				

- 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
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 7 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
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 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						

- 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			

MAY 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			

- 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	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	

- 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

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