

Application: University Preparatory Charter School for Young Men

Walter Larkin - [REDACTED]
Annual Reports

Summary

ID: 0000000137

Status: Annual Report Submission

Last submitted: Sep 28 2020 09:37 AM (EDT)

Entry 1 School Info and Cover Page

Completed Jul 31 2020

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) 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, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN 261600860985

a1. Popular School Name

UPREP

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

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

ROCHESTER CITY SD

d. DATE OF INITIAL CHARTER

2/2010

e. DATE FIRST OPENED FOR INSTRUCTION

9/2010

h. SCHOOL WEB ADDRESS (URL)

uprep.org

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

450

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

385

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

Check all that apply

Grades Served

7, 8, 9, 10, 11, 12

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

	No, just one site.
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School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1290 Lake Avenue Rochester, NY 14613		Rochester	7-9	NO

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Walter Larkin Jr			
Operational Leader	Suki Cintron			
Compliance Contact	Kevin Klein			
Complaint Contact	Tracy DelGrego			
DASA Coordinator	Raheem Miller			
Phone Contact for After Hours Emergencies	Emin Mustafic			

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

Private Space

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 1 Certificate of Occupancy (COO)

[scan suki.cintron 2020-07-29-14-02-36.pdf](#)

Filename: scan suki.cintron 2020-07-29-14-02-36.pdf **Size:** 677.1 kB

Site 1 Fire Inspection Report

[scan 000044 2020-07-30-08-19-36.pdf](#)

Filename: scan 000044 2020-07-30-08-19-36.pdf **Size:** 1.5 MB

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

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

No

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

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

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Walter Larkin Jr
Position	CEO
Phone/Extension	
Email	

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

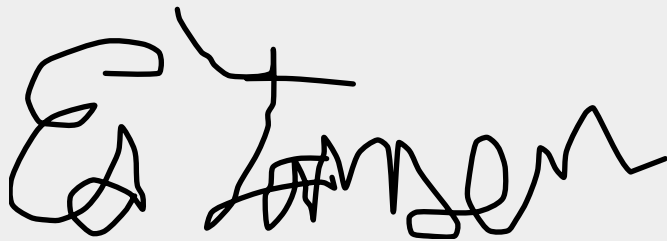
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 29 2020

Thank you.



Entry 2 NYS School Report Card

Completed Jul 31 2020

Instructions

SUNY-authorized charter schools only

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

Entry 2 NYS School Report Card Link

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN 261600860985

NEW YORK STATE REPORT CARD

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

(Charter schools completing year one will not yet have a School Report Card or link to one.

Please type "URL is not available" in the space provided.)

[https://data.nysed.gov/essa.php?](https://data.nysed.gov/essa.php?instid=800000067651&year=2019&createreport=1&OverallStatus=1§ion_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&HSStatus=1&HSindicators=1&HScomposite=1&HSgradrate=1&HScompgrowth=1&HSelf=1&HSprogress=1&HSchronic=1&HScctr=1&HSpert=1&38ELA=1&38MATH=1&48SCI=1®ents=1&cohort=1&nyseslat=1&naep=1&staffqual=1&gradrate=1&feddata=1)

[instid=800000067651&year=2019&createreport=1&OverallStatus=1§ion_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&HSStatus=1&HSindicators=1&HScomposite=1&HSgradrate=1&HScompgrowth=1&HSelf=1&HSprogress=1&HSchronic=1&HScctr=1&HSpert=1&38ELA=1&38MATH=1&48SCI=1®ents=1&cohort=1&nyseslat=1&naep=1&staffqual=1&gradrate=1&feddata=1](https://data.nysed.gov/essa.php?instid=800000067651&year=2019&createreport=1&OverallStatus=1§ion_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&HSStatus=1&HSindicators=1&HScomposite=1&HSgradrate=1&HScompgrowth=1&HSelf=1&HSprogress=1&HSchronic=1&HScctr=1&HSpert=1&38ELA=1&38MATH=1&48SCI=1®ents=1&cohort=1&nyseslat=1&naep=1&staffqual=1&gradrate=1&feddata=1)

Entry 3 Progress Toward Goals

Completed Jul 31 2020 Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

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

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

2019-20 Progress Toward Attainment of Academic Goals

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

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

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

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

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

4. ORGANIZATION GOALS

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

2019-2020 Progress Toward Attainment of Organization Goals

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

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

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

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

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

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

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Sep 21 2020

Instructions

SUNY-Authorized Charter Schools ONLY

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

[2019-20-Accountability-Plan-Progress-Report-UPREP-Approved by Board](#)

Filename: 2019 20 Accountability Plan Progress R HATyDMZ.pdf **Size:** 595.8 kB

Entry 7 Disclosure of Financial Interest Form

Completed Jul 31 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must

complete a signed:

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

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

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

[FinancialDisclosureForms2020](#)

Filename: FinancialDisclosureForms2020.pdf **Size:** 9.2 MB

Entry 8 BOT Membership Table

Completed Jul 31 2020

Instructions

Required of All charter schools

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




Entry 8 BOT Table

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

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN 261600860985

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

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	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Dr. Edward Yansen 	Chair	Board executive Committee, Finance Standing Committee	Yes	8	07/09/2020	06/30/2021	11
2	George Bovenzi 	Vice Chair	Board Executive committee, Finance Standing Committee	Yes	1	07/09/2020	06/30/2021	10
3	Thomas Green 	Treasurer	Board Executive Committee, Finance Committee, Board Development Committee	Yes	2	07/09/2020	06/30/2021	11
4	Sharon Delly	Secretary	Board Executive Committee	Yes	3	07/09/2020	06/30/2021	11
			Board Executive					

5	Larry Ellison	Trustee/Member	Committee, Board Development Standing Committee	Yes	1	07/09/2020	06/30/2021	9
6	Wandah Gibbs	Trustee/Member	Career and Technical Education Standing Committee	Yes	1	07/09/2020	06/30/2021	7
7	Najmah Abdulmatheen	Trustee/Member	Instructional Development and data support Committee	Yes	2	07/09/2020	06/30/2021	7
8	David Shakes	Trustee/Member	Instructional development and data support committee	Yes	2	07/09/2020	06/30/2021	7
9								

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2020	9
b.Total Number of Members Added During 2019-2020	1
c. Total Number of Members who Departed during 2019-2020	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

3. Number of Board meetings held during 2019-2020

11

4. Number of Board meetings scheduled for 2020-2021

11

Thank you.

Entry 9 Board Meeting Minutes

Completed Jul 31 2020 Hidden from applicant

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

UPrep July 9 2019 Minutes

Filename: UPrep July 9 2019 Minutes.pdf **Size:** 496.1 kB

Special Meeting July 16, 2019

Filename: Special Meeting July 16 2019.pdf **Size:** 478.2 kB

UPrep Meeting Minutes August 13, 2019

Filename: UPrep Meeting Minutes August 13 2019.pdf **Size:** 488.4 kB

UPrep Meeting Minutes Sept

Filename: UPrep Meeting Minutes Sept. 10 2019 Approved.pdf **Size:** 486.4 kB

UPrep Meeting Minutes October 8, 2019 Draft

Filename: UPrep Meeting Minutes October 8 2019 Draft.pdf **Size:** 487.9 kB

UPrep Meeting Minutes November 14, 2019 Draft

Filename: UPrep Meeting Minutes November 14 2019 Draft.pdf **Size:** 479.7 kB

UPREPBoardDecember2019

Filename: UPREPBoardDecember2019.pdf **Size:** 483.4 kB

UPrepBoardJanuary2020

Filename: UPrepBoardJanuary2020.pdf **Size:** 539.7 kB

UPrepBoardMarch2020

Filename: UPrepBoardMarch2020.pdf **Size:** 94.4 kB

UPrepBoardApril2020

Filename: UPrepBoardApril2020.pdf **Size:** 88.2 kB

UprepBoardMay2020

Filename: UprepBoardMay2020.pdf **Size:** 98.3 kB

UprepBoardJune2020

Filename: UprepBoardJune2020.pdf **Size:** 92.5 kB

Entry 10 Enrollment & Retention

Completed Jul 31 2020

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the efforts

the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN 261600860985

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
Economically Disadvantaged	University Preparatory Charter School for Young Men (UPrep) has a recruitment committee dedicated to ensuring enthusiastic recruitment of incoming students. We focus our attention on local Rochester students, many of whom are economically disadvantaged.	University Preparatory Charter School for Young Men (UPrep) has a recruitment committee dedicated to ensuring enthusiastic recruitment of incoming students. We focus our attention on local Rochester students, many of whom are economically disadvantaged.
English Language Learners/Multilingual Learners	Good schools Roc included UPREP in their recruitment efforts and ensured that documents went out in Spanish as well as English. In addition, the seventh-grade teachers, special education teachers and ENL staff met informally with families to address questions. The students in the ELL program created a brochure to be shared at their place of worship and the local YMCA where they have attended programing.	Good schools Roc included UPREP in their recruitment efforts and ensured that documents went out in Spanish as well as English. In addition, the seventh-grade teachers, special education teachers and ENL staff met informally with families to address questions. The students in the ELL program created a brochure to be shared at their place of worship and the local YMCA where they have attended programing.
Students with Disabilities	Students with disabilities have had great success at UPREP and the message has spread authentically. We have not had a need to recruit in this area.	Students with disabilities have had great success at UPREP and the message has spread authentically. We have not had a need to recruit in this area.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
	Around 75% of our student population is economically	Around 75% of our student population is economically

Economically Disadvantaged	disadvantaged, reflecting the population of the area surrounding our school. As a CPE school, we provide breakfast and lunch to every student, every day, free of charge. We also provide counseling services and focus on family communication to ensure that personal difficulties do not hinder students' opportunities to learn and grow at school.	disadvantaged, reflecting the population of the area surrounding our school. As a CPE school, we provide breakfast and lunch to every student, every day, free of charge. We also provide counseling services and focus on family communication to ensure that personal difficulties do not hinder students' opportunities to learn and grow at school.
English Language Learners/Multilingual Learners	UPrep employs 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. The ELL teacher serves also as a community and parent resource by partnering with many immigrant and refugee organizations throughout Rochester. All pertinent materials are translated into multiple language and translators are provided for all parent teacher conferences and school events.	UPrep employs 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. The ELL teacher serves also as a community and parent resource by partnering with many immigrant and refugee organizations throughout Rochester. All pertinent materials are translated into multiple language and translators are provided for all parent teacher conferences and school events.
Students with Disabilities	To retain these scholars we aim to provide them with all of the services they need to be successful, in the least restrictive and most inclusive setting. With our small class sizes, inclusion efforts continue to be a success for many students with disabilities. We believe this is resonating with our families, who want their children with disabilities to be celebrated and included within the general population of our students.	To retain these scholars we aim to provide them with all of the services they need to be successful, in the least restrictive and most inclusive setting. With our small class sizes, inclusion efforts continue to be a success for many students with disabilities. We believe this is resonating with our families, who want their children with disabilities to be celebrated and included within the general population of our students.

Entry 12 Percent of Uncertified Teachers

Completed Jul 31 2020 Hidden from applicant

Instructions

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

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

Entry 12 Uncertified Teachers

School Name: UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN 261600860985

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category A: 5 or 30% whichever is less	0

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	0

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	0

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	0



Thank you.

Entry 13 Organization Chart

Completed Jul 31 2020 Hidden from applicant

[Instructions](#)

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

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

[Uprep Leadership Structure 6-17-2020](#)

Filename: Uprep Leadership Structure 6 17 2020.pdf **Size:** 413.8 kB

Entry 14 School Calendar

Completed Sep 14 2020

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

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

[2020-21 UPrep School Calendar](#)

Filename: 2020 21 UPrep School Calendar.pdf **Size:** 146.4 kB

Entry 15 Links to Critical Documents on School Website

In Progress Last edited: Jul 31 2020 Hidden from applicant

Instructions

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

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

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 15 Links to Critical Documents on School Website

School Name: University Preparatory Charter School for Young Men

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

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

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

Thank you.



Entry 16 COVID 19 Related Information

Completed Jul 31 2020

Instructions

Required of ALL charter schools

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

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

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

Entry 16 COVID 19 Related Information

School Name: University Preparatory Charter School for Young Men

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

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

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	386	320	386

Table 2: 2019-2020 Assessments and Grade Participation

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

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

[illegible]

		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
Tota l															0

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Completed Jul 31 2020 Hidden from applicant

[INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS](#)

Please provide the full name of **ANY and ALL instructional and non-instructional employees** and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).

[2019-2020 Staff roster \(2\)- State Report](#)

Filename: 2019 2020 Staff roster 2 State Report.pdf.xlsx **Size:** 11.1 kB

The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.



**University Preparatory Charter
School For Young Men**

*1290 Lake Avenue
Rochester, NY 14613
Phone - 585.672.1280
Fax - 585.458.2732*

**University Preparatory Charter School
for Young Men**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By University Preparatory Charter School for Young Men

1290 Lake Avenue
Rochester, NY 14613



2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Enter Name(s) and Title(s) prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Trustee's Name	Board Position
Dr. Edward Yansen	Board President, Executive Board Committee Chair
Dr. Larry Ellison	Board 1st Vice President
George Bovenzi	Board 2nd Vice President
Sharon Delly	Board Secretary
Thomas Green	Board Treasurer
Najmah Abdulmateen	Board Member
Dr. Lynnette Froula	Board Member
Wandah Gibbs	Board Member
Dr. Rachel Santiago	Board Member
David Shakes	Board Member

Executive Team

Walter Larkin assumed the position of Chief Executive Officer of the University Preparatory Charter School for Young Men on April 1, 2019.

Tracy DelGrego has Served as Principal of Instruction of University Preparatory Charter School for Young Men since November 1, 2018 through June 30 and as the Middle School Principal since July 1, 2019.

Kevin Klein assumed the position of Chief Academic Officer the University Preparatory Charter School for Young Men as of July 1, 2019.

Suki Cintron assumed the position of Chief Operating Officer of the University Preparatory Charter School for Young Men on March 1, 2019.

Please note that not all data has been released and updates to this report will be made when the data is available.

SCHOOL OVERVIEW

The mission of the University Preparatory Charter School for Young Men is to establish a culture that celebrates diversity and where all boys thrive academically and holistically. University Prep develops this culture through small classes, student empowerment, personalized attention from teachers and school staff, and a consistent focus on successful instructional outcomes. University Prep provides opportunities and experiences that balance the academic, social, physical, and creative development of young men. Consistent emphasis is placed on preparation for life after high school, a 100% graduation rate and all students being college or work place ready.

University Preparatory Charter School for Young Men first became an educational option in the Rochester community when it opened its doors in 2010. Since its inception, University Prep has made it its goal to graduate young men with the disposition and skills to be successful in college, career and as citizens of their communities. In order to meet this goal, University Prep understands the necessity of doing whatever it takes to advance its middle school students at their entry point in order to expedite the development of their social, emotional and academic skills in preparation for the rigor of high school and the requirements of a Regents diploma.

University Prep's program is reflected in the ten Key Design Elements, which summarize the school's model and serve as the cornerstones of its quality instructional program. These components distinguish the school's model and embody the spirit of the charter movement in providing Rochester families with an innovative and viable educational option that improves student achievement for our young men. These core tenets have been carefully established to provide an educational program relevant to the New York State Common Core Learning Standards (CCLS) and the diverse student population it serves.

University Prep had a relatively smooth transition to distance learning due to the COVID-19 pandemic. Earlier in the year steps were taken to secure enough technology for a 1:1 learning environment. Staff had been trained in Google Classroom, Castle Learning and other online resources. We had been using the resources for the second semester when the physical closure occurred. Teachers established office hours and posted lessons. Students and parents could access the lessons through the issued Chromebooks or other devices. We also made paper copies available for students that did not have access. Special Education and ELL teachers offered additional support to students in need.

Key Design Elements

1. All-male student environment
2. Curricular content, instructional resources, and pedagogical strategies designed specifically to engage and address the learning styles and needs of male learners
3. College and career preparatory focus
4. Daily Advisory through grade level managers, counselors, social workers and academic support staff

5. Inquiry- and self-discovery based instruction to promote higher-order and critical thinking skills
6. Student-centered, data-driven, individualized instruction grounded in Constructivist Theories and principles of inquiry-based learning
7. Safe, disciplined, and nurturing school culture focused on high expectations, personal responsibility for learning, and respect for all
8. Continuous fostering of reflection, positive relationships, and productive work habits
9. Summer programs for incoming student orientation, academic remediation, and high school credit recovery
10. Ongoing professional development for teachers beginning with pre-service training, and continuing throughout the year with weekly meetings and daily coaching.

The instructional model employed across all grade levels and subjects is standards-based, student-centered, and rigorous. It is a workshop model which includes essential questions, learning targets and summary and closure activities which require students to demonstrate and apply learning. All instruction is planned and implemented using one consistent curriculum mapping and unit planning process. Lesson plans are constructed using one research-based instructional framework (Wiggins and McTighe, 2005) across all grades and subject areas. In the summer prior to each school year, newly hired teachers participate in a week-long training session which focuses on lesson planning and instructional preparations in alignment with the Danielson Rubric (2013). Throughout the week, new teachers participate in the identification and application of research-based aspects of the Danielson Rubric which have been proven to promote student learning in the areas of Planning and Preparation, Learning Environment, Instruction and Professionalism.

Each teacher is required to submit their plans to Google Classroom.. Supervisors have access to review the lessons and provide feedback which may include suggestions for improvement, revision, or corrections. Supervisors' ongoing informal classroom observations are instrumental in determining the quality of instructional delivery of lesson plans. Further support is provided when instructional delivery minimizes the learning potential of students or when instructional modalities do not meet the intended objectives for the lesson. Whenever necessary, a meeting is held with the teacher and his or her supervisor to address pacing, teacher questioning techniques, or classroom management issues. Weekly walkthroughs are conducted and staff are given feedback through a walkthrough tool.

University Prep values parent support and acknowledges that communication with families is a key factor in the success of its students. Prior to the start of each school year, University Prep invites parents to a grade-level orientation. At each of these meetings, teachers and administrators address the specific components for success for the year ahead and introduce parents to grade level staff, administration, operations and academics. Parents are also made aware of the avenues of communication that are available to them and the open-door policy of the school to meet with them at any time, including any morning before school without need for an appointment. These impromptu meetings occur often with anywhere from 3 to 12 parent-teacher meetings held each week. Student improvement is at the core of each of these meetings and students are always present. As parents and the school work together, student progress is most often the result. However, in the event that progress is not evident, follow-up meetings are held to determine

additional actions that may be required.

This spring the Parent Portal was opened through the student management system. Parents have daily access to grades, missing assignments and attendance. Academic progress is reported to parents regularly. Students receive progress reports and report cards at 5-week intervals. Teachers are required to notify parents in advance of these reports when a student is struggling along the way. Many teachers send weekly reports to increase communication. Parent-teacher meetings are held to determine how the school and family can work together on behalf of students in need of additional support. Interventions are put into place when necessary and have included daily school-home progress forms, student behavior contracts, identification of additional classroom supports, and referrals to counseling. There are also several celebratory events that parents are invited to attend to acknowledge student achievement. Some of these include quarterly honor roll celebrations, community art shows featuring student artists, school band performances, sports events and banquets, and speeches made by students in our public speaking class. This year a fully functional PTO was established and provided two way support for the students.

Technology is an integral part of instruction. Each classroom is equipped with technological resources to support learning that is research-based, relevant and interesting. Resources include Smartboards and internet access in each classroom. In addition, the school is equipped with 9 classroom laptop carts with student access to technology for online research and for the creation of learning products. Students also engage in computer tech classes and become experienced in Microsoft Office, Computer Applications, and Web Design. UPREP upgraded its Chromebook capacity and became a 1:1 school. Outdated Smart Boards were replaced with interactive flat panel displays. A full time Director of IT and Data was added to support the schools needs. In addition, a new Interactive school website with links to powerschool, YouTube, school social media sites was added along with two internal sites for staff and the Board of Trustees.

University Prep staff members are committed to the success of all students and believe in a “whatever it takes” approach, regardless of position or school responsibility. Teachers are available after school on Mondays, Tuesdays, and Thursdays to provide additional instruction or tutoring time. In addition, they are always willing to work beyond their regular schedules to minimize or eliminate barriers to the success of their students. Administration supports all efforts of teachers as they work to advance student achievement and provides assistance when called upon to implement action items. There are opportunities for students to attend Saturday review sessions in preparation for middle school spring ELA, math and science NYS assessments and January and June Regents exams. The school also offers quarter recovery sessions. Students who complete curriculum tasks through Castle Learning, during after school sessions and over school breaks, recover enough points to move their quarter grades to passing.

Each grade level is assigned a Grade Level Student Manager who supports learning by working closely with each student and his family as intensively as required to address issues that may be having a negative impact on academic success. To maximize students’ learning time, teachers are supported by Grade Level Managers whose primary responsibility is to build strong, mutually respectful relationships with students and families and support teachers to do the same. At University Prep the managers support student character development and cultivate success in

students, specifically focusing on the areas of whole child outside of academics. These men serve as positive role models, sports coaches and personal home-school contacts as they work with each of their students to promote academic, social, emotional development.

As an all-male school, University Prep acknowledges the importance of sports and extra-curricular activities in the lives of young men. University Prep offers many opportunities to enrich and develop its students in positive ways. The following list includes some of the opportunities available to University Prep students:

- Modified, Junior Varsity, and Varsity Football,
- Basketball, Baseball, Lacrosse, Soccer, Track and Field
- Arts/Performing Art programs
- Music/Band
- Chess Club
- Masterminds
- Math Club
- Dungeons and Dragons
- Public Speaking and Poetry
- After-school tutor
- Field studies linked to instructional learning targets
- Roc2Change

University Prep is committed to transforming the educational experiences and outcomes that have been the norm for male students of color in the City of Rochester. This has been achieved in the passing rates of University Prep high school students on Regents exams and on the graduation rate University Prep has achieved in its first four years of graduating classes (94%, 94%, 98%, and 94%). In order to achieve these results, tremendous effort and resources have been required at the middle school level where the majority of students enter University Prep in the 7th grade with serious academic deficiencies and behavior issues. Knowing the urgency of this work, University Prep engages its new students in an August Summer Institute prior to each school year to get an early start on identifying students' needs and acclimating them to the culture of University Prep. The institute includes character-development, using culturally relevant materials with students, team building exercises, rules, policies and expectation workshop and literacy/math assessments which provided early diagnosis of reading and math skills and needs. These first two years have posed serious concerns for University Prep in terms of student academic performance. However, in the past two years, data has shown that growth begins to occur after the completion of the first year in middle school. Middle school not only allows for the development of reading, writing and math skills but provides the school with the time needed to create the culture, climate, relationships and academic attention that has proven to be transformational for our students as they begin and move through the next 4 years of their education at University Prep.

Professional Development

Professional Development is driven by teacher and student needs and focused on supporting students in meeting content area learning standards. All professional development sessions are aligned to the criteria for high effective teacher practice as articulated in each of the four domains

of the Danielson Teacher Evaluation Rubric. Professional development has also been designed to offer ongoing grade-level meetings as well as individual coaching sessions that address students' specific needs and issues in order to determine and implement individualized action steps to improve student performance.

Professional development during the 2019-20 school year took the format aimed at increasing teacher ownership for their learning and collaboration among colleagues. Following a survey of veteran staff and considering the needs of the new staff we implemented professional development that built community, ensured implementation and accountability and identified the individual needs of teachers. Two topics of study will be the focus of the Professional Learning Communities (PLC). In the fall the PLC's will focus their work around enhancing their planning, delivery and assessment of lessons to embed rigorous outcomes. PLC groups will study new strategies together, implement that strategy, observe each other and debrief regarding their observations. There were two cycles of PLC work which included debrief sessions with the entire faculty. In the spring the topic expanded to include instructional effectiveness and student engagement through embedded technology.

To individualize professional development, teachers will also set one instructional goal for each semester based in Domain Three of the Danielson Rubric and address that goal through their participation in an ASCD online course. Teacher implementation of the strategies, ideas or principles was included in the annual observation and evaluation process.

Professional development begins in August for new and veteran teachers. During the third week of August, all newly hired teachers are required to attend professional development sessions. These sessions train new teachers in the cultural and instructional areas required to begin their work on the same footing as their returning colleagues. During the 6-hours required each day for new teachers, University Prep's instructional leaders provide training in the following areas:

- University Prep mission, vision, and instructional philosophies
- Instructional Framework for Lesson Planning
- Analysis of Content Learning Standards/Common Core Standards
- Review and analysis of NYS Assessments for their core areas
- Curriculum Mapping, Unit Planning and lesson planning
- Learning Environment
- Raising the rigor and higher order thinking skills
- Culturally relevant trainings for staff
- Culturally sensitivity/bias training.
- Research and purchase of culturally relevant instructional materials.

During the whole staff week, the first three days of professional development were devoted to Proactive Classroom Systems training. The last two days were dedicated to implementing new strategies into planning and classroom structure. A session was held to review the SUNY Charter Report and to focus teachers on the Rigor and Relevance Framework. Teachers completed the week prepared to begin the school year equipped with everything needed to engage students in a positive, productive, rigorous and engaging learning environment from the very first day of school. Teachers were encouraged to include activities to "wow" their students following the advice of

Steve Barkley.

Staff professional development, continued throughout the school year during teachers' PD Wednesdays, and provided training and support in the development and delivery of effective lessons that engage students and yield results. Teachers participated in two individualized courses through ASCD Activate PD, participated in PLC and two administrative led sessions.

The list of ASCD courses include:

The initial PLC groups focused on the following strategies:

- differentiation
- feedback
- learner based classroom
- questioning strategies

In the early spring the focus of professional development expanded to include embedding technology within classroom instruction. Again teachers participated in Professional Learning Communities with peers close to their ability or comfort level with technology. Teachers focused on the following:

- Google Classroom - Introduction
- Google Classroom -
- Google Forms
- Technology Leadership through Google Certification
- Castle learning

In addition to the structure above, some Wednesdays were also dedicated to content area teams with an instructional focus, and Grade-Level teams lead by Student Managers who share operational information and discussed matters related to school safety, culture, climate, and learning environment.

In 2019-20, 386 students were enrolled at University Prep. The chart below provides enrollment numbers for each of the years University Prep has been in existence

ENROLLMENT SUMMARY

In the table below, provide 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
2015-16	NA	NA	NA	NA	NA	NA	NA	71	77	71	65	78	70	432

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

2016-17	NA	NA	NA	NA	NA	NA	NA	66	69	63	64	52	73	387
2017-18	NA	NA	NA	NA	NA	NA	NA	36	70	82	68	59	57	372
2018-19	NA	NA	NA	NA	NA	NA	NA	61	46	68	72	54	51	352
2019-20	NA	NA	NA	NA	NA	NA	NA	56	83	65	73	55	54	386

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2016 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2019-20 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2017-18	2014-15	2014	53	4	48
2018-19	2015-16	2015	[50]	[0]	50
2019-20	2016-17	2016	49	1	48

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	50	0	50
2018-19	2015-16	2015	51	0	50
2019-20	2016-17	2016	48	0	48

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2013-14	2013	71	1	71
2018-19	2014-15	2014	49	0	49
2019-20	2015-16	2015	52	0	52

PROMOTION POLICY

University Preparatory School for Young Men
Student

Board of Trustees Policy Manual

Policy Title: **Grade Promotion Policy**

Adopted: July 15, 2014

Revised: July 24, 2017

Purpose of Policy

This Policy describes the requirements for student Grade 8 Designation, Grade 9 Designation, Grade 10 Designation, Grade 11 Designation, and Grade 12 Designation.

Target Population

The target populations for this policy are students, parents, administrators, and school leadership.

Policy Description

Grade 7 to 8/Grade 8 to 9 Promotion: Includes the following:

At the end of Grade 7 and/or Grade 8 school year, a promotional meeting is held for each student and attended by:

§ Principal, Meeting Chair

§ Grade level core subject teacher(s)

§ Instructional/grade level administrator

§ RTI staff/Special Education Teacher

One of the following is the decision for each student at that grade level:

§ Student will be promoted to the next grade

§ Student must attend a four-week summer program focusing on literacy and math

§ Student must demonstrate some growth at the end of the program to be promoted to the next grade level

§ Student and parent will attend a pre-summer school meeting to go over expectations and possible outcomes

If that growth is not evident, grade retention will be a serious option for that student. Final decision will be made by the President and Principal.

Grade 10 Designation

A student must have earned 6 ½ credits (minimum) toward graduation. Credits must include:

(1 Credit) Integrated Algebra (Regents)

(1 Credit) Living Environment (Regents)

(2 Credits) Global I/II (Regents) **or** (1 Credit) Global (Local)

(1 Credit) English I (Local)

(.5 Credit) Physical Education (Local)

(1 Credit) Spanish I or II (As applicable)

Summer School is mandatory for credit recovery in all of the above core subjects.

Grade 11 Designation

A student must have earned 13 credits (minimum) toward graduation. Credits must include:

- | | |
|--|-----------|
| (1 Credit) Geometry | (Regents) |
| (1 Credit) Earth Science | (Regents) |
| (2 Credits) Global II – <i>If applicable</i> | (Regents) |
| (1 Credit) English II | (Local) |
| (1 Credit) U.S. History – <i>If applicable</i> | (Regents) |
| (.5 Credit) Physical Education | (Local) |
| (1 Credit) Elective Credit(s) | (Local) |

Summer School is mandatory for credit recovery in all of the above core subjects.

Grade 12 Designation

A student must have earned 18 credits (minimum) toward graduation and must have a class schedule that will allow him to graduate in June of that school year. Grade 12 course offerings include the following options:

1. Physics/Chemistry as the third science course needed for graduation (Regents or Local)
2. Algebra 2/Trigonometry as the third math course needed for graduation (Regents or Local)
3. English III – with Regents (if applicable)
4. Participation in Government/Economics
5. .5 Physical Education Credit
6. Course recovery needed from previous years' Regents courses
7. College courses(s) offered on campus(es)
8. Elective credit(s)

Instruments of Implementation

This policy shall be posted on the School's website and distributed to students, parents, and employees.

Policy Review

The Board of Trustees shall annually review the Policy in conjunction with school leadership. The annual review of policies will take place at the annual meeting of the Board of Trustees. Recommended changes to the Policy will be presented to and approved by the Board of Trustees.

We did not adjust our policy due to the COVID-19 Closure. WE only added exemptions to Regents exams following the established NYSED guidelines for exemptions.

GOAL 1: HIGH SCHOOL GRADUATION

Summary of changes to the High School Graduation Goal due to the Covid-19 school closure:

- Schools do not have to report on the comparison to the district graduation rate.
- The leading indicator of Regents attainment is modified to align to the cancellation of the June and August 2020 examinations.
- Schools do report on all the remaining required measures.

GOAL 1: HIGH SCHOOL GRADUATION

Students will meet New York standards for graduation and successfully complete the academic requirements of the School within four to five years after entering the ninth grade.

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

100% of students in Cohorts 2017 and 2018 were promoted. While 18% of the students in Cohort 2017 and 27% of the students in Cohort 2018 did not earn the required number of credits, they were promoted. University Prep does not retain students by grade level. Rather, we promote students to the next grade and provide credit recovery classes within their elective schedule to better prepare them for the retaking of failed exams as soon as possible. This approach has proven to be less discouraging to students and promotes higher percentages of students passing Regents exams within shorter periods of time.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

University Prep does consistently have 75% of its first and second year students earn at least 5 credits. Three and five-year trends support this conclusion. Credit recovery programs and proactive intervention programs have proven to be successful.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	72	100%
2019	66	100%

ADDITIONAL EVIDENCE

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.

RESULTS AND EVALUATION

Of the past three cohorts one of the cohorts exceeded the absolute measure while two fell slightly below it. University Prep students in Cohort 2016, 2017, 2018 exceeded the Absolute Measure, passing at least three NYS Regents exams required for graduation by their second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions from June/August 2020)
2016	2017-18	59	86
2017	2018-19	54	56
2018	2019-20	72	98

ADDITIONAL EVIDENCE

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

University Prep's graduation rate has been consistently well over 90%. Students have to minimally pass regents examinations in Global History and Geography, United States History and Government, English Language Arts, math regent and either Living Environment or one exam in the physical sciences. This means that very nearly 100% of our students eventually pass not only 3 exams but 5.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

As of 2020, University Prep has had six graduating cohorts. The first graduating class, Cohort 2011, graduated at a rate of 92% within 4 years and 92% after 5 years. Again, 92% of Cohort 2012 graduated after 4 years and remained at 92% after 5 years. Cohort 2013 graduated at a rate of 95%*after 4 years. The discrepancy between the actual (95%) and reported 4-year graduation rate (93*) for Cohort 2013 has been found to be an error reported in the school's operating system, PowerSchool. Two Cohort 2013 students were not reflected as graduates and the data in Power School has been corrected to reflect that 70 of the 73 students in Cohort 2013 graduated in 4 years. And the graduation rates for Cohort 2013 was increased to 97% when one additional student in Cohort 2013 graduated in August of 2017. The June 2018 graduation rate of Cohort 2014 was 96% with an additional student graduating after 5 years giving the school a 100% five year graduation rate. The 2019 June graduation rate is 96% and increased when including the August graduates to a cohort of 98% graduation success. By June 2020, the graduation rate was 94%.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18	73	93
2015	2018-19	50	96
2016	2019-20	52	94

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	67	97
2014	2018-19	73	97
2015	2019-20	54	96

ADDITIONAL EVIDENCE

University Prep has far exceeded the Absolute Measure of 75% graduation rate for both 4 years and 5 years for four consecutive cohorts. Each cohort has exceeded the measure at a rate of 18 to 22 percentage points. These results are attributed to University Prep's adherence to its Key Design Elements and the strategies implemented to ensure that these elements will consistently contribute to each student's success.

Goal 1: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 1: Absolute Measure

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

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Each of University Prep's cohort graduation rates has exceeded the District of Residence. The 2016 RCSD cohort had a graduation rate of 58% compared to University Prep's graduation rate of 94%, a margin of 36 percentage points. In addition to exceeding the overall graduation rate, University

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Prep also exceeds the percent of students achieving a Regents Diploma with distinction. University Prep proudly graduated 24% percent with this honor.

Percentage of the 2016 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
[Write name of exam here]	Does not apply	Does not apply	Does not apply
[Write name of exam here]	Does not apply	Does not apply	Does not apply
[Write name of exam here]	Does not apply	Does not apply	Does not apply
Overall	[Total number tested]	[Number passing]	[Percentage passing]

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2014	2017-18	Does not apply	Does not apply
2015	2018-19	Does not apply	Does not apply
2016	2019-20	Does not apply	Does not apply

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

University Prep prides itself on its perseverance toward high school graduation for every student. This starts early with 86.1% of the 2017 cohort achieving 5 credits in their first year and 80% of the second-year students earned 10 credits or more.

Students continue to show growth passing Regents exams, however they often need repeated trials to achieve proficiency.

For five consecutive years University Prep boasts a graduation rate well over 90%, outperforming the RCSD each year by margins ranging from 36-44 percent. University Prep outperforms many of the suburban school districts, as well. The 2016 cohort graduated 94% of its students meeting the August goal.

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

Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

University Prep will focus on our 7th and 8th graders so that they are better prepared for high school when course credit starts to accumulate. We will begin to use the reading program American Reader with students in middle and high school to facilitate vocabulary development and reading comprehension. Learning labs will also be utilized as a math and ELA intervention strategy across the academic program at the middle school level. Professional development will focus on research-based instructional strategies that require analysis and critical thinking. We have purchased the professional development materials from The Association for Supervision and Curriculum Development. We will also look to upgrade our use of educational technology - flat panel interactive screens or similar technology, 1:1 student devices, the Google platform, etc

GOAL 2: COLLEGE PREPARATION

Summary of changes to the College Preparation Goal due to the Covid-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index ("CCCRI").

GOAL 2: COLLEGE PREPARATION

Students will graduate from the School with the disposition to enter college or military service and will demonstrate the necessary skills to be successful.

UPREP counselors assist each student by offering individualized support throughout the college application and acceptance process. UPREP offers students opportunities to visit local colleges and universities, in addition to hosting an annual college fair. College recruiters visit regularly to observe students and our school community.

Goal 2: Absolute Measure

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

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

METHOD

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

University Prep used the following as measures of college preparedness:

- a. Passing a college-level course offered at a college or university through a school partnership with a college or university. (We have a partnership with Monroe Community College).
- b. Earning a Regents diploma with advanced designation.
- c. College Acceptance

RESULTS AND EVALUATION

Our graduation rate for June 2020 was 94% of the 2016 cohort.

Four students took and passed English I at Monroe Community College.

Twelve students received the Regents diploma with Advanced distinction. In addition, we had six other students pass the Algebra 2 Regents exam, a course and exam that demonstrates college readiness. Algebra II Trig is often a gateway course to four-year college admission.

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100 % of our students that applied are accepted to college. Every University Prep student applies to our community college in addition to colleges of their choice. We had 13 students accepted at four-year colleges. Two of these students are currently enrolled at Rochester Institute of Technology. Two students chose to serve our country in the military.

Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing a college level course offered	7	7	13.5
Earning a Regents diploma with advanced designation;	12	12	23
College Acceptance	33	33	100
Overall	52	52	100
Overall	52 ²	52]	100

Goal 2: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 2: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 2: Absolute Measure

² This number should match the number of graduates reported under the high school graduation goal.

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate $=[(b)/(a)]*100$
2014	2017-18	51	50	98
2015	2018-19	49	38	78
2016	2019-20	52	33	63

ADDITIONAL EVIDENCE

SUMMARY OF THE COLLEGE PREPARATION GOAL

Information submitted to NYS indicates that 13 students from the 2016 Cohort will matriculate into a 4-year college and 20 will matriculate into a 2 year college. Based on late-spring student survey data for the 53 students in Cohort 2016, the students expressed the following plans:

- 13 students to a 4 year college
- 20 students to a 2-year college
- 2 student enlisted in the military
- 8 student to vocational training
- 10 students expressed interest in a gap year, working or remain undecided

The data from the information submitted to the state indicates that University Prep has met the matriculation measure while the initial survey data from the spring of 2020 indicates that the University Prep has not met the matriculation measure with only 63% of the students matriculated in a two or four-year college.

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

ACTION PLAN

University Prep is advancing its college preparation agenda. The following actions are established:

- Two new experienced counselors have been added to the counseling staff who are following up on graduates;
- the CTE program is established and growing to afford more students more opportunities; rigor has become a major focus of all high school instructional programs in alignment with Common Core Standards;
- instructional time has been devoted to meeting the higher-level thinking reflected on the PSAT and SAT exams; and
- Students are encouraged to retake Regents courses and exams to earn higher scores and meet aspirational performance measures.
- CTE for all 10-12 grade, honors courses beginning in 8th grade, dual credit offerings with MCC, summer of opportunity
- Honors classes are being added to help increase the rigor of teaching and learning.
- Online Recovery software will be utilized to support students that need to catch up.
- Under college preparation
- 1:1/family transcript/four year plan review meetings.
- College fair hosted by UPREP
- Students and staff attended the HBCU and SUNY college fair 11/12
- Students participate in a prep course MCC entry exams
- Guest speakers to discuss careers
- Visits by college coaches who discussed acceptance/NCAA-Clearinghouse requirements
- Students visit area and regional college campuses

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

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

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

Goal 3: English Language Arts

Students will be proficient readers and writers of the English Language.:

BACKGROUND

The English Language Arts curriculum at University Preparatory Charter School for Young Men is designed to ensure that students become fully literate and able to read, write, and speak well in accordance the NYS Common Core Standards. The school's English Language Arts curriculum is closely aligned to the New York State English Language Arts Standards and the Common Core State Standards (CCSS). New York State ELA Curriculum Modules are used as a resource for lesson planning and instruction.

The ELA curriculum also considers the CCSS and the principles of constructivism as a guide to the planning and implementation of instruction. Through the use of project-based learning, inquiry projects, and extended learning opportunities, students are provided access to multiple experiences that allow students to rehearse these skills across all core content areas. These experiences are embedded into daily lessons during the workshop periods where students are working in a variety of groupings to ask questions, explore, investigate and construct knowledge and share discoveries. Also, daily lessons include closure and extended learning activities where students apply learning. Teachers are also invited to offer students opportunities beyond the classroom. In the past, some of these events engaged students in field studies to local museums (Rochester Science Museum), involved students in Rochester history and geography projects, took students to evening performances at local theaters to see plays of books read in class (To Kill a Mockingbird), and allowed them to experience special presentations by experts in a field of study (example: birds of prey exhibit and presentation followed by owl pellet science experiment), or the Vietnam Memorial at Highland Park after reading, The Things They Carried. Guest speakers from the community have presented experiential anecdotes: Vietnam veterans, Holocaust survivors and local entrepreneurs. In addition to motivating students to think and learn, these educational experiences are expected to increase literacy proficiency through integrated tasks which require reading and/or writing practice.

Past student performance outcomes on the New York State English Language Arts Common Core Assessments for grades 7 and 8 have demanded the highest degree of commitment for improving literacy proficiency rates, especially with the challenge of testing that occurs within a few months to one year of entry into University Prep. With this in mind, University Prep continues to seek methods for accelerating middle school performance. With an intense focus on implementing

strategies to increase the achievement rate of middle school students, University Prep administrators and teachers worked as a team to review and monitor existing practices and to determine informed means for improvement. The collaboration resulted in several actions which were implemented during the 2019-20 school year that are continued during the current school year.

- Reduced Class Size
- After school tutoring
- Strategic Assignment of Staff in Key Areas
- Intensive Support through Ongoing Feedback and Coaching for All Teachers
- Diagnostic Reading Assessments
- Benchmark/Interim Assessments
- Implementation of a culturally relevant reading program
- Data Analysis and Use to Inform Instruction
- Portfolio Assessment
- Literacy-based Professional Development
- Extended Learning Opportunities for Students on Saturday
- **Selected a Middle School Principal** A Middle School Academic Leader was selected. She was responsible for providing grade 7 and 8 instructional leadership including setting team and individual academic vision and goals that align with organization vision, mission, values, and goals; supporting instructional improvement by observing, coaching, modeling for, and teaching staff; overseeing the administration of multiple forms of assessments, to measure and improve teaching and learning; supporting the team in using student and staff performance data to drive improved teaching and learning; and overseeing and implementing systems that reinforce positive character, behavior, and organizational values. She co-taught math classes and lead four eighth grade intervention groups in Algebra prior to the NYS Regents Exam.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in [X] through [Y] grade in April 2019. 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).

RESULTS AND EVALUATION

Due to the COVID-19 crisis, we did not administer the NYS ELA assessment to our 7th and 8th grade students.

ADDITIONAL EVIDENCE

In grades 9 - 12, University Prep continues to offer small class sizes with experienced English teachers who proactively investigate and are trained in best practices for language arts instruction. Trainings are provided often and occur regularly in full department meetings, coach with teacher or teachers visiting each other's classrooms to observe techniques with discussions following. The practices students engage in are embedded in higher level thinking and include questioning techniques such as Socratic seminars, reciprocal teaching, and interactive reading and writing response journals. English teachers select appropriately leveled grade text and embed up to 60% informational texts. Students are gradually introduced to the rigor and structure of the NYS Regents as teachers mimic replications of the Regents tasks in lesson development. Teachers also provide opportunity for performance, debate and public speaking. Professional development has included these types of models of student centered instruction in literacy development.

To encourage the development of writing, English teachers in grades 9 – 12 administer a bi-annual school-wide baseline and are trained to score this Regents task using the NYS Common Core English Regents rubric. Successes and challenges in reading and writing are graphed across grade levels. Special education teachers and social studies teachers are actively included in this process so that writing, the standards and rubrics become cross course objectives.

English teachers continue to be available after school on Mondays, Tuesdays and Thursdays. Additionally, Regents prep is offered on Saturdays for several weeks in the winter and preceding the June exams, students go off campus to two local colleges; RIT and St. John Fisher to experience instruction in a university environment.

Goal 3: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Due to the COVID-19 crisis, we did not administer the ELA to our 7th and 8th grade students.

ACTION PLAN

University Prep continues to address the challenge of meeting the Absolute Measure for the New York State ELA Assessment for the middle school level. In addition to the steps taken in 2019-20, the following organizational and instructional adjustments have already been put into place for the 2019-20 school year.

1. Continue the reduction of class size in all core content areas. (15-17)
2. Provide Response to Intervention in ELA for students in 7th and 8th grade through a learning lab model with embedded instruction from an ELA or literacy trained teacher
3. Facilitate improved reading instruction through the delivery of reading Intervention program that encourages daily reading and embeds choice and self monitoring of progress.
4. Initiate a ELA Curriculum which is aligned to NYS Learning standards and aligned with the reading intervention program. Learning Lab teachers will collaborate with the ELA teachers to provide fluid implementation of the curriculum, skill acquisition and monitoring of power goals.
5. Increase student access to culturally relevant text which are recommended for boys.
6. Change the administrative structure of the Middle School administration to that of Principal with autonomy around instructional practice and curriculum development and student progress monitoring. RTI will be implemented to ensure appropriate service deliver of intervention services.
Middle school will include grade nine to provide a transition year into high school. Electives, lunch and advisement will be integrated with high school.
7. Continue the development of Vertical Teacher Teams. Teachers will meet monthly for 60 minutes to review student performance data and identify effective instructional strategies.
8. Create a More Student-Centered Learning Environment. At University Prep students are at the center of everything we do, and creating a student-centered learning environment shifts the focus from the teaching to the learning. It encourages active student participation and requires that they monitor their own thinking. Areas of skill development for teachers will include:
 - i. Engagement strategies that include alternative strategies to demonstrate learning.
 - ii. Use open-ended questioning techniques and other methods to deepen thought, understanding and relevance of topics
 - iii. Encourage student collaboration and group projects

HIGH SCHOOL ENGLISH LANGUAGE ARTS

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

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

Goal 3: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

The following table represents the percent of students in 2014, 2015 and 2016 cohorts who have passed the English Regents Common Core exam with a score of 75 or better. Students in the 2016 cohort took the Common Core version of the ELA Regents. We have not met the absolute measure of 65 % of the students reaching a performance level of 4 on the Regents exam.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort³

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	73	0	52	71
2015	2018-19	50	0	42	84

³ Based on the highest score for each student on the English Regents exam

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2016	2019-20	52	0	18	35
	0				

ADDITIONAL EVIDENCE

The data below supports the belief that the longer students remain at University Prep the stronger their academic skills become. Although a cohort may have a low college readiness rate at the initial assessment the students respond to additional instruction and improve their performance in ELA prior to graduation.

Moving forward, University Prep will provide additional opportunities for students in every cohort to meet the career and college readiness measure by providing additional instructional support leading to the retaking of the English Common Core Regents exam so that all students are better prepared for the rigor of college.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	65	32	56	34	52	46
2017	63	NE	59	17	54	38
2018			72	9.2	72	32
2019					66	27

Goal 3: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

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RESULTS AND EVALUATION

The students from cohort 2016 had a performance index (PI) of 209 as determined using the formula below. This cohort had strong success at both levels 3 and 4.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	50	0	46	92
2015	2016-19	53	0	45	85
2016	2019-20	52	10	47	89

ADDITIONAL EVIDENCE

The past three cohorts have exceeded this measure, with over 85% of the students in their fourth year at University Prep meeting proficiency of at least a 3 on the NYS ELA Common Core Assessment in ELA.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	59	NE	59	44	52	100
2017			63	NE	54	78
2018					72	63
2019					66	NE

Goal 3: Absolute Measure

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

Due to the state's guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

The students at University Prep who achieved a performance level of 4 or 5 exceeds that of the local school district by 37 percent. The University Prep students have achieved 59% at this level, while the RCSD has only reached a 23% mastery.

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	68	0	52	61
2015	2018-19	59	0	42	71
2016	2019-20	64	10	32	59

ADDITIONAL EVIDENCE

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Based on the information a 84% of the 2016 cohort met the proficiency level 3 on the NYS ELA Regents, this growth measure is met.

XXX

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	68	0	67	98
2015	2018-19	59	0	46	78
2016	2019-20	64	10	54	84

ADDITIONAL EVIDENCE

Although University Prep is achieving its comparative measures, the school continues to address learning gaps of students through improved data collection and analysis, review of student work, and supervision of teachers. The action plan moving forward includes continued attention to classroom instruction, higher level questioning techniques, grading rubrics and learning environments, making adjustments to support students in achieving college and career readiness levels. This will include attention to the guidelines presented in the NYS ELA instructional modules and adjusting what is considered “good enough” regarding student work products in alignment with ELA common core reading and writing standards and resources. The literacy specialist, an expert in the ELA common core will continue to coach ELA teachers, evaluate instruction and provide evidence-based professional development.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Students at University Prep have met the graduation requirement of achieving at least a 3 on the ELA Regents exam for three consecutive cohorts with performances well over 75%. The growth from 8th grade is significant.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in	Achieved

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

1. Students who have failed or who are in danger of failing Regents exams will be assessed and plans will be developed for implementation of reading instruction through the Credit Recovery classes or other ELA elective classes.
2. Provide opportunities for juniors and seniors to participate in instruction to prepare for SAT and Accuplacer exams.
3. Continue the development of Vertical Teacher Teams Teachers will meet weekly for 60 minutes to review student performance data and identify effective instructional strategies. Within the structures of a PLC, University Prep teachers will clarify with teachers in the grade levels above what they consider the skills and knowledge students must have as they enter the grade level.
4. Create a More Student-Centered Learning Environment. At University Prep students are at the center of everything we do, and creating a student-centered learning environment shifts the focus from the teaching to the learning. It encourages active student participation and requires that they monitor their own thinking. Areas of skill development for teachers will include:
 - i. Engagement strategies that include alternative strategies to demonstrate learning.
 - ii. Use open-ended questioning techniques and other methods to deepen thought, understanding and relevance of topics
 - iii. Encourage student collaboration and group projects

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

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

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.

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

BACKGROUND

1. Students who have failed or who are in danger of failing Regents exams will be assessed and plans will be developed for implementation of reading instruction through the Credit Recovery classes or other ELA elective classes.
2. Provide opportunities for juniors and seniors to participate in instruction to prepare for SAT and Accuplacer exams.
3. Continue the development of Vertical Teacher Teams Teachers will meet weekly for 60 minutes to review student performance data and identify effective instructional strategies. Within the structures of a PLC, University Prep teachers will clarify with teachers in the grade levels above what they consider the skills and knowledge students must have as they enter the grade level.
4. Create a More Student-Centered Learning Environment. At University Prep students are at the center of everything we do, and creating a student-centered learning environment shifts the focus from the teaching to the learning. It encourages active student participation and requires that they monitor their own thinking. Areas of skill development for teachers will include:
 - i. Engagement strategies that include alternative strategies to demonstrate learning.
 - ii. Use open-ended questioning techniques and other methods to deepen thought, understanding and relevance of topics
 - iii. Encourage student collaboration and group projects

METHOD

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

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

RESULTS AND EVALUATION

The eighth-grade students at University Prep enrolled in Algebra and did not participate in NYS testing at Math 8. They demonstrated proficiency in Algebra with a 85% passing rate on the Regents Course

Unable to complete Performance Index due to the fact that the eighth-grade students at University Prep enrolled in Algebra and did not participate in NYS testing at Math 8. They demonstrated proficiency in Algebra with a 45% passing rate on the Regents Exam.

From 2019-20 data, students in at least their second year at University Prep did meet the Absolute measure for Mathematics in grade 8. Of the 51 students tested, no students performed at proficiency levels. As will be shown later in this report, 8th grade students in their second year demonstrated 49% mean growth, the highest growth University Prep has experienced over the past 3 years and only 1 percentage point below the Statewide growth median.

ADDITIONAL EVIDENCE

Goal 4: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

The seventh graders enter University Prep with significant deficits in math. Throughout the year the team works to build their higher-level thinking about math while providing repetitive practice to demonstrate learning. This year identified students will be engage in 30 additional minutes of math instruction in a small group RTI setting.

ACTION PLAN

University Prep is taking steps to address deficiencies evident on the results of Mathematics assessments in both middle school and high school. The following strategies will be employed in 2019-20.

1. Reduce Class Size for Grades 7-8 in all math classes.
2. Continue with enrollment of eighth graders in Algebra.

3. Expand the role of Director of Mathematics to fully support math instruction as a coach and co-teacher.
4. Increase Math instructional time by an additional 360 minutes per month using an RTI model for implementation.
5. Expand role of the Middle School Academic Leader, responsible for providing grade 7 and 8 instructional leadership.
6. Identify and Re-purpose Skill Based Interventionists in Math.
7. Add an instructional inventory tool.
8. Create a More Student-Centered Learning Environment, shifting the focus from teaching to learning and encouraging active student participation and discovery.

HIGH SCHOOL MATHEMATICS

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

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for an exam.

RESULTS AND EVALUATION

The following table represents the percent of students in the 2014, 2015, and 2016 Cohorts who have passed the Math Regents with a score of 80 or better. The students have not met the goal to have 65% performance level 4 on the Math Regents. Cohort 2016 only had a 2% passing rate falling drastically short of the goal.

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	73	0	9	12
2015	2018-19	50	0	4	8
2016	2019-20	52	3	1	2

ADDITIONAL EVIDENCE

University Prep is currently reassessing math instruction, implementing interventions and additional supports for students who are struggling in the area of mathematics. These include the expansion of the responsibilities of the Director of Mathematics, additional teacher support in mathematics classrooms, and extended day tutoring. The department also reassesses the credit recovery program. Through ongoing professional development an action plan will be developed that focuses on implementing and receiving feedback on rigorous instruction with a special focus on a culturally relevant lens.

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	65	5	56	5	52	5
2017	63	5	59	3	54	3
2018			68	4	72	4
2019					66	NA

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for an exam.

RESULTS AND EVALUATION

University Prep students meet proficiency of a 3 on a math Regents at a rate of 90-95% the past two Cohorts. The graduating cohort had a passing rate of 80%. University Prep students continue to meet minimal competency of a 3 but struggle to gain the higher-level skills to reach a 4.

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	50	0	50	100
2015	2016-19	51	0	51	100
2016	2019-20	52	1	51	98

ADDITIONAL EVIDENCE

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	59	63	51	63	52	98
2017	68	54	58	50	54	77
2018			66	52	72	74
2019					66	NA

Goal 4: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2016 Cohort not proficient in 8th grade who sat for the Regents exam and achieved at least Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Data for the 2016 cohort indicates a Performance index of 196. Cohorts 2013, 2014, and 2015 achieved Mathematics Accountability Performance Levels of 110, 110, and 113 respectively.

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	66	0	2	3
2015	2018-19	59	0	1	1.6
2016	2019-20	65	1	3	4.6

ADDITIONAL EVIDENCE

All students in Cohort 2016 were tested in mathematics with Common Core Regents. As the first cohort under the common core assessments, 56% of these students were able to pass the Regents exams with a score of 65% or better. While this does reflect achievement at the career and college readiness level of 80%, the 15% difference does not present insurmountable odds and University Prep will address the gap with an intensive intervention plan as outlined in the Mathematics Action Plan for 2019-20.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

University Prep and the RCSD had similar results of performance level 4 or higher for cohorts 2016 and 2017. Using the previous year's data of the RCSD, University Prep fell short with only a 6.2% success rate at this level. The chart below shows a different total for the cohort than what actually graduated. Example. Cohort 2016 had 52 students but there was 66 in eighth grade.

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	66	0	59	89
2015	2018-19	59	0	54	91
2016	2019-20	65	1	51	79

ADDITIONAL EVIDENCE

Goal 4: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Type	Measure	Outcome
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⁴ Based on the highest score for each student on the mathematics Regents exam

Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not Achieve
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

At the high school level math instruction must take on a more rigorous focus with applications of learning to multiple settings. Students must develop critical thinking skills which enable them to exceed mastery on these exams at a higher rate. Teachers will participate in PLC groups focused on rigorous strategies, exposure with the Rigor and Relevance Framework, and coaching from peers and administrators. Teachers will also participate in individually determine professional development through ACSD to engage them in specific skill deficit areas.

GOAL 5: SCIENCE

ELEMENTARY SCIENCE

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

- Schools will be unable to report state test proficiency rates or a district comparison.

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

Students will demonstrate competency in the understanding and application of scientific ideas, methodologies, and skills.

BACKGROUND

Science curriculum, instruction and assessment are aligned to the NYS Learning standards and assessments. In addition to the school's ongoing professional development and classroom observations and coaching, science teachers meet monthly to address instructional strategies related to science classroom instruction and science labs. Teachers are provided whatever instructional and laboratory supplies needed to ensure optimal learning in the Sciences. We are adding in four science electives.

METHOD

Due to COVID-19 closure we did not administer the 8th grade science assessment.

RESULTS AND EVALUATION

Due to COVID-19 closure we did not administer the 8th grade science assessment.

ADDITIONAL EVIDENCE

Goal 5: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Due to COVID-19 closure we did not administer the 8th grade science assessment.

ACTION PLAN

Action Plan for the 2019-20 includes

- Continue Smaller class size,
- Embed vocabulary and reading comprehension goals into daily lesson plans
- Student exposure to Levels of Questioning Training
- Continued assessment of student performance data to determine areas of strength and weakness. Application of identified needs to teaching to prepare students for success in high school science.
- Student exposure to the format of test questions to increase familiarity and confidence.
- 8th grade students are accelerated in science to take on the Living Environment course.

HIGH SCHOOL SCIENCE

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

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 5: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

University Prep has exceeded the Absolute Measure for High school science for the past three cohorts with passing scores higher than 65 % at a rate of 94, 95% and 90% respectively.

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	50	0	50	100
2015	2018-19	53	0	53	100
2016	2019-20	52	16	36	100

ADDITIONAL EVIDENCE

University Prep encourages students to retake Regents exams to achieve higher scores in order to increase attainment of the scores at the college or career readiness levels.

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	59	68	52	71	52	85
2017	68	54	63	62	54	81
2018			66	59	72	78
2019					66	76

Goal 5: Comparative Measure

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

⁵ Based on the highest score for each student on any science Regents exam

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 6: Social Studies

Goal: Students will demonstrate competency in the understanding and application of the recurring themes and skills that organize how social scientists explore, investigate, and construct meaning of and among historical and current themes.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

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University Prep has met the Absolute measure for Regents U.S. History for Cohort 2017 with a passing rate of 85% (Include exemptions). University Prep also met the Absolute measure for its past cohorts.

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	50	0	50	100
2015	2016-19	53	0	53	100
2016	2019-20	52	3	49	94

EVALUATION

Historically, University Prep students take the U.S. History Regents exam for the first time as 11th graders. By the time they are in their fourth year, 87% or more have passed the U. S. History.

University Prep requires students to pass Regents exams in order to pass the course. This ensure students be assigned to retaking courses in order to sit for a failed Regents exam a second time.

ADDITIONAL EVIDENCE

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	59	22	52	77	52	94
2017	68	0	63	30	54	87
2018			66	NA	77	95
2019					66	NA

Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	50	0	50	100
2015	2016-19	53	0	53	100
2016	2019-20	52	4	48	92

EVALUATION

University Prep has exceeded the Comparative measure for the Global History Regents for its past cohorts. In fact, our first cohort outperformed the district by 43 percentage points and our second cohort outperformed the district by 65 percentage points. District data is not yet available for the 2014 Cohort. However, it is expected that we will be able to once again meet or exceed this measure.

ADDITIONAL EVIDENCE

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Cohort Designation	2017-18	2018-19	2019-20
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	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	59	58	52	63	52	92
2017	68	0	63	39	57	78
2018			66	NA	72	75
2019					66	NA
			CTE			

Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

GOAL 7: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Based on the results of the 2018-19 school year the University Prep has made Annual Yearly Progress in the following areas:

- Middle-Level Science
 - all students –Yes,
 - tested 80% - Yes,
 - PI _ Progress Target – Yes
- Secondary ELA
 - 95% tested – Yes
- Secondary Math
 - 95% tested - Yes
- Graduation Rate
 - All Students – Yes,
 - African American – Yes

Based on the results of the 2018-19 school year University Prep has **not** made Annual Yearly Progress in the following areas:

- Middle-Level ELA

- All students- No,
- Tested 95% - No (93%),
- Safe Harbor Target – No
 - Middle-Level Math
- All students – NO,
- Tested 95% - No,
- Safe Harbor Target – No
 - Middle-Level Science -
- African American Progress target -NO
 - Secondary ELA
- All students – No,
- Progress target – No
 - Secondary Math
- All students – No,
- Progress target - No

Not Applicable DUE to COVID-19

ADDITIONAL EVIDENCE

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Not released yet

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Participation in reopening after pandemic closure.

Parents participate in activities within the school community.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

Parents were surveyed about the return to school following the COVID-19 closure.

RESULTS

	Number of Responses	Number of Families	Response Rate
	99	342	29%
Item	Percent of Respondent s Satisfied		
How would you prefer for your son to return to school this fall?	48.5% hybrid 42.4% Remote Learning		
Do you have RELIABLE INTERNET access at home that your son can use to complete school work?	98[%]		
If your student rides the bus, are you comfortable with your student doing so?	[66.7%] No		
Will you support the social distancing guidelines with your student wearing a protective mask everyday, during school hours?	[84.6%]		

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[%]
7	COVID-19
8	COVID-19
Overall	COVID-19

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2017-18	81
2018-19	82
2019-20	COVID-19

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

Name: EDWARD A. YANSEN

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

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

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

PRESIDENT

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

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

3. Are you related, by blood or marriage, to any person employed by the school?

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

MY SON IS AN EMPLOYEE OF THE SCHOOL, MY SON IS NOT BENEFITTING FROM MY PARTICIPATION ON THE BOARD.

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

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

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

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

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

___ Yes ☒ No

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

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

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

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

Edward A. Jander
Signature

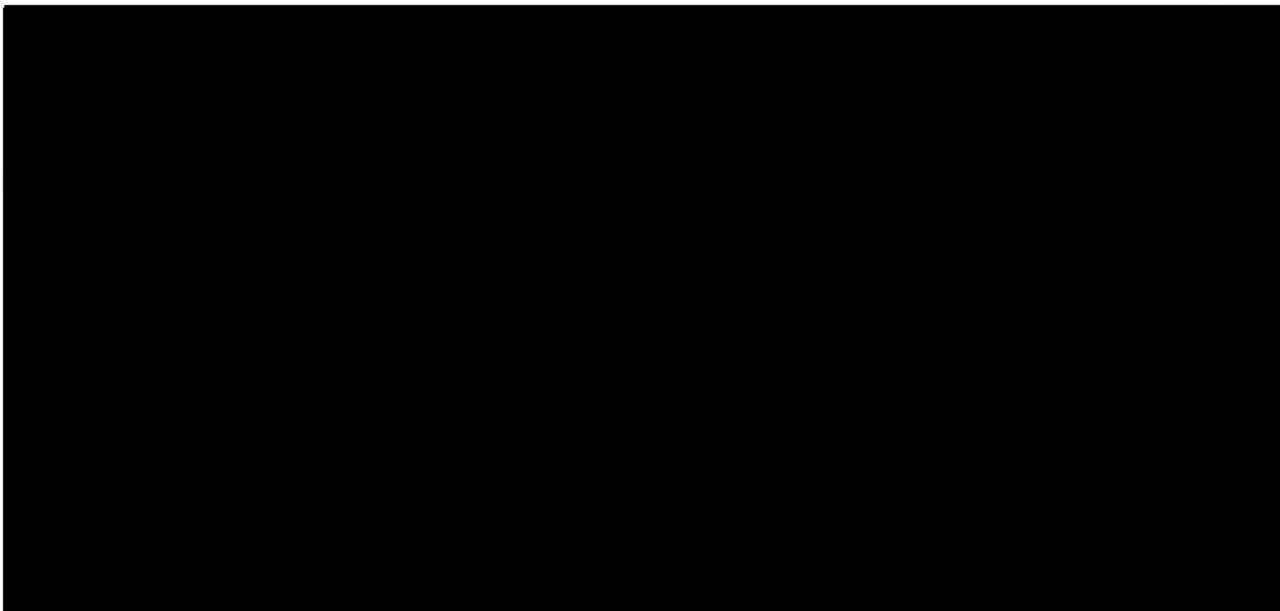
7-28-20
Date

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last revised 06/8/2020



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

Name: GEORGE BOVENZI

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

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

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

TRUSTEE
VICE PRESIDENT

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

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

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

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

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

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

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

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

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

☐ Yes ☒ No

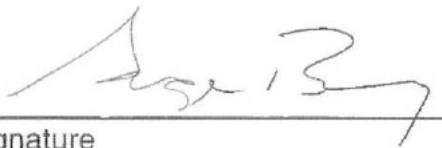
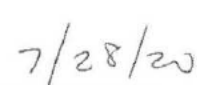
If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank.			
	None		

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank.				
—	NONE			

Signature _____ Date _____

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





last revised 06/8/2020

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

Name:

Lynette Froula, MD

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

University Preparatory Charter School for Young Men

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

Board member

2. Are you an employee of any school operated by the education corporation?

Yes ☒ No

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

3. Are you related, by blood or marriage, to any person employed by the school?

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

no

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

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

no

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

no

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

NO

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

___ Yes ☒ No

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

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

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank.			

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

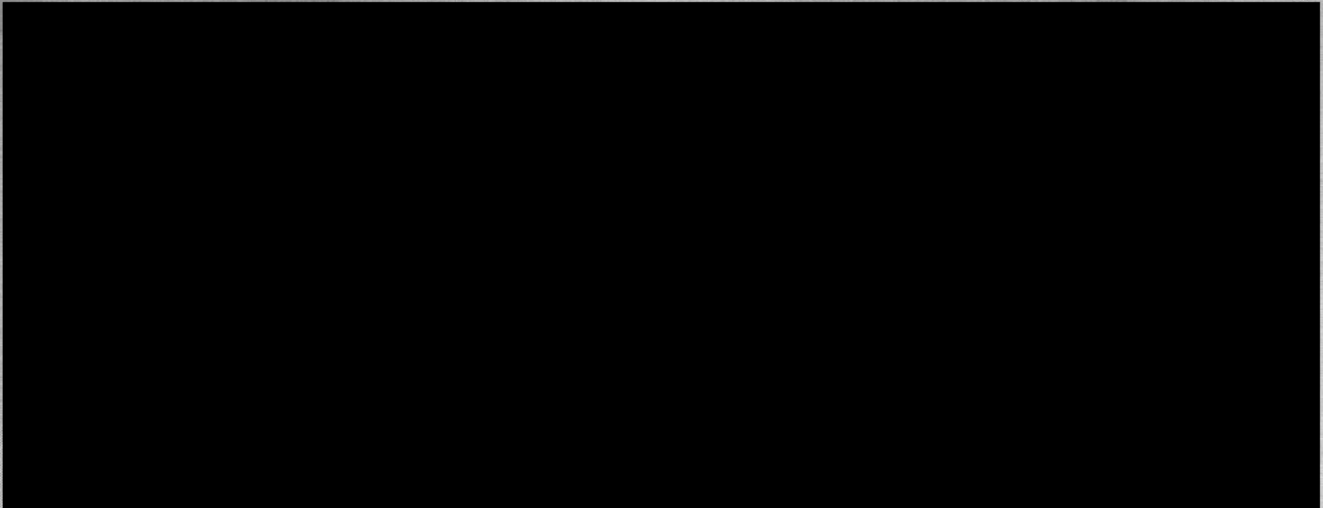
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
	none			

Lefrona, MD
Signature

7/29/20
Date

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





last revised 06/8/2020

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

Name:

Sharon L. Delly

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

University Preparatory Charter School for Young Men

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

Board Member
Board Secretary

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

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

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

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

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

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

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

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

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

___ Yes X No

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

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

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

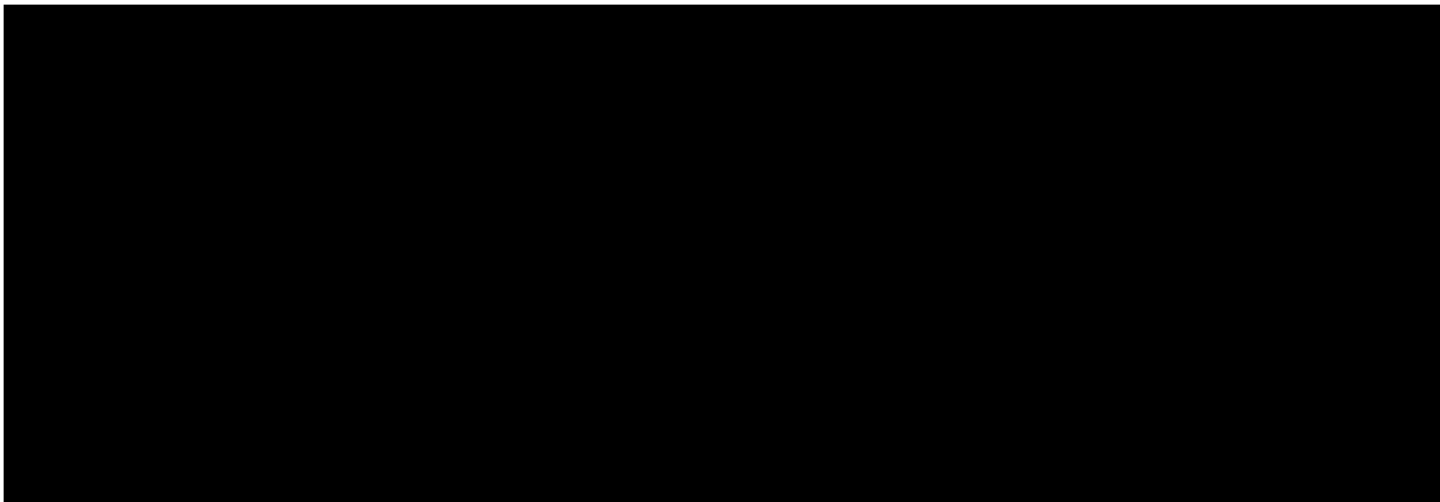
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

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

Sharon L Deery 7/28/2020
Signature Date

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

Business Telephone:



last revised 06/6/2020

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

Name:

DAVID A. SHAKES

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

University Preparatory School

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

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

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

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

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

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

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

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

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

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

___ Yes ☒ No

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

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

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank.			
	None		

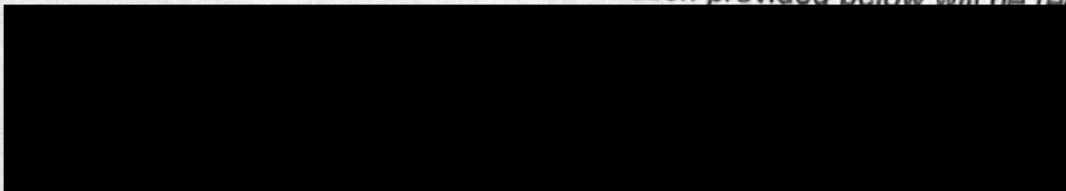
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

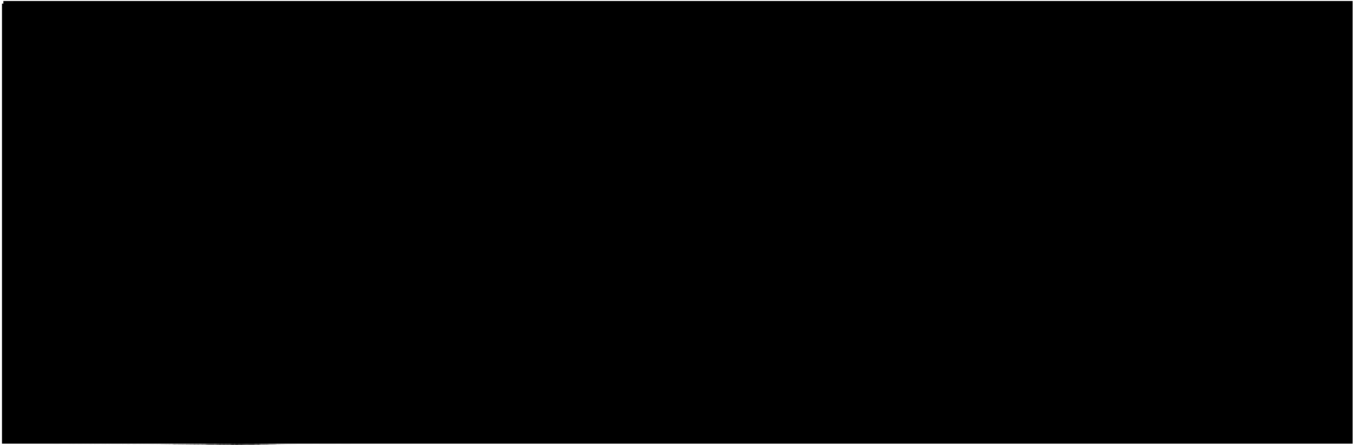
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank.				

David A. Shates
Signature

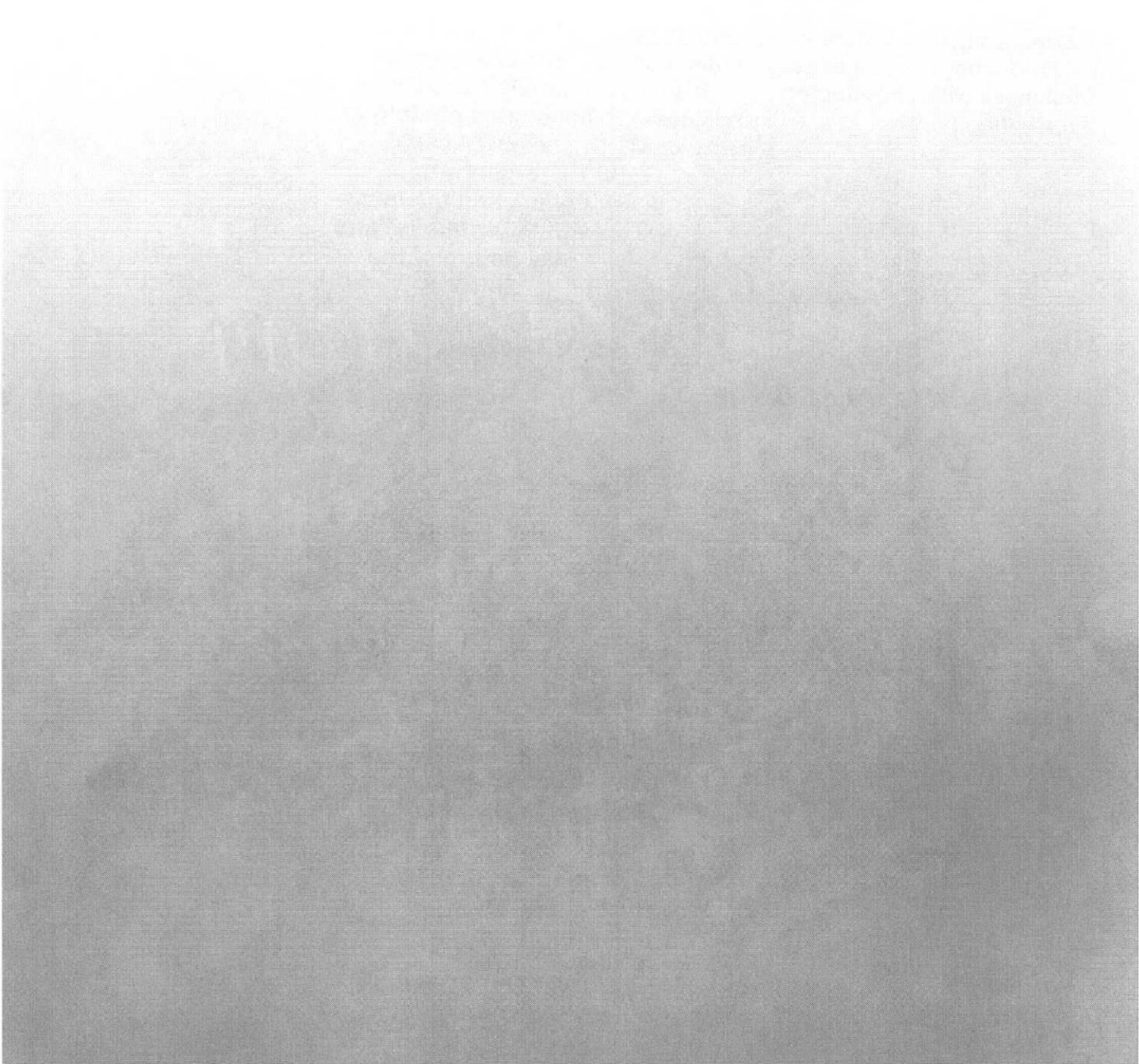
7/28/20
Date

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last revised 06/8/2020



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

Name:

____ Larry Ellison _____

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

____ University Preparatory Charter School For Young Men _____

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

Chair Policy Committee

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

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

3. Are you related, by blood or marriage, to any person employed by the school?

No

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

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

No

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

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

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

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

☐ Yes ☒ No

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

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

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

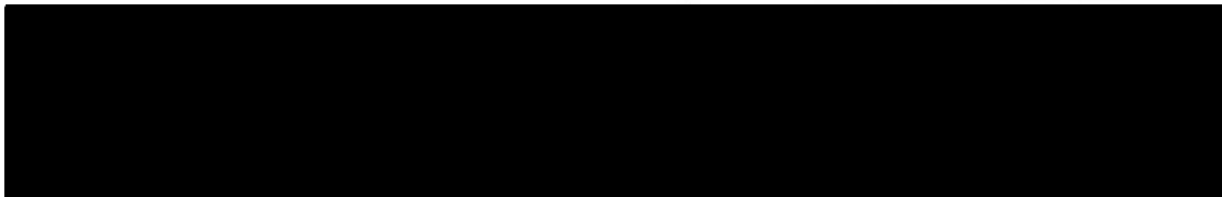
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None	None	None	None	None
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Harry Ellison
Signature

7/27/20
Date

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





last revised 06/8/2020

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

Name:

Thomas Green, Jr.

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

University Preparatory Charter School for Young Men

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

Treasurer

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

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

3. Are you related, by blood or marriage, to any person employed by the school?

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

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

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

No

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

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

No

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

___ Yes __X__ No

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

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

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None			
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

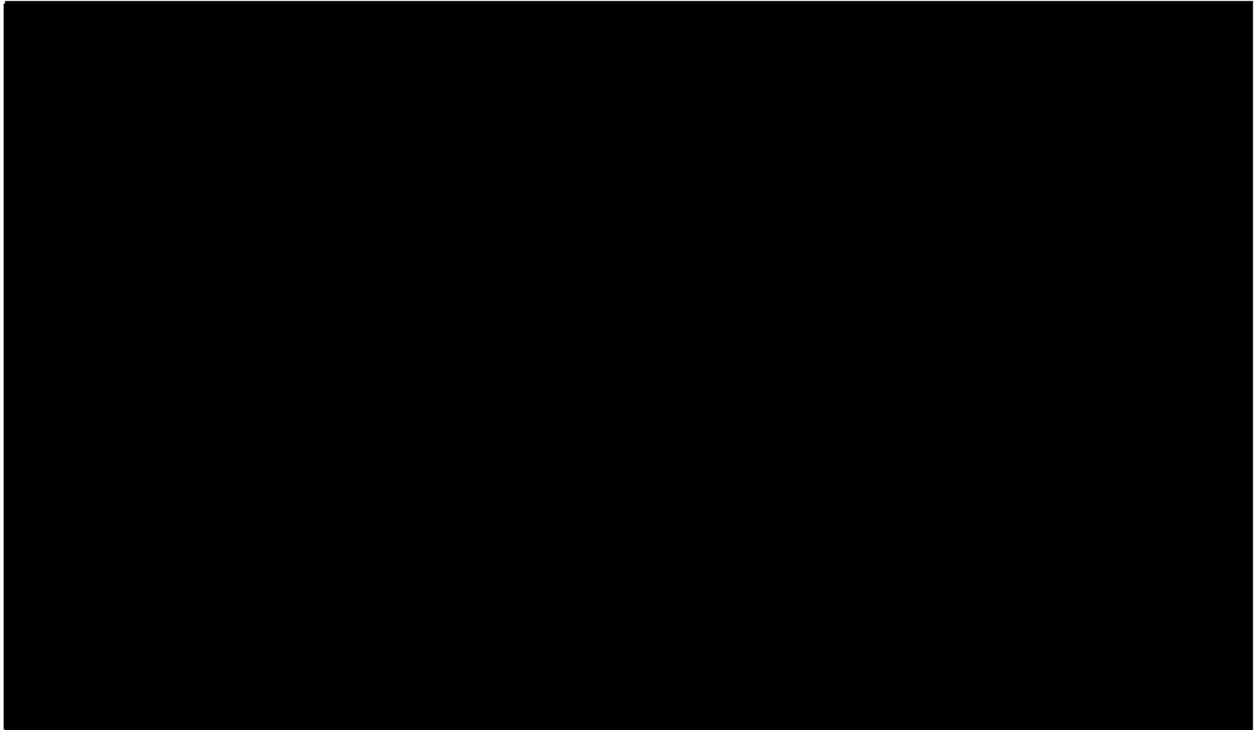
Thomas T. Chen

Signature

7/27/2020

Date

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last revised 06/8/2020

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

Name:

Wandah Gibbs

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

University Preparatory Charter School

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

Member, Board of Trustees

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

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

3. Are you related, by blood or marriage, to any person employed by the school?

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

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

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

No

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

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

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

☐ Yes ☒ No

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

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

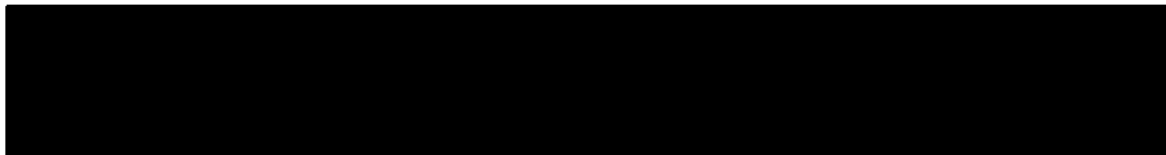
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
	None.		

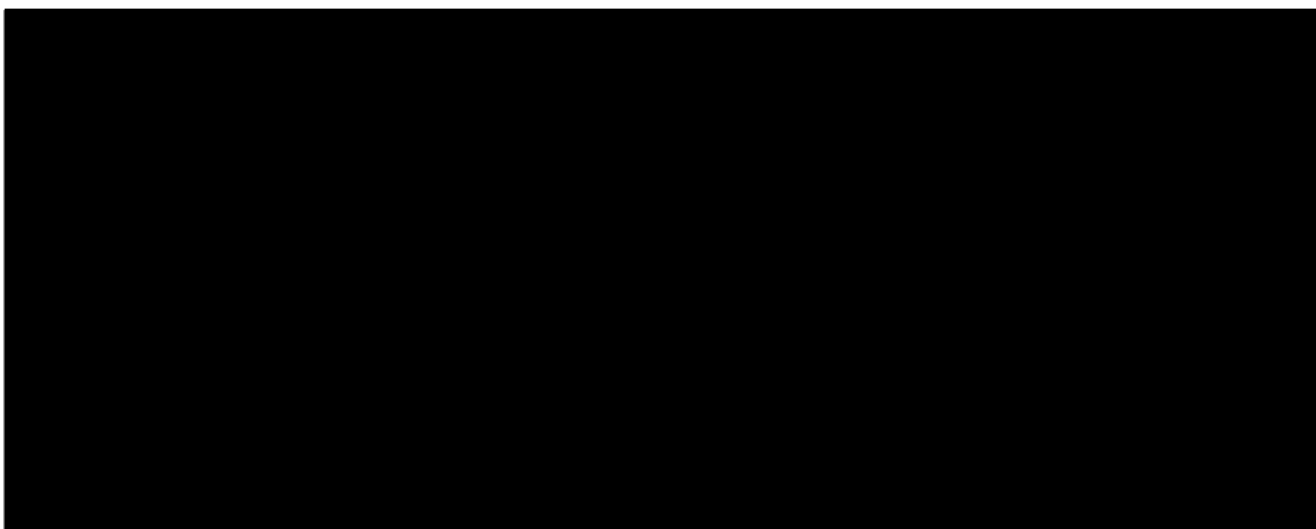
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

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

W. C. G. Smith 7/30/20
Signature Date

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

Name:

G. Najmah Abdulmateen

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

University Preparatory Charter School for Young Men

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

Committee Chair - Accountability

2. Are you an employee of any school operated by the education corporation?

Yes ☒ No

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

3. Are you related, by blood or marriage, to any person employed by the school?

No

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

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

No

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

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

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

6. Are you a past, current, or prospective employee of the charter school,

No

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

Yes ☒ No

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

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

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

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

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

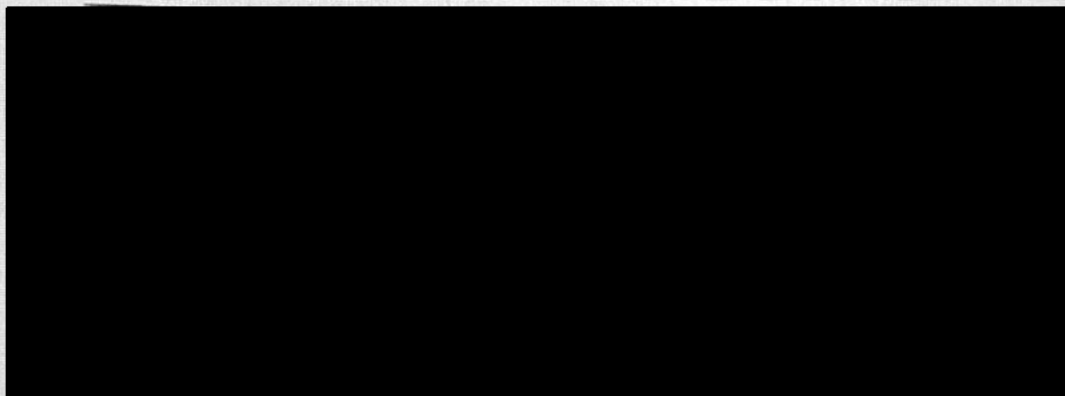
None	_____	_____
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Signature S. Naymah Abdulmateen Date 7-30-20

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Business Telephone:

Business Address:



last revised 06/8/2020



University Preparatory School for Young Men

Board of Trustees

Meeting Minutes 7/9/19 (Draft)

Board of Trustees

Present: Ed Yansen, Marie Cianca, Sharon Delly, George Bovenzi, Josh Fegley, Rachael Santiago, Thomas Green

Absent: Najmah Abdulmateen, David Shakes

Present: UPREP Administration

Chiefs: CEO Walter Larkin Jr., CAO Kevin Klein, COO Suki Cintron

Dr. C. Michael Robinson, Executive Assistant to the Board

Principal: Tracy DelGrego

- **Call to Order**
 - Yansen called the meeting to order at 6:06 PM
- **Approval of Minutes**
 - Yansen called for a motion to approve the June 11, 2019 minutes. Cianca motioned, Fegley seconded. June 11, 2019 minutes were unanimously approved.
- **CEO Report**
 - Larkin reported that Saadiq El-Amin (graduation speaker) will visit UPrep on Friday, July 12, 2019 to distribute checks, as promised to all graduates. Each graduate will receive \$1000.00.
 - End of the Year Discipline Report – no new incidents since 6/11/2019.
 - Staffing- Resolutions indicate all vacancies have been filled, awaiting BOT approval.
- **CAO Report**
 - Klein reported Uprep's graduation rate remains high. He distributed a chart showing graduation destinations and diploma types earned by students. Four year schools include Alfred, Brockport, Buffalo State, Mercyhurst, Wagner and UB. Two year schools include FLCC, GC, MCC. Several graduates will attend Trade Schools, Milford, REOC. Culinary and Barber School. There continues to be a need to track students in their endeavors after graduation.
 - Technology update, purchases and inventory is underway.
 - Summer School is underway. Nine courses are being offered. Non-regents courses are two weeks. Regents courses are 5 weeks.

- **Treasurer's Report**
 - Green shared the Profit and Loss Budget vs. Actual for July 2018-June 2019. UPrep remains in good standing. Enrollment stability and increases will help to maintain fiscal balance to ensure continued success.
 - Changing the banking institution for School Accounts must be approved by the BOT. The COO shared the advantages and disadvantages of several banking institutions.
 - Board Policies and By Laws are currently being reviewed and updated.
 - A Board Resolution is needed to enlist the auditing company to complete the Annual Review.
 - Board Templates for Non-Repayable Funds and Analysis of Alternatives tabled until next meeting.

- **Executive Committee Report**
 - The nomination of Dr. Wandah Gibbs to the UPrep Board of Trustees was accepted by the Executive Committee. The BOT will vote and when there is SUNY approval, Dr. Gibbs will join the BOT.

- **Board Retreat**
 - The Annual Board Retreat will be held on July 16, 2019 at the UPrep CTE building from 3:30-7:30.

- **Executive Session**
 - Yansen called for a motion to go into Executive Session at 6:50 pm to discuss matters leading to personnel appointment recommendations and personnel terminations at UPrep. Delly motioned, Cianca seconded. Yansen called for a motion to exit Executive Session at 7:45. Delly motioned, Bovenzi seconded. Executive Session ended at 7:45.

- **New Business**
 - **Resolution 07-09-19. 2P:** Be it hereby resolved that the BOT appoints Tracy Delgrego to the position of Principal for the period July 1, 2019-June 30, 2024 at an annual salary of \$115,000. The terms and conditions of her employment are contained in an Employment Agreement on file with the Board Secretary. Cianca motioned, Fegley seconded. Unanimous Board approval.

 - **Resolution 07-09-19. 9P:** Be it hereby resolved that the BOT approves the employment of Chris Taylor to the position of Middle School Counselor at an annual salary of \$50,000 effective July 10, 2019. Santiago motioned, Cianca seconded. Unanimous BOT approval.

 - **Resolution 07-09-19. 16P:** Be it resolved that the BOT approves the employment of Tracy Harris to the position of Director of Career and College Pathways at an annual salary of \$91,000 effective July 10, 2019. Delly motioned, Fegley seconded. Unanimous BOT approval.

- **Resolution 07-09-19. 17P:** Be it hereby resolved that the BOT approves the employment of Alan B. Thorne Jr. to the position of Director of IT and Data Coordination at an annual salary of \$62,000. Effective July 10, 2019. Green motioned, Santiago seconded. Unanimous BOT approval.
- **Resolution 07-09-19. 19P:** Be it hereby resolved that the BOT approves the employment of Malcolm Lee to the position of Athletic Director at an annual salary of \$72,500 effective May 1, 2019. Santiago motioned, Green seconded. Unanimous BOT approval.
- **Resolution 07-09-19. 1:** Be it hereby resolved that the BOT approves the following amendment to the Board By-laws and be it further resolved that Board Secretary shall transmit the action to SUNY Charter School Institute for their review and approval. Bovenzi motioned, Delly seconded. Unanimous BOT approval.

Article 111: Board of Trustees, Section C. Election of Trustees, Paragraph 3:

Add: If a duly elected Board of Trustee becomes an interested person during their term of office, the eligibility requirements of Article 111.C.3 are waived for the remaining term of office except that under no circumstances may a Board of Trustee be compensated as an employee or independent contractor. If the Board of Trustee is nominated for re-election to the Board, the Board may continue to waive the eligibility requirements by a two-thirds vote of the Board membership.

- **Resolution 07-09-19. 3:** Be it hereby resolved that the BOT elects Dr. Wandah Gibbs to the Board of Trustees of the University Preparatory Charter School for Young Men for a three-year term of office upon the approval of the SUNY Charter School Institute. And, be it further resolved that the Board Secretary shall forward to the SUNY Charter School Institute the necessary documents for their review and approval. Cianca motioned, Fegley seconded. Unanimous BOT approval.
- **Resolution 07-09-19. 4:** Be it hereby resolved that the BOT re-elects Dr. Josh Fegley to the Board of Trustees of the University Preparatory School for Young Men for a three-year term of office effective August 1, 2019. Cianca motioned, Santiago seconded. Unanimous BOT approval.
- **Resolution 07-09-19. 5:** Be it hereby resolved that the BOT re-elects Sharon Delly to the Board of Trustees of the University Preparatory School for Young Men for a three-year term of office effective August 1, 2019. Cianca motioned, Santiago seconded. Unanimous BOT approval.
- **Resolution 07-09-19. 6:** Be it hereby resolved that the BOT re-elects Najmah Abdulmateen to the Board of Trustees of the University Preparatory School for Young Men for a three-year term of office effective August 1, 2019. Delly motioned, Fegley seconded. Unanimous BOT approval.

X. COO Report on the Empire State Development Grant

- Cintron shared a brief summary and project overview of the work to be completed at UPrep under the ESD Grant. The following resolutions were approved.
- **Resolution 07-09-19. 20:** Be it hereby resolved that the BOT approves the receipt of the Empire State Development Grant in the amount of \$117,000 and the expenditure allocations presented to the Board by leadership staff at the Board meeting of July 9, 2019. Be it further resolved that the revenue and expenditure allocations will be incorporated into the next quarterly amendment to the 2019-2020 Board Adopted Budget. Cianca motioned, Santiago seconded. Unanimous BOT approval.
- **Resolution 07-09-19. 21:** Be it hereby resolved that the BOT approves a construction contract to Maracon Enterprises in an amount not to exceed \$12,342.00 for repair and revocation to the Café ceiling in the buildings occupied by UPrep. Shakes motioned, Cianca seconded. Unanimous BOT approval.
- **Resolution 07-09-19. 22:** Be it hereby resolved that the BOT approves a construction contract to American Plumbing in an amount not to exceed \$10,000.00 for plumbing repair and revocation work in the buildings occupied by UPrep. Delly motioned, Abdulmateen seconded. Unanimous BOT approval.
- **Resolution 07-09-19. 23:** Be it hereby resolved that the BOT approves a construction contract to Maracon Enterprises in an amount not to exceed \$25,942.00 for painting hallways in the buildings occupied by UPrep. Fegley motioned, Cianca seconded. Unanimous BOT approval.
- **Resolution 07-09-19. 24:** Be it hereby resolved that the BOT approves a construction contract to Maracon Enterprises in an amount not to exceed \$16,600.00 for repair and revocation to the Café floor in the buildings occupied by UPrep. Santiago motioned, Shakes seconded. Unanimous BOT approval.

XI. Adjournment

- Yansen called for a motion to adjourn the meeting at 8:40 pm. Cianca motioned and Fegley seconded. The meeting adjourned at 8:40 pm.

Next Meeting: August 13, 2019 @ 6:00 pm

Annual Board Retreat: July 16, 2019 @3:30



University Preparatory School for Young Men

Board of Trustees

Special Meeting Minutes 7/16/19 (Draft)

Board of Trustees

Present: Ed Yansen, Marie Cianca, Sharon Delly, George Bovenzi, Josh Fegley, Rachael Santiago, Thomas Green, Najmah Abdulmateen, David Shakes

Absent: none

Present: UPREP Administration

Chiefs: CEO Walter Larkin Jr., CAO Kevin Klein, COO Suki Cintron

Dr. C. Michael Robinson, Executive Assistant to the Board

Principal: Tracy DelGrego

Proposed New BOT Member: Wandah Gibbs

Note: This meeting was held before the BOT Annual Retreat Meeting to complete unfinished business from the July 9, 2019 Board Meeting

I. Call to Order

- Yansen called the meeting to order at 3:35 PM

II. Executive Session

- Yansen called for a motion to enter into Executive Session at 3:45 PM to discuss matters leading to the employment of staff for 2019/2020. Santiago motioned, Cianca seconded. Yansen called for a motion to exit Executive Session at 4:25 PM, Abdulmateen motioned. Cianca seconded. Executive Session ended at 4:25 PM.

III. New Business

- Resolution 07-16-19. 1P- Be it hereby resolved that the BOT approves the employment of Kimberly Hunter to the position of English Teacher at an annual salary of \$47,500 effective August 19, 2019. So moved Cianca and Delly. Unanimous BOT approval.
- Resolution 07-16-19. 2P- Be it hereby resolved that the BOT approves the employment of Rayvon Higdon to the position of CTE Teacher at an annual salary of \$47,500 effective August 19, 2019. So moved Cianca and Green. Unanimous BOT approval.

- Resolution 07-16-19. 3P- Be it hereby resolved that the BOT approves the employment of Kemani Howard to the position of Physical Education Teacher at an annual salary of \$51,000 effective August 19, 2019. So moved Delly and Abdulmateen. Unanimous BOT approval.
- Resolution 07-16-19. 4P- Be it hereby resolved that the BOT approves the employment of Meloni Buckner to the position of Science Teacher at an annual salary of \$47,500 effective August 19, 2019. So moved Abdulmateen and Cianca. Unanimous BOT approval.
- Resolution 07-16-19. 5P- Be it hereby resolved that the BOT approves the employment of Damian Young to the position of Social Studies Teacher at an annual salary of \$47,500 effective August 19, 2019. So moved Delly and Santiago. Unanimous BOT approval.
- Resolution 07-16-19. 6P- Be it hereby resolved that the BOT approves the employment of Genet Gebre to the position of Spanish Teacher at an annual salary of \$47,500 effective August 19, 2019. So moved Cianca and Fegley. Unanimous BOT approval.
- Resolution 07-16-19. 7P- Be it hereby resolved that the BOT approves the employment of Shamar Johnson to the position of Building Substitute Teacher at an annual salary of \$47,500 effective August 19, 2019. So moved Santiago and Delly. Unanimous BOT approval.
- Resolution 07-16-19. 8P- Be it hereby resolved that the BOT approves the employment of Terrance Richards to the position of Building Substitute Teacher at an annual salary of \$47,500 effective August 19, 2019. So moved Green and Shakes. Unanimous BOT approval.
- Resolution 07-16-19. 9P- Be it hereby resolved that the BOT approves the employment of Mario Collins to the position of Safety and Security Officer at an annual salary of \$35,000 effective August 19, 2019. So moved Santiago and Delly. Unanimous BOT approval.
- Resolution 07-16-19. 10- Be it hereby resolved that the BOT approves the Engagement Letter with Heveron & Company to complete the annual audit for the School's fiscal year ending June 30, 2019 for a fee not to exceed \$11,305. Be it further resolved that Heveron & Company will present their findings and recommendations to the BOT at the regular monthly meeting of the Board, September 2019. So moved Green and Cianca. Unanimous BOT approval.

- Resolution 07-16-19. 11- Be it hereby resolved that the BOT has determined it to be in the best interest of University Preparatory Charter School for Young Men to establish new bank accounts with ESL Credit Union to transact all business. So moved Green and Cianca. Unanimous BOT approval.
- Resolution 07-16-19. 12- Be it hereby resolved that the BOT approves a purchase agreement to CDW in an amount not to exceed \$65,237 for 250 Chromebooks and Google Management Console for instructional purposes. So moved Delly and Santiago. Unanimous BOT approval.

X. **Adjournment**

- Yansen called for a motion to adjourn the Special Meeting at 4:30 PM. Cianca motioned and Fegley seconded. The Special Meeting ended at 4:30 pm.

Next Meeting: August 13, 2019 @ 6:00 pm



University Preparatory School for Young Men

Board of Trustees

Meeting Minutes 8/13/19 (Draft)

Board of Trustees

Present: Ed Yansen, Marie Cianca, Sharon Delly, George Bovenzi, Josh Fegley, Rachael Santiago, Thomas Green, Najmah Abdulmateen, David Shakes, Wandah Gibbs

Absent: none

Present: UPREP Administration

Chiefs: CEO Walter Larkin Jr., CAO Kevin Klein, COO Suki Cintron

Principal: Tracey DelGrego

Dr. C. Michael Robinson, Executive Assistant to the Board

Guests: Tracey Harris (Admin. CTE), Alan Thorne (Data Coordinator), Malcolm Lee (Athletic Director)

I. Call to Order

- Yansen called the meeting to order at 6:01 PM.

II. Secretary Report

- Yansen called for a motion to approve the minutes of July 9, 2019, Santiago motioned and Fegley seconded. The July 9, 2019 minutes were unanimously approved. Yansen called for a motion to approve the minutes of July 16, 2019, Cianca motioned, Delly seconded. The July 16, 2019 minutes were unanimously approved.

III. CEO Report

- Total Enrollment as of today is at 368.
- The following enrollment opportunities have been successful; Car Wash and BBQ on July 27th, Tabling at Jordan Health Center Festival on August 3rd, Open House on August 8th.
- Personal Phone Calls and Home Visits will continue.
- UPrep Website updates continue.
- CEO Larkin shared a Wish List which included Computers, Chrome License for Chromebooks, Chromebooks Laptop Charging Carts, Security Camera Server Upgrade, Security Cameras (all items are considered urgent). The Finance Committee will take some action. There will be a follow up discussion at the September meeting.

IV. CAO Report

- 121 students are registered for Regents Exams in Algebra, ELA, Global I and II, and Living Environments.
- Summer PD: New staff will report the first week of PD. They will tour the Maplewood Neighborhood, participate in a Scavenger Hunt, work on Unit Planning, 403B Planning and Computer Programs such as Power School.
- Week 2, all staff will report. Activities will include a Gallery Walk, review of Board Priorities, discussions around Safety, Save, CPS, Paychex, IT Department. The Instructional Component will include Team Work, Evaluation, Rubrics, Walk Through Tool, Curricular Mapping.

V. Board Treasurer/Finance Committee Report

- BOT Green presented the Balance Sheet as of July 31, 2019 and the Profit and Loss Statement as of July 2019. UPrep remains in good standing.
- Updating of Board Fiscal Policies and Procedures Manual are completed.
- The Payroll Process is to be reviewed.
- ESL Banking initiative is moving forward.

VI. Board Standing Committee Reports

- Executive Committee-no report
- Board Development Committee-Fegley asked BOT to send suggestions to him by August 30, 2019 in regards to the new and revised Board Policies.
- Career and Technical Education-Updates needed on the Certification Process.
- Data Management Committee-no report
- Culturally Responsive Learning and Leading-Shakes will schedule a meeting with committee members and Santiago will share relevant information on Culturally Responsive Teaching.

VII. Old Business

- Specific Support Staff Employment-Based on enrollment of 395, issue will be further discussed with Executive Committee and Staff.
- Update on Reporter Inquiries Regarding UPrep Budget Decisions-Yansen contacted Tipping Point to discuss the issue. Tipping Point will send a response to Channel 8 explaining the decisions made by the BOT which should eliminate any further investigation into the matter.

VIII. Executive Session

- Yansen called for a motion to enter into Executive Session at 7:20 PM to discuss personnel appointment recommendations leading to the employment of staff for 2019/2020. Santiago motioned, Cianca seconded. Yansen called for a motion to exit Executive Session at 7:25PM, Abdulmateen motioned, Cianca seconded. Executive Session ended at 7:25 PM.

IX. New Business

- Resolution 08-13-19. 1P- Be it hereby resolved that the BOT approves the employment of Jeenathan Williams to the position of Grade Level Manager at an

annual salary of \$48,000 effective August 19, 2019. So moved Cianca and Delly. Unanimous BOT approval.

- Resolution 08-13-19. 2- Be it hereby resolved that the BOT approves Board Priorities for the 2019/2010 School Year in the following areas:

1. Data Management
2. Enrollment and Recruitment of Students with Special Emphasis on ELLs
3. Rigorous Instruction
4. After School Student Programs
5. Grade 7 and 8 Programs
6. Retention Rates
7. SUNY Accountability
8. Fiscal Accountability
9. Parent Engagement and Satisfaction
10. Post-Graduation/Destination Data
11. CTE Program Development
12. Senior Year
13. Culturally Responsive Learning and Leadership
14. Board Policy Manual

Be it further resolved that the BOTs approves Board Priorities Management Document dated August 13, 2019.

Be it further resolved that the appropriate Board Committees and Staff Liaisons will report regularly to the BOT on activities and outcomes related to each priority. So moved by Delly and Cianca. Unanimous BOT approval.

- Resolution 08-13-19. 3- Be it hereby resolved that the BOT approves the following appointments to the Board Standing Committees for 2019/2020 School Year:

1. Executive Committee: Yansen (Chair), Fegley, Bovenzi, Delly, Green
2. Finance Committee: Green (Chair), Bovenzi, Yansen
3. Board Development Committee: Fegley (Chair), Green
4. Career and Technical Education Program Committee: Gibbs (Chair), Delly
5. Data Management Committee: Abdulmateen (Chair), Yansen
6. Culturally Responsive Learning and Leadership: Shakes (Chair), Santiago

So moved by Abdulmateen and Cianca. Unanimous BOT approval.

- Resolution 08-13-19. 4- Be it hereby resolved that the BOT approves the following revisions to the Board By-Laws effective immediately:

1. Article IV: Action by the Board, C. 1: Appointment of Committees-Change from (3) Trustees to (2) Trustees
2. Article IV: Action by the Board, C. 3: Standing Committees- Add the following committees: Data Management Committee, Career and Technical Education Program, Culturally Responsive Learning and Leading

So moved by Santiago and Fegley. Unanimous BOT approval.

- Resolution 08-13-19. 5- Be it hereby resolved that the BOT approves the Revised Fiscal Policies and Procedures Manual dated August 13, 2019 to be effective

immediately subject to grammar and format editing. So moved by Green and Santiago. Unanimous BOT approval.

- Resolution 08-13-19. 2P- Be it hereby resolved that the BOT approves the employment of Brian Smith to the position of School Safety Officer at an annual salary of \$40,000 effective August 19, 2019. So moved by Shakes and Fegley. Unanimous BOT approval.
- Resolution 08-13-19. 3P- Be it hereby resolved that the BOT approves the employment of Elizabeth Colombo to the position of English Language Arts Teacher at an annual salary of \$48,925 effective August 19, 2019. So moved by Santiago and Delly. Unanimous BOT approval.

X. **Adjournment**

- Yansen called for a motion to adjourn the Meeting at 8:35 PM. Cianca motioned and Fegley seconded. The Meeting ended at 8:35 pm.

Next Meeting: September 10, 2019 @ 6:00 pm



University Preparatory School for Young Men

Board of Trustees

Meeting Minutes 9/10/19 (Amended)

Board of Trustees

Present: Ed Yansen, Sharon Delly, George Bovenzi, Thomas Green, Najmah Abdulmateen, Wandah Gibbs

Absent: Rachael Santiago, Josh Fegley, David Shakes

Present: UPREP Administration

Chiefs: CEO Walter Larkin Jr., CAO Kevin Klein, COO Suki Cintron

Principal: Tracey DelGrego

Dr. C. Michael Robinson, Executive Assistant to the Board

I. Call to Order

- Yansen called the meeting to order at 6:45 PM.

II. Secretary Report

- Yansen called for a motion to approve the minutes of August 13, 2019, Bovenzi motioned and Green seconded. The August 13, 2019 minutes were unanimously approved.

III. CEO Report

- Total Enrollment as of today is at 418 (19 wait listed). Several initiatives such as Open House, Good Schools Rock and Assisting Parents with Registration have had a positive impact on enrollment.
- School Website continues to be updated.
- Personal Phone Calls and Home Visits will continue, to address attendance issues.
- Discussion around local colleges (Nazareth, St. John Fisher and Brockport) providing classes at UPrep for teachers seeking NYS Certification.
- UPrep is fully staffed as of today.
- Transportation (late buses) is being addressed through RCSD Transportation Dept.
- UPrep Renovations are complete. BOT toured the building and noted the improvements. The newly renovated cafeteria is being enjoyed by all students. Culturally Responsive food choices are being considered. Students are invited to make suggestions for food choices.
- Safety and Security Updates – 5 new radios have been purchased and the server has been updated.

- Staff received gift bags at the opening of school and a stipend to purchase supplies, materials, etc.
- A Data Base is being created as a means of increasing parent engagement. Holiday gift baskets, a job fair, restorative circles, parent survey and booster club are a few of the new initiatives.
- CEO Larkin has requested additional funding to purchase 2 new vans for UPrep as the current vans (2004/2005 are in need of replacement. The decision was passed off to the Finance Committee and future Board approval.

IV. CAO Report

- 2018-2019 Accountability Plan Progress Report: 5 year plan, graduation at 100%. Waiting for data for comparisons to RCSD.
- Yansen called for a motion to authorize the Data Management Committee to approve submission of the report when completed. Green motioned, Delly seconded. Unanimous BOT approval.
- Current Objectives include: Culturally Responsive Teaching/Relevance, Evaluation Templates, Internal Website for Staff, Weekly Bulletins.

V. Board Treasurer/Finance Committee Report

- Auditor's Report for 2018-2019-Jean Beutner from Heveron & Co. CPAs presented a summary of the report. Conclusion: Financial Statements are fairly stated and UPrep's controls and procedures are generally quite good. Thomas Green did request some minor changes in the auditor's communication letter to us. Request was granted.
- Green presented the Profit and Loss Budget vs. Actual, July through August 2019 and the Balance Sheet as of August 31, 2019. UPrep remains in Good Standing.
- No updates of Board Fiscal Policies and Procedures Manual this month.
- ESL Banking initiative continues to move forward.

VI. Board Standing Committee Reports

- Executive Committee-no report
- Board Development Committee-no report
- Career and Technical Education-Update for Certification Process, application is due by 12/31/19. More information will be shared at the November BOT meeting.
- Data Management Committee-N. Abdulmateen and A. Thorne have scheduled monthly meetings.
- Culturally Responsive Learning and Leading-Suggested School Wide Read: My Brother's Keeper and Narratives of Frederick Douglass.

VII. Additional Budget Requests

- Principal DelGrego noted that there needs to be a more focused curriculum at middle school. DelGrego has been conferring with a Literacy Coach to discuss the needs at UPrep. DelGrego has requested funding to purchase materials that address Culturally Responsive Literacy which the American Reader Program does and includes an ELA component with a Writing component embedded daily. Yansen called for a motion to approve funding the program. Gibbs motioned, Delly seconded. Unanimous BOT approval.

VIII. Executive Session

- Yansen called for a motion to enter into Executive Session at 8:55 PM to discuss personnel appointment recommendations and current resignations leading to the employment of staff for 2019/2020. Also discussion involving proposed litigation. Yansen called for a motion to exit Executive Session at 9:10 PM. Abdulmateen motioned, Green seconded. Executive Session ended at 9:10 PM.

IX. New Business

- Resolution 09-10-19. 1P- Be it hereby resolved that the BOT approves the employment of Cynthia Jacobs-Williams to the position of Special Education Teacher at an annual salary of \$47,500 effective August 26, 2019. Position Control IRE.P31. So moved Green and Bovenzi. Unanimous BOT approval.
- Resolution 09-10-19. 2P- Be it hereby resolved that the BOT approves the employment of Demetrius Bennett to the position of Special Education Teacher at an annual salary of \$49,950 effective August 26, 2019. Position Control IRE.P32. So moved Green and Bovenzi. Unanimous BOT approval.
- Resolution 09-10-19. 3P- Be it hereby resolved that the BOT approves the employment of Joseph Pellittieri to the position of High School Counselor at an annual salary of \$47,500 effective August 26, 2019. Position Control STM.P8. So moved Green and Gibbs. Unanimous BOT approval.
- Resolution 09-10-19. 4P- Be it hereby resolved that the BOT approves the following employment of Laurie Buchko to the position of Special Education Teacher Coordinator at an annual salary of \$15,000 effective August 26, 2019. Position Control IRE.P43. So moved Green and Gibbs. Unanimous BOT approval.
- Resolution 09-10-19. 5P- Be it hereby resolved that the BOT approves the employment of Raana Jilani to the position of English/Language Arts Teacher at an annual salary of \$47,500 effective August 29, 2019. Position Control IRE.P6. So moved Delly and Gibbs. Unanimous BOT approval.

X. Adjournment

- Yansen called for a motion to adjourn the Meeting at 9:30 PM. Delly motioned and Abdulmateen seconded. The Meeting ended at 9:30 PM.

Next Meeting: October 8, 2019 @ 6:00 pm



University Preparatory School for Young Men

Board of Trustees

Meeting Minutes 10/8/19 (Draft)

Board of Trustees

Present: Ed Yansen, Sharon Delly, Thomas Green, Rachel Santiago, Wandah Gibbs, David Shakes

Absent: Najmah Abdulmateen (on electronic video messaging from a public location for the later part of the meeting), Josh Fegley, George Bovenzi

Present: UPREP Administration

Chiefs: CEO Walter Larkin Jr., CAO Kevin Klein, COO Suki Cintron

Principal: Tracey DelGrego

Dr. C. Michael Robinson, Executive Assistant to the Board

Guest: Larry Ellison

Speaker: Roland Williams, Founder of the Champion Academy, Extreme Mentoring and Empowerment Initiative

I. Call to Order

- Yansen called the meeting to order at 6:10 PM.
- Yansen introduced Larry Ellison to the BOT as possibly having an interest in serving on the Board at a future time.

II. Secretary Report

- Approval of September 10, 2019 Meeting Minutes postponed until the October Meeting. (no Quorum)
- SUNY responded to Uprep's request for a change in the By-laws for the number of standing committee members. The law requires 3 members on standing committees.

III. CEO Report

- Total Enrollment as of October is at 409, 55 students at 7th, 92 at 8th, 69 at 9th, 77 at 10th, 59 at 11th, 57 at 12th. Students are still being accepted.
- School Website development and maintenance continues. Staff photos, a Parent Portal, posting of the School Safety Plan are part of the updates.
- Discussion around local colleges (Nazareth, St. John Fisher and Brockport) providing classes at UPrep for teachers seeking NYS Certification continues. Staff is being

surveyed and other Charter Schools will be contacted for further discussion and/or future collaboration.

- CEO Larkin requested funding for Generation Outreach, after school program which introduces students to careers and career opportunities. Various means to finance the program were discussed.
- CEO Larkin presented the School Safety Plan. The plan has been submitted to the State.
- Administration requested a change in the meeting dates of the Board Meetings from the second Tuesday of each month to the second Thursday of each month. BOT open to the change.
- CEO Larkin introduced Roland Williams, Founder of the Champion Academy, Extreme Mentoring and Empowerment Initiative. Williams introduced several team members and then presented to the BOT the purpose of the program, the documented successes with students and the cost to implement the program at UPrep.

IV. CAO Report

- 2018-2019 Accountability Plan Progress Report: 5 year plan, graduation at 100%. Still waiting for some data but the plan has been submitted to the State.
- CAO Klein presented an Academic Report highlighting Students with Disabilities (IEP and 504 Students total 100). Percentage of SWD at each grade level is as follows: 25% @ 7th, 29% @ 8th, 20% @ 9th, 16% @ 10th, 20% @ 11th, 37% @ 12th.
- The report also highlighted the number of 12th Grade Students in need of 16 credits or more (43), 11.5 credits or more (8), and those needing less than 10 credits (3).
- In addition the report highlighted the number of 12th Grade Students requiring Regents Exams in core subject areas. Junior and Sophomore transcript reviews will also be scheduled.

V. Board Treasurer/Finance Committee Report

- Thomas Green requested some minor changes in the auditor's communication letter to us. Request was granted.
- Quarterly Report is due in November.
- Green presented the Profit and Loss Budget vs. Actual, July through September 2019 and the Balance Sheet as of September 30, 2019. UPrep remains in Good Standing.
- ESL Banking initiative continues to move forward.

VI. Board Standing Committee Reports

- Executive Committee-no report
- Board Development Committee-no report
- Career and Technical Education-Update for Certification Process, application is due by 12/31/19. More information will be shared at the November BOT meeting.
- Data Management Committee-no report
- Culturally Responsive Learning and Leading-no report

VII. Old Business

- Acceptance of the independent auditors report on the audited financial statement for the fiscal year ended June 30, 2018. Resolution 10-8-19.1 (no vote, no Quorum). Move to November Agenda

VIII. New Business

- Personnel Appointments
- Revised Board Policy Administration-3: Accountability
- 2019/2020 School Safety Plan
- Annual Goal Setting

IX. Resolutions: (Quorum with Abdumateen via Video Messaging)

- Resolution 10-08-19.2P-10-19. Be it hereby resolved that the BOT approves the employment of Kera Bush-Turner to the position of Spanish Teacher at an annual salary of \$47,500 effective September 30, 2019. Position Control IRE.P37. So moved Gibbs and Santiago. Unanimous BOT approval.
- Resolution 10-08-19. 3P- Be it hereby resolved that the BOT approves the employment of Jesse Bartolis to the position of English Language Arts Teacher at an annual salary of \$47,500 effective October 7, 2019. Position Control IRE.P6. So moved Delly and Santiago. Unanimous BOT approval.
- Resolution 10-08-19. 1- Be it hereby resolved that the BOT accepts the independent auditors' report on the audited financial statements for the fiscal year ended June 30, 2018. A motion to remove from the table by Santiago and Green. Unanimous BOT approval.
- Resolution 09-10-19. 5P- Be it hereby resolved that the BOT approves the 2019/2020 School Safety Plan presented to the Board by the School Executive Leadership Team. So moved Green and Santiago. Unanimous BOT approval.

X. Adjournment

- Yansen called for a motion to adjourn the Meeting at 8:40 PM. Santiago motioned and Delly seconded. The Meeting adjourned at 8:40 PM.

Next Meeting: November 14, 2019 @ 6:00 pm



University Preparatory School for Young Men

Board of Trustees

Meeting Minutes 11/14/19 (Draft)

Board of Trustees

Present: Ed Yansen, Sharon Delly, Thomas Green, Wandah Gibbs, David Shakes

Absent: Najmah Abdulmateen, Josh Fegley, George Bovenzi, Rachel Santiago

Present: UPREP Administration

Chiefs: CEO Walter Larkin Jr., CAO Kevin Klein, COO Suki Cintron

Principal: Tracey DelGrego

Dr. C. Michael Robinson, Executive Assistant to the Board (Absent)

Guests: Larry Ellison, Dr. Lynette Froula

I. Call to Order

- Yansen called the meeting to order at 6:00 PM. Unable to establish a Quorum at this time.
- Yansen introduced Dr. Lynette Froula to the BOT as possibly having an interest in serving on the UPrep Board of Trustees. Dr. Froula shared her background medicine and education.

II. Secretary Report

- Approval of September 10, 2019 Meeting Minutes and the October 8, 2019 Meeting Minutes postponed until the December Meeting. (no Quorum)
- Correspondence: T. Green attended the NYS Board Charter School Association presentation at Oak Hill Country Club. Green shared several ideas on making the BOT meetings more efficient. One idea is to create a template listing the name of the Committee, Board members, Meeting Date, Committee Priorities and Status of each priority. The committee reports would be received by Board members several days before the Board meeting and reviewed before the Board meeting allowing time for Board members to digest the information and formulate any questions for committee members at the Board meeting. T. Green will create the template. Some discussion around BOT meetings being scheduled during the school day at UPrep allowing for greater interaction with staff and students.

III. CEO Report

- UPrep hosted a meeting for the Rochester Engineering Society (RES), a group that supports and supplies students with the skills and understanding needed to become STEM innovators/explorers.
- Larkin shared information about a Critical Friends visit to UPrep.
- Planning and preparation is underway for SUNY Charter School Institute visit.
- Enrollment is at 395. RCSD billed on 10/3/19 for 382 students and reconciled on 10/15/19. Greece Central School District billed on 9/9/19 for 7 students, E/W Irondequoit billed 11/1/19 for 4 students and Gates billed 11/1/19 for 2 students.
- Discussion with area colleges to provide certification courses to teachers at UPrep continues.
- S. Cintron presented the Quarterly Budget Report and addressed each of the questions and areas in need of further clarification submitted by the Finance Committee.

IV. CAO Report

- Klein presented a PSAT update. On 10/30/19 the PSAT/NM SQT was administered to 57, 11th grade students. Results should be received before the winter recess.
- The PSAT 10 will be administered to 75, 10th grade students on April 16, 2020.
- Klein provided the results of the transcript reviews for the Junior (11th grade) class. Due to the findings, schedules are being adjusted to address the needs of the 11th grade students. Transcript reviews for 9th and 10th grade students are also scheduled.
- IRLA Data Wall by Grade for District was reviewed, student reading levels and reading tiers were noted and highlighted.
- T. DelGREGO gave an update on the newly implemented reading program for the 7th and 8th grade. There has been notable teacher “buy in” to implement the program with fidelity. Students are highly motivated thus far. Teachers and students are currently working on a nine week study of non-fiction. The program includes assessments, a Writing Component, a Genre Study as well as a Research Project.

V. Board Treasurer/Finance Committee Report

- Green presented the Profit and Loss Budget vs. Actual, July through October 2019 and the Balance Sheet as of October 31, 2019. UPrep remains in Good Standing.
- Green noted a drop in the ESL interest rate. The ESL banking initiative continues to move forward.

VI. Board Standing Committee Reports

- Executive Committee-met at 5:45 on 11/14/19 to accept the nomination of Larry Ellison to the BOT.
- Board Development Committee-no report
- Career and Technical Education-Update for Certification Process, application is due by 12/30/19. There are 3 phases in the process; Director/Instructor Certification, Internal/External Review, MCC Articulation Agreement. Approval should be received by June 2020.
- Data Management Committee-meeting scheduled for 12/2/19
- Culturally Responsive Learning and Leading-no report

VII. New Business

- Board Resolutions tabled until the 12/10/19 BOT meeting.

VIII. Adjournment

- Yansen adjourned the meeting @ 8:45 PM

Next Meeting: December 10, 2019 @ 6:00 pm



University Preparatory School for Young Men

Board of Trustees

Meeting Minutes 12/10/19 (Draft)

Board of Trustees

Present: Ed Yansen, Sharon Delly, Thomas Green, Rachel Santiago, David Shakes

Absent: George Bovenzi (on electronic video messaging from a public location, Josh Fegley, Najma Abdulmateen, Wandah Gibbs

Present: UPREP Administration

Chiefs: CAO Kevin Klein, COO Suki Cintron, Principal Tracey DelGrego

Absent: CEO Walter Larkin

Present: Dr. C. Michael Robinson, Executive Assistant to the Board

Proposed Trustees : Larry Ellison, Lynette Froula

I. Call to Order

- Yansen called the meeting to order at 6:06 PM.

II. Secretary Report

- Yansen called for a motion to approve the September 10, 2019 Meeting Minutes, Green motioned, Santiago seconded. Minutes unanimously approved.
- Yansen called for a motion to approve the October 8, 2019 Meeting Minutes. Green motioned, Santiago seconded. Minutes unanimously approved.
- Yansen called for a motion to approve the November 14, 2019 Meeting Minutes with one minor amendment. Green motioned, Delly seconded. Minutes unanimously approved.

III. CEO Report (presented by COO S. Cintron)

- Total Enrollment as of December is at 396, 55 students at 7th, 86 at 8th, 68 at 9th, 76 at 10th, 57 at 11th, 54 at 12th. Students are still being accepted.
- Possibly 20 UPrep Teachers are interested in Certification Courses being offered at UPrep through one of the area colleges. UPrep continues to seek out the most viable partnership with one of the colleges. Numerous options are being considered.
- January Topics are Safety, Bullying and The Trauma Informed Classroom.

IV. CAO Report

- K. Klein presented the Academic Report for the 1st Quarter. The Report included total percentage of passing grades (86.59%), total percent of failing grades (13.41%), percent of students making High Honor Roll and Honor Roll (26.5%)
- Seniors in jeopardy of failing have been identified, parent meetings are being scheduled and next steps outlined. Report Card recovery packets and/or Castle Learning online are available. Saturday learning opportunities will be scheduled during recess.
- The report also highlighted 1st Quarter Attendance, 7th and 8 grade are at 75.09%, grades 9-12 are at 76.57%.
- Middle School: NWEA Math and ELA Assessments have been completed and data shared with teachers for instructional planning.
- The American Reading Curriculum is being implemented with fidelity at 7th and 8th grade level.
- Learning Lab-RTI Intervention: IRLA Reading Program; all students assessed and working on their power goals, labs were rearranged to accommodate reading instruction, PD is ongoing. IXL; personalized learning platform for math 7 and algebra, includes continuous diagnosis and personal plan to fill math gaps.
- RTI; Attendance is being addressed through parent contacts, improvement plans and CPS. Behavior is being addressed through restorative intervention, school counseling, community connections and consequences. Academic intervention includes IRLA Reading, IXL Math, small group instruction, after school tutoring.

V. Board Treasurer/Finance Committee Report

- Green presented the Profit and Loss Budget vs. Actual, July through November 2019 and the Balance Sheet as of November 30, 2019. UPrep remains in Good Standing.

VI. Board Standing Committee Reports

- **All reports were reviewed in advance of the BOT meeting and any questions regarding the reports were addressed.**
- Executive Committee-Nominations for newly proposed BOT members, Larry Ellison and Lynette Froula accepted.
- Board Development Committee-no report
- Career and Technical Education-Update for Certification Process, on track for meeting the application deadline of 12/30/19. In addition Funding Proposal submitted to Neighbor/Company for Stem Integration across IT and Manufacturing and Robotics. RFP is in progress for Rochester Works and Summer of Opportunity. CTE continues to assist students in and outside of the classroom through work based learning and apprenticeships. Assistance is also provided in attaining work permits, resume development, part-time and seasonal employment, Field Visit Careers in construction, building maintenance, manufacturing and IT.
- Data Management Committee-no report
- Culturally Responsive Learning and Leading-Committee will meet in January to strategize and plan for a school wide reading program as a means to increase culturally responsive learning.

VII. Old Business

VIII. New Business

- Personnel Appointments
- Election of BOT members

IX. Resolutions: (Quorum with Bovenzi via Video Messaging)

- Resolution 12-10-19.1P Be it hereby resolved that the BOT approves the employment of Adryanna Elmendorf to the position of English Language Arts Teacher at an annual salary of \$47,500 effective November 6, 2019. Position Control IRE.P3. So moved by Delly and Santiago. Unanimous BOT approval.
- Resolution 12-10-19. 2P- Be it hereby resolved that the BOT approves the employment of Joel Sero to the position of Special Education Teacher at an annual salary of \$47,500 effective October 16, 2019. Position Control IRE.P33. So moved by Green and Santiago. Unanimous BOT approval.
- Resolution 12-10-19. 3P- Be it hereby resolved that the BOT approves the employment of Cory Cox to the position of Physical Education Teacher at an annual salary of \$47,500 effective November 12, 2019. Position Control IRE. P27. So moved by Green and Santiago. Unanimous BOT approval.
- Resolution 12-10-19. 4- Be it hereby resolved that the BOT elects Dr. Larry Ellison to the BOT of the University Preparatory Charter School for Young Men for a three-year term of office effective upon the approval of the SUNY Charter School Institute. And be it further resolved that the Board Secretary shall forward to the SUNY Charter School Institute the necessary documents for their review and approval. So moved by Delly and Santiago. Unanimous BOT approval.
- Resolution 12-10-19. 5- Be it hereby resolved that the BOT elects Dr. Lynette Froula to the BOT of the University Preparatory Charter School for Young Men for a three-year term of office effective upon the approval of the SUNY Charter School Institute. And be it further resolved that the Board Secretary shall forward to the SUNY Charter School Institute the necessary documents for their review and approval. So moved by Green and Santiago. Unanimous BOT approval.

X. Executive Session

- Yansen called for a motion to enter into Executive Session at 6:30 PM to discuss personnel appointment recommendations and current resignations and also proposed litigations. Yansen called for a motion to exit Executive Session at 6:45 PM. Delly motioned, Green seconded. Executive Session ended at 6:45 PM.

XI. Adjournment

- Yansen called for a motion to adjourn the Meeting at 7:05 PM. Santiago motioned and Delly seconded. The Meeting adjourned at 7:05 PM.

Next Meeting: January 9, 2020 @ 6:00 pm



University Preparatory School for Young Men

Board of Trustees

Meeting Minutes 1/22/20 (Draft)

Board of Trustees

Present: Ed Yansen, Sharon Delly, Thomas Green, Rachel Santiago, David Shakes, George Bovenzi

Absent: Najma Abdulmateen, Wandah Gibbs

Present: UPREP Administration

Chiefs: CAO Kevin Klein, COO Suki Cintron

Absent: CEO Walter Larkin, Principal Tracy DelGrego

Present: Dr. C. Michael Robinson, Executive Assistant to the Board

Proposed Trustees : Larry Ellison, Lynette Froula was absent

I. Call to Order

- Yansen called the meeting to order at 6:20 PM. Quorum established.

II. Secretary Report

- Yansen called for a motion to approve the December 10, 2019 Meeting Minutes with the following addition: a revote will take place at the January meeting on all the December 2019 resolutions, October 2019 resolutions, and June 2019 resolutions to ensure that the BOT making up the Quorum are physically present eliminating any vote by video conference. Green motioned, Santiago seconded. Minutes unanimously approved.

III. CEO Report (presented by COO S. Cintron)

- Total Enrollment as of January 22, 2020 is at 395. Recruitment is ongoing, month by month activities have been planned to recruit new students. An Open House is scheduled for February 29th from 11:00 AM-2:00 PM.
- SUNY Brockport has been selected for the Higher Education Staff Certification Partnership. After reviewing all of the criteria from all three proposed institutions (St. John Fisher, Roberts Wesleyan and SUNY Brockport), SUNY Brockport was the most cost effective, offered a personal advisor, student teaching at UPrep, flexible scheduling and dual certification. The next step is for UPrep to negotiate a contract with Brockport and submit it to the BOT for approval.
- A UPrep Fundraiser is scheduled for February 7, 2020 at the Brass Bar and Lounge from 7-10 PM. Tickets are \$20.00.

IV. CAO Report-Kevin Klein

- Regents Exams are this week (week of Jan. 20th). Two Saturday Review Classes were scheduled prior to testing.
- The Board Website is up and running on Google. The BOT will access the website for all communication and document review.

V. Board Treasurer/Finance Committee Report

- Green presented the Profit and Loss Budget vs. Actual, July through December 2019 and the Balance Sheet as of December 31, 2019. UPrep remains in Good Standing.
- Profit and Loss Statement Questions/Answers were addressed.
- All accounts closed at Key Bank and ESL accounts are fully established.

VI. Board Standing Committee Reports

- **All reports were reviewed in advance of the BOT meeting and any questions regarding the reports were addressed.**
- Executive Committee-Board Committee Structure to be addressed at March meeting.
- Board Development Committee-no report
- Career and Technical Education-The Application for CTE Certification has been submitted and acknowledged. There is a need for some updates to the Application, mainly the articles of agreement with MCC. There are a few other items needing some adjustments and the work is currently being completed. T. Harris is working diligently with instructors to reach certification.
- Data Management Committee-no report
- Culturally Responsive Learning and Leading-Committee will meet and continue to strategize and plan for a school wide reading program as a means to increase culturally responsive learning.

VII. Old Business

VIII. New Business

- Election of Officers- Vice Presidents: Yansen called for a motion to approve George Bovenzi as 1st Vice President. So moved Shakes and Delly. Unanimous BOT approval. Yansen called for a motion to approve Larry Ellison as 2nd Vice President. So moved Santiago and Delly. Unanimous BOT approval.

IX. Resolutions:

- Resolution 01-22-2020.1P Re-vote 12/10/2020: Be it hereby resolved that the BOT approves the employment of Adryanna Elmendorf to the position of English Language Arts Teacher at an annual salary of \$47,500 effective November 6, 2019. Position Control IRE.P3. So moved by Green and Santiago. Unanimous BOT approval.
- Resolution 01-22-2020. 2P-Re-vote 12/10/19: Be it hereby resolved that the BOT approves the employment of Joel Sero to the position of Special Education Teacher

at an annual salary of \$47,500 effective October 16, 2019. Position Control IRE.P33. So moved by Green and Santiago. Unanimous BOT approval.

- Resolution 01-22-2020. 3P-Re-vote 12/10/19: Be it hereby resolved that the BOT approves the employment of Cory Cox to the position of Physical Education Teacher at an annual salary of \$47,500 effective November 12, 2019. Position Control IRE. P27. So moved by Green and Santiago. Unanimous BOT approval.
- Resolution 01-09-2020. 1- Be it hereby resolved that the BOT elects Dr. Larry Ellison to the BOT of the University Preparatory Charter School for Young Men for a three-year term of office effective upon the approval of the SUNY Charter School Institute. And be it further resolved that the Board Secretary shall forward to the SUNY Charter School Institute the necessary documents for their review and approval. So moved by Delly and Santiago. Unanimous BOT approval.
- Resolution 01-22-2020. 2- Be it hereby resolved that the BOT elects Dr. Lynette Froula to the BOT of the University Preparatory Charter School for Young Men for a three-year term of office effective upon the approval of the SUNY Charter School Institute. And be it further resolved that the Board Secretary shall forward to the SUNY Charter School Institute the necessary documents for their review and approval. So moved by Green and Santiago. Unanimous BOT approval.
- Resolution 01-22-2020.4P-Re-vote 10/8/19: Be it hereby resolved that the BOT approves the employment of Kera Bush-Turner to the position of Spanish Teacher at an annual salary of \$47,500 effective September 30, 2019. Position Control IRE.P37. So moved Delly and Yansen. Unanimous BOT approval.
- Resolution 01-22-2020. 5P-Re-vote 10/8/19: Be it hereby resolved that the BOT approves the employment of Jesse Bartolis to the position of English Language Arts Teacher at an annual salary of \$47,500 effective October 7, 2019. Position Control IRE.P6. So moved Delly and Yansen. Unanimous BOT approval.
- Resolution 01-22-2020. 3-Re-vote 10/8/19: Be it hereby resolved that the BOT accepts the independent auditors' report on the audited financial statements for the fiscal year ended June 30, 2018. So moved by Santiago and Green. Unanimous BOT approval.
- Resolution 01-22-2020. 4-Re-vote 10/8/19: Be it hereby resolved that the BOT approves the 2019/2020 School Safety Plan presented to the Board by the School Executive Leadership Team. So moved Yansen and Delly. Unanimous BOT approval.
- Resolution 01-22-2020.5 –Re-vote 6/11/19: Be it hereby resolved that the Board of Trustees adopts the 2019 Budget as recommended by the Chief Executive Officer and Chief Academic Officer dated June 10, 2019 with total revenues of \$6,832 and \$164.55 and expenditures of \$6,832 and \$164.55. The Board Adopted Budget shall be submitted and posted as required by Board Policy, SUNY requirements, and

regulations of the New York State Education Department. So moved by Santiago and Green. Unanimous BOT approval.

- Resolution 01-22-2020.6-Re-vote 6/11/19: Be it hereby resolved that the BOT will conduct their Annual Meeting on July 16, 2019 at 2:00 p.m. and will be held at the corporate location. Further resolved that the agenda will be developed and established by Edward Yansen, Marie Cianca and C. Michael Robinson which shall include, but not limited to, election of officers for 2019-2020, appointment of standing committee chairs and members, revision of selected Board policies, and evaluation of staff reporting directly to the BOT. So moved by Santiago and Green. Unanimous BOT approval.
- Resolution 01-22-2020.7-Re-vote 6/11/19: Be it resolved that the BOT approves a pre-employment consultant contract in the amount of \$74.25 per hour not to exceed \$2970 for Kevin Klein as transition to his appointment as Chief Academic Officer effective July 1, 2019. Mr. Klein will submit a detailed accounting of hours worked. So moved by Green and Santiago. Unanimous BOT approval.
- Resolution 01-22-2020 .8-Re-vote 6/11/19: Be it resolved that the BOT adopts the 2019-2020 School Calendar presented to the BOT at the June 11, 2019 Board Meeting. So moved by Green and Santiago. Unanimous BOT approval.
- Resolution 01-22-2020 .9-Re-vote 6/11/19: Be it resolved that the BOT directs the CEO and CAO to establish if additional revenues are realized a full or part-time position for 2019-2020 to be staffed by an experienced educator with strength in instructional strategies appropriate to the school. So moved by Green and Santiago. Unanimous BOT approval.
- Resolution 01-22-2020 .10: Be it resolved that the BOT authorizes the Chief Executive Officer and appropriate leadership staff to negotiate a tentative agreement for Higher Education Staff Certification Partnership with SUNY Brockport College subject to ratification by the BOT. Further resolved that the appropriate Board Policy be reviewed to reflect the new Program support. So moved by Yansen and Santiago. Unanimous BOT approval.

X. Executive Session

- Yansen called for a motion to enter into Executive Session at 7:15 PM to discuss personnel appointment recommendations and current resignations and also proposed litigations. So moved by Green and Santiago. Yansen called for a motion to exit Executive Session at 7:25 PM. Delly motioned, Green seconded. Executive Session ended at 7:25.

XI. Adjournment

- Yansen called for a motion to adjourn the Meeting at 7:33 PM. Santiago motioned and Delly seconded. The Meeting adjourned at 7:33 PM.

Next Meeting: March 12, 2020 @ 6:00 pm



University Preparatory School for Young Men

Board of Trustees

Meeting Minutes 3/24/20 (Draft) Via Zoom

Board of Trustees

Present: Ed Yansen, Sharon Delly, Thomas Green, Rachel Santiago, Lynette Froula, George Bovenzi, Najmah Abdulmateen, Larry Ellison

Absent: David Shakes, Wandah Gibbs

Present: UPREP Administration

CEO Walter Larkin, CAO Kevin Klein, COO Suki Cintron

Principal: Tracy DelGrego

Present: Dr. C. Michael Robinson, Executive Assistant to the Board

Guest/Speaker: Richard Johnson

I. Call to Order

- Yansen called the meeting to order at 6:10 PM. Quorum established.

II. Secretary Report

- Yansen called for a motion to approve the January 22, 2020 Meeting Minutes. Green motioned, Froula seconded. Minutes unanimously approved.

III. CEO Report-Walter Larkin

- CEO Larkin introduced Mr. Richard Johnson to present a high level overview of a potential CTE Program in which high school juniors and seniors would be trained as NYS Certified Barbers. The BOT are interested in Mr. Johnson having a follow-up discussion with CEO Larkin, CAO Klein and CTE Director, Tracey Harris.
- Enrollment as of March 24, 2020, is at 386. Recruitment continues.
- On line learning is up and running. Chrome Books are being distributed. Students are participating in Google Class, Castle Learning, IXL, and other on line resources are being accessed. On March 25, 2020, Mr. Raheem Miller will distribute additional instructional materials to students.
- NYS ELA and Math exams have been cancelled.

IV. CAO Report-Kevin Klein

- The Board Website is up and running on Google. The BOT will access the website for all communication and document review.
- Awaiting updates from NYS Department of Education regarding Regents Examinations.
- CAO Klein presented data on a Classroom Walkthrough Tool which is aligned to the Danielson Rubric and will be used to calibrate administrative reviews and to monitor staff performance. The following areas are examined; Delivery Method of Instruction, Managing Classroom Procedures, Organizing Physical Space and Resources, Using Questioning Prompts and Discussion, Engaging Students in Learning and Differentiation/Modifications. The data is used during coaching sessions, assists in determining professional development and helps formulate final evaluations. As of 3/11/20, 145 walkthroughs have been completed.
- Preliminary Graduation date is June 25, 2020. The proposed Graduation rate will fall somewhere between 93%-97%, 67% of the seniors are currently ready, 20% are very close, 6% need additional help and 7% (4 students) are unable to meet graduation requirements at this time.
- The Recovery strategies in place are as follows; Online Credit Recovery, Independent Studies, Recess make-up work, Castle Learning, Individualized planning and instruction, Report Card Recovery work, Afterschool and Saturday tutoring, and SkillUSA tutoring and testing.
- The draft Memorandum of Agreement for the Higher Education Certification Partnership with SUNY Brockport was reviewed and discussed.

V. Board Treasurer/Finance Committee Report

- Green presented the year to date Actuals through February 2020 and the estimated Actuals for 2019-2020. UPrep remains in Good Standing.
- Reserve Transfers and Reserve Balance were reviewed.
- Review of the Revised Budget tabled until the April meeting.

VI. Board Standing Committee Reports

- **All reports are reviewed in advance of the BOT meeting and any questions regarding the reports are addressed.**
- Executive Committee-New Board Committee Structure was reviewed.
- Board Development Committee-no report
- Career and Technical Education-no report
- Data Management Committee-no report
- Culturally Responsive Learning and Leading-Committee-no report

VII. Executive Session

- Yansen called for a motion to enter into Executive Session at 7:45 PM to discuss personnel appointment recommendations and current resignations and also proposed litigations. So moved by Green and Delly. Yansen called for a motion to exit Executive Session at 7:50. So moved by Froula and Abdulmateen. Executive Session ended at 7:50

VIII. Old Business

- Champion Academy (see Resolution 03-24-2020.7)

IX. New Business (See Resolutions)

- Revision to Board By-Laws
- Appointments of Members to Board Standing Committees
- Amended 2019-2020 Annual Budget
- Personal Appointments
- Memorandum of Agreement: Charter School Staff Certification

X. Resolutions:

- **Resolution 03-24-2020.1** - Be it hereby resolved that the BOT rescinds Board Resolution 08-13-19.4. So moved by Green and Abdulmateen. Unanimous BOT approval.
- **Resolution 03-24-2020. 2-** Be it hereby resolved that the BOT revises the Board By-laws, , Article VI.C.3 as follows:

 3. Standing Committees: The Board shall have the following Standing Committees in addition to the Finance Committee and shall assign specific duties to each Standing Committee:
 - a.** Executive Committee
 - b.** Board Development Committee
 - c.** Career and Technical Education Committee
 - d.** Instructional Development and Data Support Committee. So moved by Green and Santiago. Unanimous BOT approval.
- **Resolution 03-24-2020. 3-** Tabled
- **Resolution 03-24-2020. 4-** Be it hereby resolved that the BOT approves the following appointments to the Board Standing Committees effective immediately.
 1. Board Executive Committee
 Ed Yansen – Chair
 George Bovenzi
 Larry Ellison
 Thomas Green
 Sharon Delly
 2. Finance Standing Committee
 Thomas Green – Chair
 George Bovenzi
 Ed Yansen
 3. Board Development Standing Committee
 Larry Ellison – Chair
 David Shakes
 Ed Yansen

4. Career and Technical Education Standing Committee
Wandah Gibbs – Chair
Rachel Santiago
Najmah Abdulmateen
5. Instructional Development and Data Support Standing Committee
Najmah Abdulmateen – Chair
Sharon Delly
Lynette Froula
So moved by Santiago and Abdulmateen

- **Resolution 03-24-2020. 5P-** Be it hereby resolved that the BOT approves the employment of Nicole Tuggles to the position of Administrative Assistant at an annual salary of \$15,300.00 effective March 2, 2020. Position Control IRC.P6. So moved by Green and Santiago.
- **Resolution 03-24-2020.6-** Be it hereby resolved that the BOT approves the Memorandum of Agreement between University Preparatory Charter School for Young Men and The College at Brockport State University of New York dated February 28, 2020 which delineates the scope of work and responsibilities of the parties associated with their collaboration on Charter School Staff Certification. So moved by Green and Santiago.
- **Resolution 03-24-2020.7-** Be it hereby resolved that the BOT approves the allocation of \$25,000.00 of reserves to support the implementation of the Championship Academy. So moved by Green and Santiago

X. Adjournment

- Yansen called for a motion to adjourn the meeting at 8:10 PM. So moved by Delly and Abdulmateen. The meeting adjourned at 8:10 PM.

Next Meeting: April 9, 2020 @ 6:00 pm, Via Zoom



University Preparatory School for Young Men

Board of Trustees

Meeting Minutes 4/9/20 (Draft) Via Zoom

Board of Trustees

Present: Ed Yansen, Sharon Delly, Thomas Green, Rachel Santiago, George Bovenzi, Najmah Abdulmateen, Larry Ellison

Absent: David Shakes, Wandah Gibbs, Lynette Froula

Present: UPREP Administration

CEO Walter Larkin, CAO Kevin Klein, COO Suki Cintron

Principal: Tracy DelGrego

Present: Dr. C. Michael Robinson, Executive Assistant to the Board

I. Call to Order

- Yansen called the meeting to order at 6:24 PM. Quorum established.

II. Secretary Report

- Approval of Meeting Minutes for March 24, 2020 tabled until the May 14, 2020 meeting.

III. CEO Report-Walter Larkin

- Response to Covid-19 - June Regents Exams cancelled. Administration is completing a credit review of each student to determine credits needed for graduation.
- Enrollment remains at 386. RCSD billed for 386. Recruitment continues. There are 126 new applicants. A lottery will be necessary for 7th and 12th grade for the 20/21 school year.
- COO Suki Cintron has completed the SBA Payroll Protection Program Application. The application deadline is June 30, 2020.

IV. CAO Report-Kevin Klein

- 296 Chrome Books have been distributed representing 321 families. Additional distribution is scheduled for 4/15/20. Students may also access lessons using Play Station and Xbox.
- Remote Learning- Usage of online learning is being monitored through Google Classroom. Castle Learning is also available and student participation in learning sessions is being tracked.

- Staff Monitoring-There are Grade Level meetings via Zoom and Schoolwide Zoom meetings are held every Wednesday until school reopens. Teachers have added supervising administrators to their Online Classrooms and Castle Learning. Teachers also send an overall weekly summary to their supervisor every Friday. Teachers report any student concerns to their Grade Level Manager.
- Regents Exams Cancellation-Students who during the June 2020 exam period would have taken one or more Regents Exams will be exempted from passing the exams in order to be issued a diploma. To qualify for the exemption, students must meet one of four eligibility requirements.
- The Graduation Projection for 2020 is 95%-98%.
- CSE meetings will be conducted via Zoom.

V. Board Treasurer/Finance Committee Report

- The Amended 2019/2020 Annual Budget will be tabled until the May 14th meeting.

VI. Board Standing Committee Reports

- **All reports are reviewed in advance of the BOT meeting and any questions regarding the reports are addressed.**
- Executive Committee-no report
- Board Development Committee-no report
- Career and Technical Education-no report
- Instructional Development and Data-no report

VII. Executive Session

- Yansen called for a motion to enter into Executive Session at 6:58 PM to discuss personnel appointment recommendations and current resignations and also proposed litigations. So moved by Delly and Santiago. Yansen called for a motion to exit Executive Session at 8:00. So moved by Santiago and Abdulmateen. Executive Session ended at 8:00

VIII. Old Business

- Amended 2019/2020 Annual Budget – Tabled (Resolution 04-09-2020.1)

IX. New Business (See Resolutions)

- Paycheck Protection Program (Resolution 04-09-2020.2)

X. Resolutions:

- **Resolution 04-09-2020.2** - Be it hereby resolved that the BOT approves the completion and submission of the SBA PPP Loan Application by Suki Cintron, COO, and authorizes the Board Treasurer to execute the loan closing documents. So moved by Green and Santiago. Unanimous BOT approval.

X. Adjournment

- Yansen called for a motion to adjourn the meeting at 8:10 PM. So moved by Delly and Abdulmateen. The meeting adjourned at 8:10 PM.

Next Meeting: May 14, 200 @ 6:00 PM via Zoom



University Preparatory School for Young Men

Board of Trustees

Meeting Minutes 5/14/20 (Draft) Via Zoom

Board of Trustees

Present: Ed Yansen, Sharon Delly, Thomas Green, George Bovenzi, Najmah Abdulmateen, Larry Ellison, Wandah Gibbs, Lynette Froula

Absent: David Shakes, Rachel Santiago

Present: UPREP Administration

CEO Walter Larkin, CAO Kevin Klein, COO Suki Cintron

Principal: Tracy DelGrego

Present: Dr. C. Michael Robinson, Executive Assistant to the Board

I. Call to Order

- Yansen called the meeting to order at 6:15 PM. Quorum established.

II. Secretary Report

- Yansen called for a motion to approve the March 24, 2020 Meeting Minutes. Green motioned, Delly seconded. March 24, 2020 minutes were unanimously approved. Yansen called for a motion to approve the April 9, 2020 Meeting Minutes, Gibbs motioned and Delly seconded. The April 9, 2020 minutes were unanimously approved.

III. Leadership Team (CEO Walter Larkin, CAO Kevin Klein, COO Suki Cintron, Principal Tracy DelGrego)

- **CAO Klein**-Closeout of 2019-2020-June 5, 2020 last day of teaching new content. June 6-25, 2020 report card recovery/enrichment. Chromebook collection and cleaning will coincide with locker cleanout process. Teachers are scheduled to clean out classrooms and collect materials. Closure procedures in regards to student transcripts and exemptions are taken directly from NYSED.
- Students enrolled in online credit recovery courses will be issued Exemptions if they passed the course and only need to pass the exam. (21 students passed exams in January, 124 students to receive exam exemptions due to passing the course in a previous year, 94 students are still enrolled in OLC courses.
- Grading Adjustments have been made for the 3rd and 4th Quarters. Students have June 6-June 25 to raise their grades. Teachers are providing individual and small group office hours for additional assistance.

- In April 375 students logged into their Google accounts. 11 students did not. Grade Level Managers and Counselors are reaching out to connect with families not participating. Students are also reaching out to encourage participation.
- The Brockport Partnership with UPrep for teacher certification is moving forward. 22 interested staff members have been in contact with Dr. Wilkens from Brockport to gather information about the program.
- The SUNY Accountability report for 2018-2019 continues to report a need for academic improvement in 7th and 8th grades. Several adjustments have been made to support students; Reading Program implementation, E Math Instruction, IRLA and NWEA testing.
- Preparation for opening 2020/2021 School Year will follow NYS Executive Orders and NYSED Directives.
- **CEO Larkin**-A Virtual Graduation for UPrep students is being planned. Stations will be set up for student arrival, student interview, cap and gown change, diploma distribution, photo shoot and student exit.
- **COO-Cintron**-UPrep enrollment has been consistent at 386. UPrep has received 169 applications for 2020/2021. Total applications projected to enroll is at 89. The total need is 61 confirmed applications which includes registration in progress, registration completed and seat offer accepted.
- SBA Payroll Protection Program Application submitted.
- **CEO Larkin**-Status of Sports Program at UPrep for 2020/2021-UPrep football has been reclassified from Class AA to Class A . Malcolm Lee, Director of Health, Physical Education and Athletics, has requested an increase in funding to support the entire athletic program.
- The School Calendar for 2020/2021 was presented and reviewed.

IV. COO Report-Suki Cintron

- S. Cintron presented the 2020/2021 Budget which included costs for participation in a Teachers' Retirement System. Information was shared and some questions addressed regarding the TRS. The BOT requested to review the 2020/2021 Budget omitting the TRS in the budget, which will be reviewed at the June meeting.

V. Board Treasurer/Finance Committee Report

- The Amended 2019/2020 Annual Budget was presented and reviewed. (see Resolution 05-14-2020.3)
- T. Green presented the Balance Sheet as of April 30, 2020 and the Profit and Loss Statement. UPrep is in good financial standing.

VI. Board Standing Committee Reports

- **All reports are reviewed in advance of the BOT meeting and any questions regarding the reports are addressed.**
- Executive Committee-no report
- Board Development Committee-the committee has had 3 meetings to review Board Policy to identify policies needing updates.
- Career and Technical Education-no report

- Instructional Development and Data-all deadlines met. Team is researching books that identify with Cultural Responsiveness for each grade level.

VII. Board Special Committee Reports-None

VIII. Old Business

- Amended 2019/2020 Annual Budget – (Resolution 05-14-2020.1)

IX. New Business (See Resolutions)

- School Calendar 2020/2021-Resolution 05-14-2020.2
- Board Policy-Budget Development-Resolution 05-14-2020.3
- Annual BOT Meeting: Date, Time, Location, Agenda-Resolution 05-14-2020.4

X. Resolutions:

- **Resolution 05-14-2020.1** - Be it hereby resolved that the BOT amends the 2019-2020 Budget adopted by Board Resolution 06-11-19.1 as recommended by the Chief Executive Officer dated March 12, 2020 with total revenues of \$8,299,937 and expenditures of \$8,299,937. The Board Amended Budget shall be submitted and posted as required by Board Policy, SUNY requirements, and regulations of the New York State Education Department. So moved by Green and Delly. Unanimous BOT approval.
- **Resolution 05-14-2020.2**-Be it hereby resolved that the BOT approves the 2020-2021 School Calendar presented to the Board by the Chief Executive Officer at the May 14, 2020 Board Meeting. So moved by Green and Froula. Unanimous BOT approval.
- **Resolution 05-14-2020.3**-Be it hereby resolved that the BOT approves the revised Board Policy Administration-5 Budget Development and Approval as recommended by the Board Development Committee at the May 14, 2020 meeting. So moved by Gibbs and Abdulmateen. Unanimous BOT approval.
- **Resolution 05-14-2020.4**-Be it hereby resolved that the BOT approves the Annual Board of Trustees Meeting to be held on July 9, 2020 at 4:00 p.m. located at UPrep. The agenda shall include the following:
 - a. Election of Officers**
 - b. Appointment of Standing Committees for 2020/2021**
 - c. Establishment for Board Priorities for 2020/2021**
 - d. Evaluation of Leadership Team**

So moved by Green and Delly. Unanimous BOT approval.

XI. Executive Session

- Yansen called for a motion to enter into Executive Session at 8:37 p.m. to discuss pending litigations. So moved by Abdulmateen and Delly. Yansen called for a motion to exit Executive Session at 9:03 p.m. So moved by Green and Delly. Executive Session ended at 9:03.

XII. Adjournment

- Yansen called for a motion to adjourn the meeting at 9:06 p.m. So moved by Green and Gibbs. The meeting adjourned at 9:06 PM.

Next Meeting: Special Meeting for Budget Review and Approval, June 4, 2020, 4:00-7:00 P.M. (via Zoom).

June 11, 2020 Regularly Scheduled Board Meeting@ 6:00 via zoom

July 9, 2020 Annual Board Meeting, 4:00-7:30 P.M.



University Preparatory School for Young Men

Board of Trustees

Meeting Minutes 6/11/20 (Draft) Via Zoom

Board of Trustees

Present: Ed Yansen, Sharon Delly, Thomas Green, George Bovenzi, Najmah Abdulmateen, Larry Ellison, David Shakes, Lynette Froula

Absent: Wandah Gibbs, Rachel Santiago

Present: UPREP Administration

CEO Walter Larkin, CAO Kevin Klein, COO Suki Cintron

Principal: Tracy DelGrego

Present: Dr. C. Michael Robinson, Executive Assistant to the Board

I. Call to Order

- Yansen called the meeting to order at 6:07 PM. Quorum established.

II. Secretary Report

- Yansen called for a motion to approve the May 14, 2020 Meeting Minutes. Abdulmateen motioned, Green seconded. May 14, 2020 minutes were unanimously approved.

III. Leadership Team (CEO Walter Larkin, CAO Kevin Klein, COO Suki Cintron, Principal Tracy DelGrego)

- **CEO Larkin**-Presented the Athletic Budget requests for 20/21. The UPrep reclassification to Class A has heightened the need for improvements to the athletic facilities, equipment, etc. The BOT unanimously approved spending for Coach Certification and Training, purchase of Football Helmet Carts, updates to the Weight Room, Gymnasium improvements (bleachers) and rental and use of a practice/game facility. Discussion followed regarding helmet safety in prevention of head injuries. Froula will follow up with some medical research on the subject. There was also discussion around the BOT providing a dinner to celebrate the student athletes and providing athletes with a token memorabilia for their efforts and participation in UPrep athletics.
- **CAO Klein**-Presented the Budget Questions/Executive Team Response Document. Questions and Answers were reviewed and clarified when necessary. The following areas were addressed:
 - **Balanced Budget**- Deficit Gap closed with a Year End Surplus

- **Building Based Resources** for 2019/2020 are slated to continue for the 2020/2121 school year; Improved Security System, Building Infrastructure, Middle School Principal, Added Literacy Program, New ELA Curriculum Grades 7-9, Added Learning Lab to deliver RTI services, Use of Danielson Rubric for Classroom Walkthrough Tool, Data and Technology Coordinator, Online Distance Learning, SPED Coordinator, Center for Youth Services, Gear Up, Instructional Planning on demand, Weekly Academic Meetings, Weekly Executive Meetings, Bi Weekly Directors Meetings, CTE Culinary Pathway Certified, Increased enrollment in CTE Courses, Athletic Trainer, Increased Community Partnerships
- **Board Priorities** addressed in the budget and will be sustained in 2020/2021; Data Management, Enrollment and Recruitment, Rigorous Instruction, After School Programs, Middle School Improvements, SUNY Accountability Goals, Fiscal Accountability, Parent Engagement and Satisfaction, Post-Graduation/Destination Data, CTE Program Development, Culturally Responsive Learning and Leadership, ongoing collaboration and updated of the Board Policy Manual
- **CAO Klein**-Projected Graduation Rate for 2019/2020 for Cohort 2016 is 94%
- **CAO Klein**-There will be a two week session for the Summer Program

IV. Board Treasurer/Finance Committee Report

- T. Green presented the Balance Sheet as of May 31, 2020 and Profit and Loss Statement for May 2020. UPrep remains in good financial standing.

V. Board Standing Committee Reports

- **All reports are reviewed in advance of the BOT meeting and any questions regarding the reports are addressed.**
- Executive Committee-no report
- Board Development Committee-worked on changes/revisions to Employee Compensation and Benefits Policy. See Resolution 06-11-2020.2
- Career and Technical Education-no report
- Instructional Development and Data-Possibility of G. Shakes working with UPrep on reading culturally relevant material. D. Shakes suggested the title, Reading for Their Life, by Alfred W. Tatum.

VI. Board Special Committee Reports-None

VII. Old Business

VIII. New Business (See Resolutions)

- Adoption of 2020/2021 School Budget (Resolution 06-11-2020.1)
- Approval of Revised Board Policy Employee-1 Employee Compensation and Benefits (Resolution 06-11-2020.2)
- Authorization to Amend Employment Agreements for Executive Team (Resolution 06-11-2020.3)

- Approval of Salary Adjustment for CEO Effective June 15, 2020 (Resolution 06-11-2020.4)
- Election of Officers for 2020-2021 (President, First Vice President, Second Vice President, Treasurer, Secretary)
- Appointment of Standing Committees 2020-2021 (Executive, Finance, Board Development, Career and Technical Education, Instructional Development and Data Support) **Tabled**
- Trustee Term Expirations-July Meeting
- Annual Board Retreat (Date, Time, Location, Agenda)

X. Resolutions:

- **Resolution 06-11-2020.1** - Be it hereby resolved that the BOT adopts the 2020-2021 Budget as recommended by the Chief Executive Officer dated June 11, 2020 with total revenues of \$6,509,236.00 and expenditures of \$6,509,236.00. The Reserves total \$4,571,943.00. The Board Adopted Budget shall be submitted and posted as required by Board Policy, SUNY Requirements, and regulations of the New York State Education Department.

Board of Trustees shall receive as soon as feasible printed copies of the adopted budget along with a position control document compliant with the Adopted Budget. So moved by Green and Delly. Unanimous BOT approval.

- **Resolution 06-11-2020.2**-Be it hereby resolved that the BOT approves the revised Board Policy-1 Employee Compensation and Benefits as recommended by the Board Development Committee at the June 11, 2020 meeting of the Board of Trustees. So moved Green and Delly. Unanimous BOT approval.
- **Resolution 06-11-2020.3**-Be it hereby resolved that the BOT authorizes the amendment of employment agreements for the Executive Leadership Team to assure the Executive Leadership Team members have access to health, dental, and/or vision benefits as other employees do if they choose to be covered by UPrep plans. Unless otherwise noted in the employment agreement, the Executive Team member will contribute at the same level as other UPrep employees do towards the annual premiums.

Furthermore the Board of Trustees authorizes employment contracts of the Executive Team to be amended to remove the requirement to be employed by UPrep for a specific length of time to access 403(b) benefits. So moved by Green and Froula. Unanimous BOT approval.

- **Resolution 06-11-2020.4**-Be it hereby resolved that the Board of Trustees approves the adjustment of the annual salary of the Chief Executive Officer effective June 15, 2020 by an increase of \$5000.00 over the 2019-2020 annual salary. So moved by Abdulmateen and Ellison. Unanimous BOT approval.

XI. Executive Session-none

XII. Election of Officers for 2020-2021

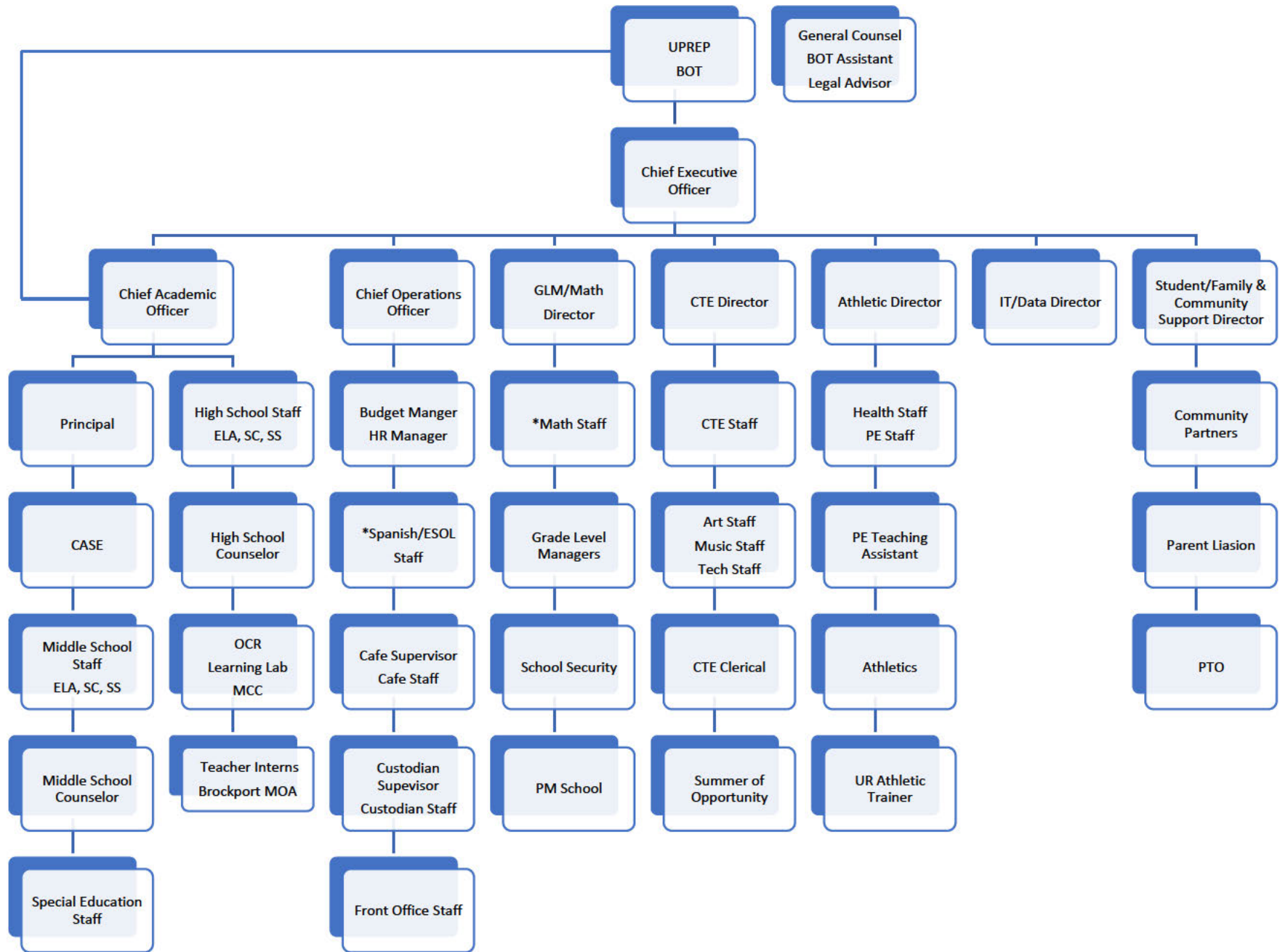
- Ed Yansen nominated for Board of Trustees President of the 2020-2021 school year. Yansen accepted the nomination. Ellison called for a motion to approve Yansen as BOT President. So moved by Delly and Abdulmateen. Unanimous BOT approval.
- Larry Ellison nominated for Board of Trustees 1st Vice President for the 2020-2021 school year. Ellison accepted the nomination. Yansen called for a motion to approve Larry Ellison for BOT 1st Vice President for the 2020-2021 school year. So moved by Delly and Green. Unanimous BOT approval.
- George Bovenzi nominated for Board of Trustees 2nd Vice President for the 2020-2021 school year. Bovenzi accepted the nomination. Yansen called for a motion to approve George Bovenzi as BOT 2nd Vice President for the 2020-2021 school year. So moved by Shakes and Green. Unanimous BOT approval.
- Thomas Green nominated for Board of Trustees Treasurer for 2020-2021 school year. Green accepted the nomination. Yansen called for a motion to approve Thomas Green as BOT Treasurer for the 2020-2021 school year. So moved by Delly and Abdulmateen. Unanimous BOT approval.
- Sharon Delly nominated for Board of Trustees Secretary for the 2020-2021 school year. Delly accepted the nomination. Yansen called for a motion to approve Sharon Delly as BOT Secretary for the 2020-2021 school year. So moved by Abdulmateen and Ellison. Unanimous BOT approval.

XIII. Adjournment

- Yansen called for a motion to adjourn the meeting at 8:15. So moved by Delly and Green. Meeting adjourned at 8:15.

Next Meeting: Regular BOT meeting on July 9, 2020 at UPrep 4:00-7:00 pm, the regular BOT meeting will be followed by the Annual Board Meeting.

University Preparatory Charter School for Young Men



July 2020 (T=0/S=0)

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August 2020 (T=0/S=0)

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September 2020 (T=S=)

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2020 (T=S=)

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2020 (T=S=)

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December 2020 (T=S=)

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	



2020-2021 SCHOOL CALENDAR

AUGUST

- 26 New Teacher Orientation
- 27,28 Professional Development UPrep Teachers & Staff
- 31 Professional Development UPrep Teachers & Staff

SEPTEMBER

- 1,2,3 Chromebook pickup grades 10-12
- 7 Labor Day (All Facilities Closed)
- 8 Orientation grade 7
- 9 Orientation grade 8
- 10 Orientation grade 9 (& new grade 10-12 students)
- 14 First day of Remote Instruction

OCTOBER

- 8 Half-day for all students
- 9 Superintendent's Conference Day (No school for students)
- 12 Columbus Day (All Facilities Closed)

NOVEMBER

- 3 Superintendent's Conference Day (No school for students)
- 11 Veterans Day (All Facilities Closed)
- 16 Possible 1st day of Hybrid Instruction
- 25 Recess (School not in Session – 12 month staff report)
- 26-27 Thanksgiving (All Facilities Closed)

DECEMBER

- 4 Half-day for all students
- 24-25 Christmas (All Facilities Closed)
- 28-31 Recess (School not in Session – 12 month staff report)

JANUARY

- 1 New Year's Day (All Facilities Closed)
- 18 Martin Luther King Day (All Facilities Closed)
- 26-29 NYS Testing (Regents Exam)

FEBRUARY

- 15 Presidents Day (All Facilities Closed)
- 16-19 Mid-Winter Recess (School not in Session – 12 month staff report)

MARCH

- 2 Parent/Teacher Conferences
- 4 Parent/Teacher Conferences
- 5 Half-day for all students
- 29-31 Spring Recess (School not in Session – 12 month staff report)

APRIL

- 1 Spring Recess (School not in Session – 12 month staff report)
- 2 Good Friday (All Facilities Closed)
- 20-22 NYS Testing (7-8 Math Assessments)
- 30 Superintendent's Conference Day (No school for students)

MAY

- 4-6 NYS Testing (7-8 ELA Assessments)
- 31 Memorial Day (All Facilities Closed)

JUNE

- 15 Last Day of CLASSES for all Students
- 16-18 NYS Testing (Regents Exam)
- 21-24 NYS Testing (Regents Exams)
- 25 Regents' Rating Day / Last day for teachers

- First Day for 7-12 students
- Holiday/Recess
- NYS Regents Exams 7-8 ELA & Math Assessments
- Open House (school in session)
- Half-day for students
- Regents Rating Day
- Superintendent's Conference Day

Staff Office Hours – Fridays Sept – Oct.

(Teacher Days = 185 (includes Supt Conf Days) Student Days = 180)

First Emergency Make-up Day: March 29, 2021

January 2021 (T=S=)

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2021 (T=S=)

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March 2021 (T=S=)

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April 2021 (T=S=)

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2021 (T=S=)

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June 2021 (T=S=)

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Part I: General Information and Fire/Life Safety History
(to be completed annually)

The annual fire safety inspection for this building took place on:

NOTE: The Inspection Date cannot be earlier than 45 days before the Due Date.

Month		Day		year	

1. Indicate the primary use of this facility: (check one box)

a) Instructional	<input checked="" type="checkbox"/>	f) Maintenance	
b) Administrative		g) Other (specify)	
c) Bus Maintenance		h) Public Library	
d) Bus Storage Only		i) Storage	
e) Leased-Facility-Off-School-Grounds		j) Vacant	

2. Is there a fire sprinkler system in this facility? Yes ☒ No _____

If yes, is the sprinkler alarm connected with the building alarm? Yes ☒ No _____

3. Is there a fire hydrant system for facility protection? Yes ☒ No _____

If yes, indicate ownership of the system.

Public Owned ☒ School Owned _____ Other _____ (specify)

4. Indicate the ownership of this facility: Owned ☒ Leased from others _____

a. If the building is not District Owned, provide the name and address of Landlord or Building Owner:

_____ (name)

_____ (address)

_____ (address)

_____ (telephone #)

5. Does the District lease the building or spaces within the building to others? No ☒ Yes _____

a. If yes, indicate the tenant(s):

_____ (name)

_____ (address)

_____ (address)

_____ (telephone #)

6. What is the current gross square footage of this facility?
(to the nearest whole ten feet)



7. If this facility is vacant, skip the remaining questions and go to Part II Non-Conformance Report Sheet
(on page 4) Vacant buildings are to be inspected for compliance with Items #25A-1 through #26A-3

8. If this facility is used for instruction, complete (a) – (d); otherwise go to question # 9.

a) Fire drills were held in accordance with Section 807 of State Education Law and Section F405 of the 2015 International Fire Code and F403.5.4 of the NYS Uniform Code Supplement. Yes ☒ No ☐

b) Average time to evacuate this facility:

0	1
---	---

Minutes

4	5
---	---

Seconds

c) Arson and fire prevention instruction was provided in accordance with Section 808 of State Education Law; which requires every school in New York State to provide a minimum of 45 minutes of instructions in arson, fire prevention, injury prevention, and life safety during each month that school is in session.

Yes ☒ No ☐

d) Employee fire prevention, evacuation, and fire safety training was provided and Records maintained in accordance with Section F406 of the 2015 International Fire Code.

Yes ☒ No ☐

9. If the fire alarm was activated since the last annual fire inspection, was the fire department immediately notified?

Yes ☒ No ☐

10. Have there been any fires in this facility since the last annual fire inspection?

Yes ☐ No ☒

If yes, indicate:

a) Number of fires

n	a
---	---

b) Total number of injuries

n	a
---	---

c) Total cost of property damage

\$

n	a						
---	---	--	--	--	--	--	--

Part II: Public School Fire and Building Safety Non-Conformance Report Sheet

School District _____
Facility # _____

Building Name _____

Part II-A (to be completed for public schools only – except "Big 4")					Part II-B					Part II-B					Part II-B				
Item #	Non-Conformance	Date Corrected	Date Reinspected		Item #	Non-Conformance	Date Corrected	Date Reinspected		Item #	Non-Conformance	Date Corrected	Date Reinspected		Item #	Non-Conformance	Date Corrected	Date Reinspected	
01A-2					08A-2					13A-2					19E-1				
01B-1					08B-2					13B-2					19F-1				
01C-1					08C-2										19G-1				
01D-1					08D-2					14A-2					19H-2				
01E-1					08E-2					14B-2									
					09A-2					14C-2					20A-1				
02A-2					09B-2					14D-1					20B-1				
02B-1					09C-1					14E-1					20C-1				
02C-3					09D-1					15A-2					21A-3				
02D-1					09F-2					15B-1					22A-3				
02E-2					09G-2					15C-2					22B-3				
02F-3					10A-2					15D-2					22C-3				
02G-2					10B-2					15E-1					23A-1				
					10C-1					16A-2					23B-1				
03A-3					10D-1					16B-2					23C-1				
03B-1										16C-2					23D-2				
					11A-2					16D-2					24A-3				
04A-2					11B-1					17A-3					25A-1				
04B-2					11C-2					17B-2					25B-1				
04C-1					11D-2					17C-2					25C-1				
					11E-1					17D-2									
05A-3										17E-1					26A-3				
05B-2					12A-1					17F-3					<p style="text-align: center;">If any additional non-conformances are observed, check item 26A-3 and list the Code section below.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Inspector</p> <p style="text-align: center;">The inspector has been provided with a copy of the previous year's school fire safety report:</p> <p style="text-align: center;">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>				
05C-2					12B-3					17G-1									
					12C-2					17H-2									
06A-1					12D-2					17I-2									
06B-1					12E-1					17J-1									
06C-1					12F-1					17K-1									
06D-2					12G-1					17L-1									
06E-3					12H-1					18A-2									
06F-1					12I-1					18B-2									
06G-1					12J-1					18C-2									
06H-2					12K-1					18D-2									
					12L-1					19A-3									
07A-3					12M-1					19B-2									
07B-2					12N-1					19C-1									
07C-2					12O-2					19D-1									

All schools complete Section 8 only if the building has electrically-operated folding partitions.

Initial Inspection:

Fire Safety Inspector: Name Stephen J. Morgan
Date 11/19/19

Registry # [REDACTED] (26E-4)

Final Inspection (if required):

Fire Safety Inspector: Name _____
Date _____

Registry # _____ (26F-4)

Part III: Public School Certifications

Section III-A. Fire Inspector

The individual noted below inspected this building and the information in this Fire Safety Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to Title 19 Part 1208

Name: Stephen J. Morgan

Telephone # [REDACTED]

Title: Fire Marshall Inspector

Registry # [REDACTED]

(as designated by the NYS Department of State)

Email [REDACTED]

Section III-B. Building Administrator or Designee

The individual noted below certifies that this building was inspected on _____ (date) as indicated in Section III-A above.

Name: _____

Telephone #: (____) _____

Title: _____

Email: _____

Section III-C. School Superintendent

I hereby submit this fire inspection report on behalf of the Board of Education and certify that:

1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Public School Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. For any uncorrected nonconformances that appear on this report, the Board of Education or Board of Trustees, at the meeting held pursuant to Section 807-a of the State Education Law, adopted a written plan of correction for those nonconformances, and such plan is available for public scrutiny.

Name: _____

Telephone #: (____) _____

Title: _____

Email: _____

Electronic Signature (via NYSED Portal)



CITY OF ROCHESTER

CERTIFICATE NO.: 83947
DATE ISSUED: AUGUST 30, 2013
EXPIRATION: NOT APPLICABLE
LEGAL USE: CHARTER SCHOOL

CERTIFICATE OF OCCUPANCY
{PARTIAL}

PROPERTY LOCATION: 1290 LAKE AV

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

TYPE 2B & 5, THREE STORIES
PHASE 1 ONLY: CLASSROOMS ON TOP FLOOR;
ADMINISTRATIVE OFFICE AREA;
EXIT STAIRS;
KITCHEN AND DINING HALL

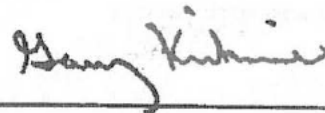
This Certificate is issued and based on the application made by:

RAY TESTA, {OWNER'S AGENT}, ON AUGUST 26, 2013

The Certificate of Occupancy remains in effect from the date of issuance until the expiration date noted above, unless sooner terminated by the occurrence of any of the events enumerated in Section 90-16A(2) of the City Code and must be renewed, if applicable, no later than the expiration date of this Certificate.

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

CODE COMPLIANCE COORDINATOR



NOTICE AND DISCLAIMER

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

LENDERS AND PURCHASERS ARE STRONGLY ENCOURAGED TO CONSULT INDEPENDENT INSPECTORS.

EEO Employer/Handicapped



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