

Application: Urban Assembly Charter School for Computer Science

David Noah - david.noah@compscihigh.org
2021-2022 Annual Report

Summary

ID: 0000000333

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed Jul 31 2022

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2021-2022 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2022)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE 800000087933

a1. Popular School Name

Comp Sci High

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

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

SUNY BOARD OF TRUSTEES

d. DISTRICT / CSD OF LOCATION

CSD #12 - BRONX

e. DATE OF INITIAL CHARTER

4/2016

f. DATE FIRST OPENED FOR INSTRUCTION

8/2018

c. School Unionized

Is your charter school unionized?

No

h. SCHOOL WEB ADDRESS (URL)

www.compscihigh.org

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

420

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

426

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

Check all that apply

Grades Served

9, 10, 11, 12

I1. 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 2022-2023?

Yes, 2 sites

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE 80000087933

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	1300 Boynton Avenue, Bronx, NY 10472	646-421-4523	NYC CSD 12	9-12	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Iris Alder	Principal	914-364-1848		iris.alder@compscihigh.org
Operational Leader	James Kale	COO	857-212-9220		james.kale@compscihigh.org
Compliance Contact	David Noah	Executive Director	773-497-1981		david.noah@compscihigh.org
Complaint Contact	David Noah	Executive Director	773-497-1981		david.noah@compscihigh.org
DATA Coordinator	David Noah	Executive Director	773-497-1981		david.noah@compscihigh.org
Phone Contact for After Hours Emergencies	David Noah	Executive Director	773-497-1981		david.noah@compscihigh.org

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

Co-located Space

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

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

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

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

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

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022.**

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

Comp Sci High

School Site 2

m2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	860 Forest Avenue, Bronx, NY 10456	6464214523	NYC CSD 7	12	No

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Iris Alder	Principal	914-364-1848		iris.alder@compscihigh.org
Operational Leader	James Kale	COO	857-212-9220		james.kale@compscihigh.org
Compliance Contact	David Noah	Executive Director	773-497-1981		david.noah@compscihigh.org
Complaint Contact	David Noah	Executive Director	773-497-1981		david.noah@compscihigh.org
DA A Coordinator	David Noah	Executive Director	773-497-1981		david.noah@compscihigh.org
Phone Contact for After Hours Emergencies	David Noah	Executive Director	773-497-1981		david.noah@compscihigh.org

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

Private Space

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

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, 2022.

- Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2022.**
- If the fire inspection certificate expires after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022. Please note in the portal that this is the case**

Site 1 Certificate of Occupancy (COO)

[LNO Objection Letter - 860 Forest Avenue 11-22-17 -certificate of occupancy.pdf](#)

Filename: LNO Objection Letter - 860 Forest Avenue 11-22-17 -certificate of occupancy.pdf **Size:** 379.8 kB

Site 2 Fire Inspection Report

[LNO Objection Letter - 860 Forest Avenue 11-22-17 -certificate of occupancy.pdf](#)

Filename: LNO Objection Letter - 860 Forest Avenue 11-22-17 -certificate of occupancy.pdf **Size:** 379.8 kB

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

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

No

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

Yes

ATTESTATIONS

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

Name	David Noah
Position	Executive Director
Phone/Extension	773-497-1981
Email	david.noah@compscihigh.org

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

Responses Selected:

Yes

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

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, starting with a large, looped initial letter that resembles a 'D' or 'D.' followed by several fluid, connected strokes.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and starts with a large, prominent loop that forms a 'P' or 'A' shape, followed by several connected, fluid strokes.

Date

Jul 31 2022



Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Oct 24 2022

Instructions

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

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the SUNY Epicenter system by **September 15, 2022**. SUNY CSI will forward to NYSED CSO.

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

2021-22-Accountability-Plan-Progress-Report-Urban Assembly Charter School for Computer Science

Filename: 2021 22 Accountability Plan Progre QyAaqC4.pdf **Size:** 700.1 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2022**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.

Entry 4a - Audited Financial Report Template (SUNY)

Completed Oct 27 2022

Instructions - SUNY-Authorized Charter Schools ONLY

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

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

Comp Sci FY22-Audited-Financial-Statement-Template

Filename: Comp Sci FY22 Audited Financial S 9IHhQ0G.xlsx Size: 185.4 kB

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

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

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

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

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2022-2023 Budget

Incomplete

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

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

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

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

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 1 2022

Due on August 1, 2022, each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). Acceptable signature

formats include:

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

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for completing the form for trustees who left the board during the reporting year.**

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

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

[Angel 2022](#)

Filename: Angel 2022.pdf **Size:** 362.6 kB

[Kwadwo 2022](#)

Filename: Kwadwo 2022.pdf **Size:** 334.3 kB

[Pravin 2022](#)

Filename: Pravin 2022.pdf **Size:** 340.6 kB

[Kristin 2022](#)

Filename: Kristin 2022.pdf **Size:** 370.5 kB

[Bethany 2022](#)

Filename: Bethany 2022.pdf **Size:** 359.9 kB

[Cesar 2022](#)

Filename: Cesar 2022.pdf **Size:** 347.2 kB

[Ivonne 2022](#)

Filename: Ivonne 2022.pdf **Size:** 346.7 kB

[Howard 2022](#)

Filename: Howard 2022.pdf **Size:** 349.5 kB

[Alejandro](#)

Filename: Alejandro.pdf **Size:** 343.0 kB

[Danielle 2022](#)

Entry 7 BOT Membership Table

Completed Aug 1 2022

Instructions

Required of ALL charter schools

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

Entry 7 BOT Table

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

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE 800000087933

Authorizer:

Who is the authorizer of your charter school?

SUNY

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

Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022

1	Angel Morales		Chair	Ad ance ment, Account ability, F nance	Yes	2	07/01/2022	6/30/2027	11
2	Ivonne Fleitas-Frank		Vice Chair	Governa nce	Yes	2	07/01/2022	6/30/2027	10
3	Pra n Sathe		Treasure r	F nance	Yes	2	07/01/2022	6/30/2027	7
4	Kristin Kearns-Jordan		Secretar y	Account ability	Yes	2	07/01/2022	6/30/2027	8
5	Cesar Perez		Trustee/ Member	Governa nce	Yes	2	07/01/2022	6/30/2027	9
6	Kwadwo Nyarko		Trustee/ Member	Ad ance ment	Yes	2	07/01/2022	6/30/2027	5 or less
7	Bethany Crystal		Trustee/ Member	Ad ance ment	Yes	2	7/01/2022	6/30/2027	10
8	Howard Tsao		Trustee/ Member		Yes	2	7/01/2022	6/30/2027	6
9	Julissa Baez		Trustee/ Member	Ad ance mment	Yes	1	7/27/2021	6/30/2026	8

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

Yes

1b. Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
10	Danielle Beyer		Trustee/Member	Advancement	Yes	1	7/27/2021	6/30/2026	10
11	Alejandro Izquierdo		Trustee/Member	Accountability	Yes	1	7/27/2021	6/30/2026	9
12									
13									
14									
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2022	11
b.Total Number of Members Added During 2021-2022	0
c. Total Number of Members who Departed during 2021-2022	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-15

3. Number of Board meetings held during 2021-2022

1212

4. Number of Board meetings scheduled for 2022-2023

12

Total number of Voting Members on June 30, 2022:

11

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

0

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

2

Total Maximum Number of Voting members in 2021-2022, as set by the board in bylaws, resolution, or minutes:

11

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

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

Schools must upload a complete set of monthly board meeting minutes (July 2021-June 2022), which should match the number of meetings held during the 2021-2022 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2022**.

Entry 9 Enrollment & Retention

Completed Aug 1 2022

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

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2022-2023.

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
Economically Disadvantaged	We reached out via mail, direct meetings in schools, and online ads to only the zip codes in the Bronx that include students from CSDs 7, 8, 11, and 12. Those are among the poorest communities in the Bronx, and our school is over 80% FRPL as a result.	We intend to follow the same recruitment strategy, targeting communities and middle schools that serve the poor, Bronx students that we aim to serve.
English Language Learners	We reached out via mail, direct meetings in schools, and online ads to only the zip codes in the Bronx that include students from CSDs 7, 8, 11, and 12. Those communities contain large numbers of ELL students, and all our materials are translated into Spanish (the predominant non-English language spoke in the Bronx). We also do all of our new student outreach in multiple languages to ensure parents can speak with school employees in their native language.	We plan to continue the same efforts that have made our school more than 10% ELL students.
Students with Disabilities	Our school is 24% students with IEPs, higher than the surrounding district. That is the result of our effort to reach out individually to applicants who indicate their child has an IEP, and to conduct open houses, to ensure those families know we can and do serve many IEP students.	We plan to continue the same efforts next year.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
Economically Disadvantaged	We have a strong advisory program, we communicate with parents weekly via individual advisors, and we provide direct food, rent, and housing support to our families in need to ensure their children are able to come to school and learn.	We plan to continue the same retention efforts next year.
English Language Learners	We provide ELL instruction, conduct all family meetings in multiple languages, and provide intensive community and support for our ELL students.	We plan to continue the same retention efforts next year.
Students with Disabilities	We have nearly 100% of our classes co-taught, we build academic support into the schedule and conduct extensive training on ICT instruction and differentiation to make sure all students can access material and succeed.	We plan to continue the same retention efforts next year.

Entry 10 - Teacher and Administrator Attrition

Completed Aug 1 2022

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

A. TEACH System - Employee Clearance

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

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

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeefingerprintoct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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 only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
Total Category A: 5 or 30% whichever is less	0

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

	FTE Count
i. Mathematics	
ii. Science	
iii. Computer Science	
. Technology	
. Career and Technical Education	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

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

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

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

	FTE Count
Total	

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you.



Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

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

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

Entry 13 School Calendar

Completed Aug 1 2022

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2022 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2022**.

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

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure there is a monthly tally of instructional days.

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

Copy of SY22-23 OFFICIAL Comp Sci High Family Calendar

Filename: Copy of SY22 23 OFFICIAL Comp Sci o9ZXFdW.pdf Size: 94.8 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 1 2022

Instructions

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

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: Urban Assembly Charter School for Computer Science

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

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

	Link to Documents
1. Current Annual Report (i.e., 2021-2022 Annual Report)	https://www.compscihigh.org/governance
2. Board meeting notices, agendas and documents	https://www.compscihigh.org/governance
3. New York State School Report Card	https://data.nysed.gov/essa.php?instid=800000087933&year=2021
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo)	https://docs.google.com/document/d/1odqVhAF_MRjYjvemqB3dsSf3HwPAf3k8KbHLmBbVog4/edit?usp=sharing
6. Authorizer-approved FOIL Policy	https://www.compscihigh.org/s/FOIL-Policy.docx
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://www.compscihigh.org/s/FOIL-Policy.docx

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

[INSTRUCTIONS](#)

Required of Regents and NYCDOE-authorized Charter Schools ONLY

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

Use of the 2021-2022 Annual Report Faculty/Staff roster template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required. Reminders: Please use the notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Staff Roster Template will result in a resubmission of a fully corrected roster.

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

**URBAN ASSEMBLY CHARTER SCHOOL FOR
COMPUTER SCIENCE**

BRONX, NEW YORK

**SCHEDULES REQUIRED BY
GOVERNMENT AUDITING STANDARDS AND
THE UNIFORM GUIDANCE**

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2022

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

Board of Trustees
Urban Assembly Charter School for Computer Science

We have audited in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Urban Assembly Charter School for Computer Science, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 18, 2022.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Urban Assembly Charter School for Computer Science’s internal control over financial reporting (internal control) as a basis for designing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Urban Assembly Charter School for Computer Science’s internal control. Accordingly, we do not express an opinion on the effectiveness of Urban Assembly Charter School for Computer Science’s internal control.

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

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

Compliance and Other Matters

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

Purpose of This Report

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

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 18, 2022

INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE FOR EACH MAJOR
FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE AND
REPORT ON THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
IN ACCORDANCE WITH THE UNIFORM GUIDANCE

Board of Trustees
Urban Assembly Charter School for Computer Science

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Urban Assembly Charter School for Computer Science compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Urban Assembly Charter School for Computer Science’s major federal programs for the year ended June 30, 2022. Urban Assembly Charter School for Computer Science’s major federal programs are identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

In our opinion, the Urban Assembly Charter School for Computer Science complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

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

We are required to be independent of Urban Assembly Charter School for Computer Science and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each of Urban Assembly Charter School for Computer Science’s major federal programs. Our audit does not provide a legal determination of Urban Assembly Charter School for Computer Science’s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Urban Assembly Charter School for Computer Science's federal programs.

Auditor's Responsibilities for the Audit of Compliance

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

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

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

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

Report on Internal Control Over Compliance

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

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

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

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

Report on Schedule of Expenditures of Federal Awards in Accordance with the Uniform Guidance

We have audited the financial statements of the Urban Assembly Charter School for Computer Science as of and for the year ended June 30, 2022, and have issued our report thereon dated October 18, 2022, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

Mengel, Metzger, Baw & Co. LLP

Rochester, New York
October 18, 2022

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2022

	<u>Federal AL Number</u>	<u>Pass-through Grantor's Number</u>	<u>Total Federal Expenditures</u>
U.S. Department of Education:			
<u>Passed through New York State Education Department:</u>			
Title I - Grants to Local Educational Agencies	84.010	0021	\$ 258,466
Title IIA - Supporting Effective Instruction State Grant	84.367	0147	61,648
Title IV - Student Support and Academic Enrichment Program	84.424	0204	13,918
<u>Education Stabilization Funds -</u>			
ESSER II - Elementary and Secondary School Emergency Relief Fund	84.425D	5891	838,888
ARP ESSER - American Rescue Plan-Elementary and Secondary School Emergency Relief	84.425U	5880	<u>1,027,825</u>
<i>Total Education Stabilization Funds</i>			<u>1,866,713</u>
TOTAL U.S. DEPARTMENT OF EDUCATION			2,200,745
Federal Communications Commission:			
<u>Passed through the Universal Service</u>			
<u>Administrative Company</u>			
Emergency Connectivity Fund Program - COVID	32009	17016129	<u>88,000</u>
TOTAL FEDERAL COMMUNICATIONS COMMISSION			<u>88,000</u>
TOTAL ALL PROGRAMS			<u>\$ 2,288,745</u>

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS, Cont'd

YEAR ENDED JUNE 30, 2022

NOTE A: BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Urban Assembly Charter School for Computer Science and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

NOTE B: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following, as applicable, the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

The Urban Assembly Charter School for Computer Science has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2022

SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued:

Unmodified

Internal control over financial reporting:

- | | | | | |
|---|-------|-----|--------------|---------------|
| • Material weakness (es) identified? | _____ | yes | <u> x </u> | no |
| • Significant deficiency(ies) identified that are not considered to be material weaknesses? | _____ | yes | <u> x </u> | none reported |
| • Noncompliance material to financial statements noted? | _____ | yes | <u> x </u> | no |

Federal Awards

Internal control over major programs:

- | | | | | |
|--|-------|------------|--------------|---------------|
| • Material weakness (es) identified? | _____ | yes | <u> x </u> | no |
| • Significant deficiency(ies) identified that are not considered to be material weaknesses? | _____ | yes | <u> x </u> | none reported |
| • Type of auditor's report issued on compliance for major programs: | | Unmodified | | |
| • Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? | _____ | yes | <u> x </u> | no |

Identification of major program:

AL Number:

84.425D & 84.425U

Name of Federal Program or Cluster:

ESSER II & ARP ESSER

Dollar threshold used to distinguish between type A and type B programs:

 \$750,000

Auditee qualified as low-risk auditee?

_____ yes x no

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

SCHEDULE OF FINDINGS AND QUESTIONED COSTS, Cont'd

YEAR ENDED JUNE 30, 2022

FINDINGS – FINANCIAL STATEMENT AUDIT

None.

FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAMS AUDIT

None.

SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

None.

**URBAN ASSEMBLY CHARTER SCHOOL FOR
COMPUTER SCIENCE**

REPORT TO THE FINANCE COMMITTEE

JUNE 30, 2022

October 18, 2022

Finance Committee
Urban Assembly Charter School for Computer Science

We have audited the financial statements of Urban Assembly Charter School for Computer Science as of June 30, 2022, and have issued our report thereon dated October 18, 2022. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated June 1, 2022, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of Urban Assembly Charter School for Computer Science solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence. Safeguards in place to eliminate or reduce threats to independence to an acceptable level include a skilled, knowledgeable and experienced outsourced finance team who reviews draft financial statements prior to issuance and accepts responsibility for them.

Significant Risks Identified

We have identified the following significant risks:

- Management override
- Improper revenue recognition
- Improper allocation of expenses to grants
- Misappropriation of assets

Professional auditing standards require that we identify and assess risks and design and perform our audit procedures to assess those risks. The identification of a risk does not mean that it has occurred, but rather it has the potential to impact the financial statements.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Urban Assembly Charter School for Computer Science is included in Note A to the financial statements. As described in Note A to the financial statements, during the year, the Charter School adopted new guidance for gifts-in-kind (ASU 2020-07). No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are the allocations of costs for the statement of functional expenses and the collectability of grants receivable. We evaluated the key factors and assumptions used to develop the estimates and determined that they are reasonable in relation to the basic financial statements taken as a whole.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Urban Assembly Charter School for Computer Science's financial statements relate to revenue and support recognition, which is referred to in the notes of the financial statements.

Significant Difficulties Encountered during the Audit

We are pleased to report we encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. We did not identify any material corrected misstatements during the audit.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to Urban Assembly Charter School for Computer Science's financial statements or the auditor's report. We are pleased to report no such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management, which are included in the management representation letter.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings or Issues

In the normal course of our professional association with Urban Assembly Charter School for Computer Science, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the entity, and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Urban Assembly Charter School for Computer Science's auditors.

* * * * *

Should you desire further information concerning these matters, Kate VanBramer will be happy to meet with you at your convenience.

This report is intended solely for the information and use of the Board of Trustees, Finance Committee and management of Urban Assembly Charter School for Computer Science and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP

**URBAN ASSEMBLY CHARTER SCHOOL FOR
COMPUTER SCIENCE**

BRONX, NEW YORK

AUDITED FINANCIAL STATEMENTS

AND

INDEPENDENT AUDITOR'S REPORT

JUNE 30, 2022

(With Comparative Totals for 2021)

CONTENTS

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Urban Assembly Charter School for Computer Science

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Urban Assembly Charter School for Computer Science, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Urban Assembly Charter School for Computer Science as of June 30, 2022, and the changes in its net assets, and its cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Urban Assembly Charter School for Computer Science's ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

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

In performing an audit in accordance with GAAS, we:

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

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

Report on Summarized Comparative Information

We have previously audited Urban Assembly Charter School for Computer Science's June 30, 2021 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 21, 2021. In our opinion, the summarized comparative information presented herein as of June 30, 2021 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 18, 2022 on our consideration of Urban Assembly Charter School for Computer Science's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Urban Assembly Charter School for Computer Science's internal control over financial reporting and compliance.

Mengel, Metzger, Baw & Co. LLP

Rochester, New York
October 18, 2022

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2022

(With Comparative Totals for 2021)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2022</u>	<u>2021</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 879,658	\$ 950,209
Grants and contracts receivable	438,225	292,640
Prepaid expenses	<u>30,280</u>	<u>67,155</u>
TOTAL CURRENT ASSETS	1,348,163	1,310,004
<u>PROPERTY AND EQUIPMENT, net</u>	757,570	918,979
<u>OTHER ASSETS</u>		
Security deposit	175,000	75,000
Cash in escrow	<u>75,519</u>	<u>75,511</u>
	<u>250,519</u>	<u>150,511</u>
TOTAL ASSETS	<u>\$ 2,356,252</u>	<u>\$ 2,379,494</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 284,825	\$ 242,861
Current portion of long term debt	350,000	-
Deferred revenue	<u>50,000</u>	<u>3,842</u>
TOTAL CURRENT LIABILITIES	684,825	246,703
Deferred lease liability	18,750	-
Long term debt	<u>350,000</u>	<u>700,000</u>
TOTAL LIABILITIES	1,053,575	946,703
<u>NET ASSETS</u>		
Without donor restrictions	1,222,677	1,382,791
With donor restrictions	<u>80,000</u>	<u>50,000</u>
TOTAL NET ASSETS	<u>1,302,677</u>	<u>1,432,791</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 2,356,252</u>	<u>\$ 2,379,494</u>

The accompanying notes are an integral part of the financial statements.

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2022
(With Comparative Totals for 2021)

	Year ended June 30,			2021
	2022		Total	
	Without donors restrictions	With donor restrictions		
Revenue, gains and other support:				
Public school district:				
Resident student enrollment	\$ 7,166,701	\$ -	\$ 7,166,701	\$ 5,424,693
Students with disabilities	1,134,699	-	1,134,699	967,997
Grants and contracts:				
State and local	26,604	-	26,604	17,969
Federal - Title and IDEA	412,081	-	412,081	238,856
Federal - other	1,993,775	-	1,993,775	152,485
In-kind - contributed rent	1,703,686	-	1,703,686	1,629,953
TOTAL REVENUE, GAINS AND OTHER SUPPORT	12,437,546	-	12,437,546	8,431,953
Expenses				
Program services:				
Regular education	8,053,398	-	8,053,398	5,502,800
Special education	4,009,905	-	4,009,905	2,377,124
Total program services	12,063,303	-	12,063,303	7,879,924
Management and general	1,061,158	-	1,061,158	705,390
Fundraising	116,360	-	116,360	95,015
TOTAL OPERATING EXPENSES	13,240,821	-	13,240,821	8,680,329
DEFICIT FROM SCHOOL OPERATIONS	(803,275)	-	(803,275)	(248,376)
Support and other revenue				
Contributions:				
Individuals	591,780	-	591,780	279,456
Corporations	-	80,000	80,000	101,500
Interest income	7	-	7	7
Paycheck Protection Program loan forgiveness	-	-	-	543,360
Miscellaneous income	1,374	-	1,374	4,302
Net assets released from restriction	50,000	(50,000)	-	-
TOTAL SUPPORT AND OTHER REVENUE	643,161	30,000	673,161	928,625
(DECREASE) INCREASE IN NET ASSETS	(160,114)	30,000	(130,114)	680,249
Net assets at beginning of year	1,382,791	50,000	1,432,791	752,542
NET ASSETS AT END OF YEAR	\$ 1,222,677	\$ 80,000	\$ 1,302,677	\$ 1,432,791

The accompanying notes are an integral part of the financial statements.

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2022
(With Comparative Totals for 2021)

	Year ended June 30, 2022								
	No. of Positions	Program Services				Fundraising	Management and General	Total	
		Regular Education	Special Education	Sub-total	Sub-total				
Personnel services costs:									
Administrative staff personnel	17	\$ 811,992	\$ 452,118	\$ 1,264,110	\$ 66,683	\$ 426,336	\$ 493,019	\$ 1,757,129	\$ 1,299,388
Instructional personnel	56	3,432,496	1,746,890	5,179,386	-	-	-	5,179,386	3,162,904
Total salaries and staff	73	4,244,488	2,199,008	6,443,496	66,683	426,336	493,019	6,936,515	4,462,292
Fringe benefits & payroll taxes									
Retirement		741,449	387,191	1,128,640	11,840	75,697	87,537	1,216,177	743,034
Financial management services		97,835	51,090	148,925	1,562	9,988	11,550	160,475	105,742
Legal services		-	-	-	-	131,126	131,126	131,126	106,671
Accounting/Audit services		8,177	4,271	12,448	131	835	966	13,414	688
Other Purchased/Professional/		-	-	-	-	31,000	31,000	31,000	20,100
Consulting Services		89,238	46,601	135,839	1,425	123,315	124,740	260,579	143,467
Building and Land Rent		285,776	149,235	435,011	4,563	29,176	33,739	468,750	-
Repairs and maintenance		25,127	13,121	38,248	401	2,565	2,966	41,214	14,916
Insurance		43,936	22,945	66,881	702	4,486	5,188	72,069	61,580
Utilities		56,142	29,318	85,460	897	5,732	6,629	92,089	55,374
Supplies/Materials		239,291	63,892	303,183	-	-	-	303,183	105,513
Equipment/Furnishings		28,868	14,674	43,542	436	2,787	3,223	46,765	49,606
Staff development & travel		116,160	60,660	176,820	1,855	11,859	13,714	190,534	129,787
Marketing/Recruitment		50,393	19,976	70,369	408	2,609	3,017	73,386	56,653
Technology		73,384	38,321	111,705	1,172	7,492	8,664	120,369	84,849
Food service		41,574	21,711	63,285	664	4,245	4,909	68,194	14,031
Student services		333,717	89,104	422,821	-	-	-	422,821	321,760
Office expense		119,405	62,354	181,759	1,907	12,190	14,097	195,856	82,417
In-kind rent		1,036,225	515,951	1,552,176	14,972	136,538	151,510	1,703,686	1,629,953
Depreciation and amortization		378,787	197,806	576,593	6,049	38,672	44,721	621,314	406,635
Other		43,426	22,676	66,102	693	4,510	5,203	71,305	85,261
		\$ 8,053,398	\$ 4,009,905	\$ 12,063,303	\$ 116,360	\$ 1,061,158	\$ 1,177,518	\$ 13,240,821	\$ 8,680,329

The accompanying notes are an integral part of the financial statements.

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2022
(With Comparative Totals for 2021)

	<u>Year ended June 30,</u>	
	<u>2022</u>	<u>2021</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ (130,114)	\$ 680,249
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	621,314	406,635
Paycheck Protection Program loan forgiveness	-	(543,360)
Changes in certain assets and liabilities affecting operations:		
Grants and contracts receivable	(145,585)	(194,086)
Prepaid expenses	36,875	(39,086)
Accounts payable and accrued expenses	41,964	68,372
Deferred revenue	46,158	3,842
Deferred lease liability	18,750	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	<u>489,362</u>	<u>382,566</u>
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(459,905)	(502,310)
Security deposit	(100,000)	(75,000)
NET CASH USED FOR INVESTING ACTIVITIES	<u>(559,905)</u>	<u>(577,310)</u>
NET DECREASE IN CASH AND RESTRICTED CASH	(70,543)	(194,744)
Cash and restricted cash at beginning of year	<u>1,025,720</u>	<u>1,220,464</u>
CASH AND RESTRICTED CASH AT END OF YEAR	<u>\$ 955,177</u>	<u>\$ 1,025,720</u>
<u>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</u>		
Interest paid	<u>\$ -</u>	<u>\$ -</u>
Reconciliation of cash and restricted cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash	\$ 879,658	\$ 950,209
Cash in escrow	<u>75,511</u>	<u>75,511</u>
	<u>\$ 955,177</u>	<u>\$ 1,025,720</u>
<u>NON-CASH OPERATING ACTIVITIES</u>		
In-kind contributed rent	<u>\$ 1,703,686</u>	<u>\$ 1,629,953</u>

The accompanying notes are an integral part of the financial statements.

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Urban Assembly Charter School for Computer Science (the “Charter School”) is an educational corporation that operates as a charter school in Bronx, New York. The Charter School provides a full range of educational services appropriate for grades nine through twelve. On August 29, 2016, the Board of Trustees of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years and renewable upon expiration. The term expires July 31, 2023.

Basis of accounting

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America.

Classification of net assets

To ensure observance of limitations and restrictions placed on the use of resources available to the Charter School, the accounts of the Charter School are maintained in accordance with the principles of accounting for not-for-profit organizations. This is the procedure by which resources are classified for reporting purposes into net asset groups, established according to their nature and purpose. Accordingly, all financial transactions have been recorded and reported by net asset group.

The assets, liabilities, activities and net assets of the Charter School are reported in the following self-balancing net asset groups:

Net Assets Without Donor Restrictions

Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The Board of Trustees has discretionary control to use these in carrying on operations in accordance with the guidelines established by the Charter School.

Net Assets With Donor Restrictions

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The Charter School had \$80,000 of net assets with donor restrictions at June 30, 2022. The Charter School had \$50,000 of net assets with donor restrictions at June 30, 2021.

Revenue and support recognition

Revenue from Exchange Transactions: The Charter School recognizes revenue in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2014-09, Revenue from Contracts with Customers, as amended. ASU 2014-09 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition.

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

The Charter School records substantially all revenues over time as follows:

Public school district revenue

The Charter School recognizes revenue as educational programming is provided to students throughout the year. The Charter School earns state and local per pupil revenue based on the approved per pupil tuition rate of the public school district in which the pupil resides. The amount received each year from the resident district is the product of the approved per pupil tuition rate and the full-time equivalent student enrollment of the School. Each NYS school district has a fixed per pupil tuition rate which is calculated annually by NYSED in accordance with NYS Education Law. Amounts are billed in advance every other month and payments are typically received in six installments during the year. At the end of each school year, a reconciliation of actual enrollment to billed enrollment is performed and any additional amounts due or excess funds received are agreed upon between the Charter School and the district(s) and are paid or recouped. Additional funding is available for students requiring special education services. The amount of additional funding is dependent upon the length of time and types of services provided by the Charter School to each student, subject to a maximum amount based upon a set rate for each district as calculated by NYSED.

The following table summarizes contract balances at their respective statement of financial position dates:

	June 30,		
	<u>2022</u>	<u>2021</u>	<u>2020</u>
Grants and contracts receivable	\$ 44,548	\$ 5,316	\$ 43,615

Contributions

The Charter School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restrictions.

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Grant revenue

Some of the Charter School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Charter School has incurred expenditures in compliance with specific contract or grant provisions. Certain grants are subject to audit and retroactive adjustments by its funders. Any changes resulting from these audits are recognized in the year they become known. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants and contracts receivable in the accompanying statement of financial position. Amounts received prior to incurring qualifying expenditures are reported as deferred revenue in the accompanying statement of financial position and amounted to \$50,000 at June 30, 2022. There was no deferred revenue as of June 30, 2021. The Charter School received cost-reimbursement grants of \$979,381 and \$41,440 that have not been recognized at June 30, 2022 and 2021, respectively, because qualifying expenditures have not yet been incurred.

Cash

Cash balances are maintained at financial institutions located in New York and are insured by the Federal Deposit Insurance Corporation up to \$250,000 at each institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Cash in escrow

The Charter School maintains cash in an escrow account in accordance with the terms of its charter agreement. The amount in escrow was \$75,519 at and \$75,511 at June 30, 2022 and 2021, respectively.

Grants and contracts receivable

Grants and contracts receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2022 or 2021.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization are computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from two to seven years.

Deferred revenue

The Charter School records grant revenue as deferred revenue until it is expended for the purpose of the grant, at which time it is recognized as revenue.

Deferred lease liability

The Charter School leases certain facilities. The lease contains pre-determined fixed escalation of the base rent. In accordance with GAAP, the Charter School recognizes the related rent expense on a straight-line basis over the lease term and records the difference between the recogn

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. These services are not valued in the financial statements because they do not require “specialized skills” and would typically not be purchased if they were not contributed. In addition, the Charter School received donated transportation services that was provided for the students from the local district. The Charter School was unable to determine a value for these services.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2019 through June 30, 2022 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruitment costs approximated \$73,400 and \$56,700 for the years ended June 30, 2022 and 2021, respectively.

Use of estimates in the preparation of financial statements

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

Adoption of new accounting standard – gifts-in-kind

In September 2020, the FASB issued a new accounting update to improve transparency in the reporting of contributed nonfinancial assets, also known as gifts-in-kind. The update requires not-for-profit entities to present contributed nonfinancial assets separately on the statement of activities, apart from contributions of cash and other financial assets. In addition, the update requires not-for-profit entities to disclose in the notes to the financial statements a breakout of the different types of gifts-in-kinds recognized, any donor restrictions associated with the gift, the valuation technique(s) used to arrive at the fair value measure, whether or not the gift-in-kind was monetized, and any policies on monetization. The update is effective for fiscal years beginning after June 15, 2021 and is being applied on a retrospective basis. The Charter School adopted this standard during the year ended June 30, 2022. See Note F.

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

New accounting pronouncements - leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of right-of-use (“ROU”) assets and lease liabilities on the statement of financial position. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the FASB voted on May 20, 2020 to extend the guidance in this new standard to be effective for fiscal years beginning after December 15, 2021, and interim periods within fiscal years beginning after December 15, 2022. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School’s financial position or results of operations.

Comparatives for the period ended June 30, 2021

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with Charter School’s financial statements for the year ended June 30, 2021, from which the summarized information was derived.

Reclassifications

Certain prior year amounts have been reclassified to conform with the current year presentation.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 18, 2022, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NOTE B: LIQUIDITY AND AVAILABILITY

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School’s main source of liquidity is its cash accounts.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of teaching, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a surplus budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the Charter School’s cash.

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE B: LIQUIDITY AND AVAILABILITY, Cont'd

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following at June 30, 2022 and 2021:

	<u>June 30,</u>	
	<u>2022</u>	<u>2021</u>
Cash	\$ 879,658	\$ 950,209
Grants and contracts receivable	<u>438,225</u>	<u>292,640</u>
Total financial assets available within one year	1,317,883	1,242,849
Less:		
Amounts unavailable for general expenditures within one year due to:		
Restricted by donors with purpose restrictions	<u>(80,000)</u>	<u>(50,000)</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 1,237,883</u>	<u>\$ 1,192,849</u>

NOTE C: PROPERTY AND EQUIPMENT

Property and equipment at June 30, 2022 and 2021 consisted of the following:

	<u>June 30,</u>	
	<u>2022</u>	<u>2021</u>
Leasehold improvements	\$ 853,515	\$ 853,515
Furniture and fixtures	803,441	601,228
Computer equipment	<u>551,521</u>	<u>293,829</u>
	2,208,477	1,748,572
Less accumulated depreciation and amortization	<u>1,450,907</u>	<u>829,593</u>
	<u>\$ 757,570</u>	<u>\$ 918,979</u>

NOTE D: LONG TERM DEBT

In June 2018, the Charter School entered into an unsecured loan agreement with a lender to borrow up to \$700,000 through October 31, 2019. The loan is payable in two equal installments of principal plus all accrued and unpaid interest at 2.5%, due July 15, 2022 and July 15, 2023. At June 30, 2022 and 2021, there was \$700,000 outstanding.

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE E: NET ASSETS

Net assets with donor restrictions consisted of the following:

	<u>June 30,</u>	
	<u>2022</u>	<u>2021</u>
Summer Scholarship fund	\$ 50,000	\$ 50,000
Software platform development	30,000	-
	<u>\$ 80,000</u>	<u>\$ 50,000</u>

Net assets without donor restrictions are as follows:

	<u>June 30,</u>	
	<u>2022</u>	<u>2021</u>
Undesignated	\$ 1,165,107	\$ 1,163,812
Invested in property and equipment, net of related debt	57,570	218,979
	<u>\$ 1,222,677</u>	<u>\$ 1,382,791</u>

NOTE F: SCHOOL FACILITY – GIFTS-IN-KIND

As part of the New York City Chancellor's Charter School Initiative, the New York City Department of Education has committed space to the Charter School at no charge under a verbal agreement. Total approximate square footage usage as of June 30, 2022 and 2021 was 20,000 square feet of classroom space and access to an additional 20,000 square feet consisting of an auditorium, gym, and cafeteria. In valuing the contributed space, the Charter School estimated the fair value of \$1,703,686 and \$1,629,953 for the years ending June 30, 2022 and 2021, respectively, on the basis of financial information provided to the Charter School under the New York City School Rental Assistance Program. There were no associated donor restrictions with the contributed facility.

See the table below for program utilization:

	<u>June 30,</u>	
<u>Program or Supporting Service</u>	<u>2022</u>	<u>2021</u>
Regular Education	\$ 1,036,225	\$ 1,033,291
Special Education	515,951	446,366
Fundraising	14,972	17,841
Management and general	136,538	132,455
	<u>\$ 1,703,686</u>	<u>\$ 1,629,953</u>

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE G: SCHOOL FACILITY

In June 2021, the Charter School signed a lease for facilities from a third party through June 2025. The lease has escalating payments throughout the term. Monthly rent expense of approximately \$37,500 commenced July 1, 2021.

The future minimum payments required under the agreement is as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2023	\$ 450,000
2024	475,000
2025	<u>500,000</u>
	<u>\$ 1,425,000</u>

In conjunction with this facility lease, the Charter School paid a security deposit of \$75,000, which is included in security deposits on the accompanying statement of financial position at June 30, 2022 and 2021.

In February 2022, the Charter School signed a 45-year lease for facilities from a third party. The commencement date of the lease is contingent upon the completion of the construction of the building, which is estimated to be completed by August 2025. In conjunction with this facility lease, the Charter School paid a security deposit of \$100,000, which is included in the security deposits on the accompanying statement of financial position at June 30, 2022.

NOTE H: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims

NOTE I: CONCENTRATIONS

For the year ended June 30, 2022, approximately 22% of total operating revenue and support came from federal agencies relating to certain grants. There was no concentration of revenue from federal agencies for the year ended June 30, 2021. At June 30, 2022 and 2021 approximately 86% and 97%, respectively, of grants and contracts receivable were due from federal agencies relating to certain grants.

For the years ended June 30, 2022 and 2021, approximately 77% and 94%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE J: RETIREMENT PLAN

The Charter School sponsors a 401(k) retirement plan (the "Plan") for its employees. All employees are eligible to participate in the Plan after attaining the age of 21 and three months of service. Employees can make pretax contributions up to a maximum of 100% of their annual compensation to the Plan, subject to IRS restrictions. The Charter School will make a safe harbor contribution equal to 3% the employee's annual compensation. The Charter School may also contribute a discretionary non-matching contribution to the Plan. The Charter School made a safe harbor contribution of approximately \$159,500 and \$105,700 to the Plan for the years ended June 30, 2022 and 2021, respectively. The Charter School did not make an additional discretionary non-matching contribution for either of the years ended June 30, 2022 and 2021.

NOTE K: OPERATING LEASE

The Charter School entered into two non-cancelable lease agreements for office equipment expiring May 2023 and July 2026. The future minimum payments on these agreements are approximately as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2023	\$ 6,100
2024	2,800
2025	2,800
2026	2,800
2027	200
	<u>\$ 14,700</u>

NOTE L: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function are allocated on the basis of estimates of time and effort.

NOTE M: COMMITMENTS

In December 2017, the Charter School entered into an agreement with The Urban Assembly, Inc. to provide on-going school support and professional development. The agreement continues through June 30, 2023. The future minimum payments on this agreement are approximately \$60,000 annually.

Total expense for each of the years ended June 30, 2022 and 2021 was \$60,000.

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE N: RENEWAL PROCESS

The Charter School is currently in the process of renewing its charter as granted by the Board of Trustees of the University of the State of New York. The Charter currently expires July 31, 2023. The renewal process includes review by the State University of New York Charter Schools Institute (CSI) of various operational and governance aspects, including fiscal health and internal controls, board governance, and academic performance. Upon review of the renewal application and results, the NYSED will determine if the charter should be renewed and if so, for how long. Successful charter renewals can range from one to five years. At this time, management of the Charter School expects the charter to be renewed.

NOTE O: ACCOUNTING IMPACT OF COVID-19 OUTBREAK

On January 30, 2020, the World Health Organization (“WHO”) announced a global health emergency because of a new strain of coronavirus (the “COVID-19 outbreak”) and the risks to the international community as the virus spreads globally beyond its point of origin. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. The full impact of the COVID-19 outbreak continues to evolve as of the date of this report. As such, it is uncertain as to the full magnitude that the pandemic will have on the Charter School’s financial condition, liquidity, and future results of operations. Management is actively monitoring the global situation on its financial condition, liquidity, operations, suppliers, industry, and workforce. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the Charter School is not able to estimate the effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity for fiscal year 2023.

In response to the COVID-19 outbreak, in May 2020 the Charter School applied for and was approved by a bank for a loan of \$543,360 through the Paycheck Protection Program established by the Small Business Administration. The loan had a maturity of 5 years and an interest rate of 1%. The loan had the potential for forgiveness provided certain requirements are met by the Charter School. The loan was funded on May 1, 2020. On June 24, 2021, the loan was forgiven in full by the Small Business Administration, which is reported as Paycheck Protection Program loan forgiveness on the accompanying statement of activities and changes in net assets for the year ended June 30, 2021.

In response to the COVID-19 outbreak, the Federal Government passed several COVID relief acts which include funding for elementary and secondary education. The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) was established to award grants to state and local educational agencies. The Charter School has recognized \$1,866,713 and \$87,000 of revenue relative to ESSER grants during the years ended June 30, 2022 and 2021, respectively. As of June 30, 2022, the Charter School has \$979,381 of ESSER grants still available through September 30, 2024.



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

Charter School Name:	Urban Assembly Charter School for Computer Science
Audit Period:	2021-22
Prior Period:	2020-21
Report Due Date:	Tuesday, November 1, 2022
School Fiscal Contact Name:	David Noah
School Fiscal Contact Email:	david.noah@compscihigh.org
School Fiscal Contact Phone:	773.497.1981
School Audit Firm Name:	Mengel, Metzger, Barr & Co.LLP
School Audit Contact Name:	Michelle Cain
School Audit Contact Email:	mcain@mmb-co.com
School Audit Contact Phone:	585.423.1860 x3259

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

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

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

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE
Statement of Financial Position
as of June 30, 2022

<u>ASSETS</u>	<u>2021-22</u>	<u>2020-21</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 879,658	\$ 950,209
Grants and contracts receivable	438,225	292,640
Accounts receivables	-	-
Prepaid expenses	30,280	67,155
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	1,348,163	1,310,004
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	757,570	918,979
<u>OTHER ASSETS</u>	250,519	150,511
TOTAL ASSETS	2,356,252	2,379,494
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 284,825	\$ 242,861
Accrued payroll and benefits	-	-
Deferred Revenue	50,000	3,842
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	350,000	-
Other	-	-
TOTAL CURRENT LIABILITIES	684,825	246,703
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	18,750	-
All other long-term debt and notes payable, net current maturities	350,000	700,000
TOTAL LONG-TERM LIABILITIES	368,750	700,000
TOTAL LIABILITIES	1,053,575	946,703
<u>NET ASSETS</u>		
Without Donor Restrictions	1,222,677	1,382,791
With Donor Restrictions	80,000	50,000
TOTAL NET ASSETS	1,302,677	1,432,791
TOTAL LIABILITIES AND NET ASSETS	2,356,252	2,379,494

CK - Should be zero

-

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URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

Statement of Activities

as of June 30, 2022

	2021-22			2020-21
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 7,166,701	\$ -	\$ 7,166,701	\$ 5,424,693
Students with disabilities	1,134,699	-	1,134,699	967,997
Grants and Contracts				
State and local	26,604	-	26,604	17,969
Federal - Title and IDEA	412,081	-	412,081	238,856
Federal - Other	1,993,775	-	1,993,775	152,485
Other	1,703,686	-	1,703,686	1,629,953
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	12,437,546	-	12,437,546	8,431,953
EXPENSES				
Program Services				
Regular Education	\$ 8,053,398	\$ -	\$ 8,053,398	\$ 5,502,800
Special Education	4,009,905	-	4,009,905	2,377,124
Other Programs	-	-	-	-
Total Program Services	12,063,303	-	12,063,303	7,879,924
Management and general	1,061,158	-	1,061,158	705,390
Fundraising	116,360	-	116,360	95,015
TOTAL OPERATING EXPENSES	13,240,821	-	13,240,821	8,680,329
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(803,275)	-	(803,275)	(248,376)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations		\$ -	\$ -	\$ -
Individuals	591,780	-	591,780	279,456
Corporations	-	80,000	80,000	101,500
Fundraising	-	-	-	-
Interest income	7	-	7	7
Miscellaneous income	1,374	-	1,374	547,662
Net assets released from restriction	50,000	(50,000)	-	-
TOTAL SUPPORT AND OTHER REVENUE	643,161	30,000	673,161	928,625
CHANGE IN NET ASSETS	(160,114)	30,000	(130,114)	680,249
NET ASSETS BEGINNING OF YEAR	1,382,791	50,000	1,432,791	752,542
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 1,222,677	\$ 80,000	\$ 1,302,677	\$ 1,432,791

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

Statement of Cash Flows

as of June 30, 2022

	<u>2021-22</u>	<u>2020-21</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ (130,114)	\$ 680,249
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	621,314	406,635
Grants Receivable	(145,585)	(194,086)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	36,875	(39,086)
Accounts Payable	41,964	68,372
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	46,158	3,842
Interest payments	-	-
Other	-	(543,360)
Other	18,750	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 489,362	\$ 382,566
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(459,905)	(502,310)
Other	(100,000)	(75,000)
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (559,905)	\$ (577,310)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	(545,000)	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ (545,000)	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ (70,543)	\$ (194,744)
Cash at beginning of year	1,025,720	1,220,464
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 955,177	\$ 1,025,720

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE
Statement of Functional Expenses
as of June 30, 2022

	No. of Positions	2021-22					2020-21			
		Program Services					Supporting Services			
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	
Administrative Staff Personnel	17.00	811,992	452,118	-	1,264,110	66,683	426,336	493,019	1,757,129	1,299,388
Instructional Personnel	56.00	3,432,496	1,746,890	-	5,179,386	-	-	-	5,179,386	3,162,904
Non-instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	73.00	4,244,488	2,199,008	-	6,443,496	66,683	426,336	493,019	6,936,515	4,462,292
Fringe Benefits & Payroll Taxes		741,449	387,191	-	1,128,640	11,840	75,697	87,537	1,216,177	743,034
Retirement		97,835	51,090	-	148,925	1,562	9,988	11,550	160,475	105,742
Management Company Fees		-	-	-	-	-	131,126	131,126	131,126	106,671
Legal Service		8,177	4,271	-	12,448	131	835	966	13,414	688
Accounting / Audit Services		-	-	-	-	-	31,000	31,000	31,000	20,100
Other Purchased / Professional / Consulting Services		89,238	46,601	-	135,839	1,425	123,315	124,740	260,579	143,467
Building and Land Rent / Lease / Facility Finance Interest		285,776	149,235	-	435,011	4,563	29,176	33,739	468,750	-
Repairs & Maintenance		25,127	13,121	-	38,248	401	2,565	2,966	41,214	14,916
Insurance		43,936	22,945	-	66,881	702	4,486	5,188	72,069	61,580
Utilities		56,142	29,318	-	85,460	897	5,732	6,629	92,089	55,374
Supplies / Materials		239,291	63,892	-	303,183	-	-	-	303,183	105,513
Equipment / Furnishings		28,868	14,674	-	43,542	436	2,787	3,223	46,765	49,606
Staff Development		116,160	60,660	-	176,820	1,855	11,859	13,714	190,534	129,787
Marketing / Recruitment		50,393	19,976	-	70,369	408	2,609	3,017	73,386	56,653
Technology		73,384	38,321	-	111,705	1,172	7,492	8,664	120,369	84,849
Food Service		41,574	21,711	-	63,285	664	4,245	4,909	68,194	14,031
Student Services		333,717	89,104	-	422,821	-	-	-	422,821	321,760
Office Expense		119,405	62,354	-	181,759	1,907	12,190	14,097	195,856	82,417
Depreciation		378,787	197,806	-	576,593	6,049	38,672	44,721	621,314	406,635
OTHER		1,079,651	538,627	-	1,618,278	15,665	141,048	156,713	1,774,991	1,715,214
Total Expenses		\$ 8,053,398	\$ 4,009,905	\$ -	\$ 12,063,303	\$ 116,360	\$ 1,061,158	\$ 1,177,518	\$ 13,240,821	\$ 8,680,329



Comp Sci High Family Calendar 2022/23

Below is the CSH Calendar for the year. The following dates are subject to change.

If there is a change it will be updated here, and all families will be notified via text with a link to the updated version of this calendar.

Please note that all school days are mandatory regardless if it is a half-day or a special schedule.

[Para español, desplácese hacia abajo, o click [aquí](#)]

Mo.	Dates	Events	Notes
AUG	Monday, August 22-Friday, August 26	Home Visits - grade 9-10	Expect outreach from staff to schedule home visits before the start of the year.
	Saturday, August 27	CSH Family BBQ	All families are invited this year! 1300 Boynton Ave. 11:00-3:30
SEP	Wednesday, August 31 - Thursday, September 1	9th & 12th Grade Orientation (Half Day)	These are mandatory school days - these are crucial for preparing students for the school year.
	Friday, September 2	All Grades Back in Session (Full Day)	
	Monday, September 5	Labor Day - SCHOOL CLOSED	
	Tuesday, September 6	Staff PD Day - No School	
	Monday, September 12- Tuesday, September 13	11th Grade Overnight Camping Trip	Not mandatory. But HIGHLY encouraged. No alternative classes if your child doesn't attend.
	Friday, September 23	In-Person Back To School Night (Mandatory for all Guardians and Students)	Meet and build partnerships with your child's teachers.
	Monday, September 26	Rosh Hashanah - SCHOOL CLOSED	
	Tuesday, September 27	Comp Sci High is OPEN on Tuesday, 9/27	
OCT	Wednesday, October 5	Yom Kippur - SCHOOL CLOSED	
	Monday, October 10	Indigenous People's Day - SCHOOL CLOSED	

	Tuesday, October 18- Wednesday, October 19	9th Grade Overnight Camping Trip	Not mandatory. But HIGHLY encouraged. No alternative classes if your child doesn't attend.
NOV	Tuesday, November 8	Election Day - Half Day Schedule	This is a mandatory school day.
	Friday, November 11	Comp Sci High is OPEN on Friday, 11/11	
	Thursday, November 21 - Friday, November 25	Fall Break - SCHOOL CLOSED November 21 - Senior Picture Day (12th grade events calendar here)	
	Monday, November 28	Comp Sci High is back in session on Monday, 11/28	
DEC	Friday, December 9	Last Day of Trimester 1 and End of Year Showcase	Final day to submit work to be graded. Showcase at 1300 Boynton Ave. 5-7. All families invited.
	Monday, December 12 - Thursday, December 15	Mastery Day, Mock Regents Exams, Special Trips	Special Schedule - attendance mandatory
	Thursday, December 15 - Friday, December 16	In-Person Family-Advisors Conferences (Mandatory for all Guardians and Students)	Important review of your child's progress, and goal setting for next trimester. Thursday: AM PTC Slots Friday: PM PTC Slots
	Monday, December 19 - Monday, January 2	Winter Break - SCHOOL CLOSED	
JAN	Tuesday, January 3	First Day of Trimester 2	Start the trimester strong by having your child in school on time.
	Monday, January 16	MLK Jr. Day - SCHOOL CLOSED	
	Tuesday, January 24 - Friday, January 27	Regents Week	Students will have a special schedule during this exam week.
FEB	Tuesday, February 14 - Thursday, February 16	College Trips	G10-11 will be on an overnight trip. 9th will have regular classes.
	Friday, February 17	Black History Month Showcase	1300 Boynton Ave. Auditorium
	Monday, February 20 - Monday, February 27	Midwinter Break - SCHOOL CLOSED	
	Tuesday, February 28	Comp Sci High is back in session on Tuesday, 2/28	
MAR	Saturday, March 4	Saturday Test Prep begins	We will send emails with specific dates based on your child's classes.
	Friday, March 24	Staff PD Day - NO SCHOOL	

	Friday, March 31	End of Trimester Two Showcase	1300 Boynton Ave. Auditorium
APR	Monday, April 3	Last Day of Trimester 2	Final day to submit work to be graded.
	Tuesday, April 4 - Wednesday, April 5	Mock Regents Exams	Special Schedule - attendance mandatory
	Thursday, April 6	In-Person Family-Advisors Conferences (Mandatory for all Guardians and Students)	Important review of your child's progress, and goal setting for next trimester.
	Friday, April 7 - Friday, April 14	Spring Break - SCHOOL CLOSED	
	Monday, April 17	First Day of Trimester 3	Start the trimester strong by having your child in school on time.
MAY	Monday, May 1 - Friday, May 5	Teacher Appreciation Week	Join us in appreciating our CSH team - a thank you text or email goes a long way.
	Tuesday, May 2 - Thursday, May 11	AP Exams	AP students will receive a calendar of when their exams will be.
	Thursday, May 25	Senior Prom	At Marina Del Rey - more details soon!
	Monday, May 29	Memorial Day - SCHOOL CLOSED	
JUN	Friday, June 2	End of Year Showcase	1300 Boynton Ave. Auditorium
	Friday, June 9	Last Day of Trimester 3	Final day to submit work to be graded.
	Monday, June 12 - Tuesday, June 13 & Tuesday, June 20	Final Regents Study	Special Schedule - attendance mandatory
	Monday, June 12	Senior Award Ceremony & Dinner	Formal family event for Seniors
	Wednesday, June 14 - Friday, June 16	Regents Exams	Special Schedule - attendance mandatory
	Monday, June 19	Juneteenth Observation - SCHOOL CLOSED	
	Tuesday, June 21 - Thursday, June 22	Regents Exams	Special Schedule - attendance mandatory
	Wednesday, June 21 - Thursday, June 22	In-Person Family-Advisors Conferences (mandatory for all 9th grade - 11th grade guardians and Students)	Important review of your child's progress, and goal setting for next year.

	Frid, June 23	Graduation	Limited tickets available for families - more details coming.
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Any absence, excused or not, is a child missing out on important learning. After the time we spent remote we have noticed that a lot of our students and their families seem to have a more casual commitment to being in school every day on time. **If your child is absent 5 or more days a trimester, that means they are chronically absent.**

By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school. Research has found that a student who is chronically absent even a single year between 8th and 12th grade was associated with a seven-fold increase in the likelihood a student will drop out. You can read more about the US Department of Education’s study of absenteeism [here](#).

We are working hard to make sure your child succeeds - but we can’t succeed if they are not here every day. We need your help. Please plan with this calendar in mind, try to schedule doctor appointments on the half-day, and work with your child to make sure they are here every day, on time.

Comp Sci High 2022/23

A continuación se muestra el calendario CSH para el año. [Las siguientes fechas están sujetas a cambios.](#)

Si hay un cambio, se actualizará aquí y se notificará a todas las familias por mensaje de texto con un enlace a la versión actualizada de este calendario.

Tenga en cuenta que todos los días escolares son obligatorios independientemente de si es un medio día o un horario especial.

[Para English, desplácese hacia abajo, o haga clic [aquí](#)]

Lunes	Fechas	Eventos	Notas
AGO	Lunes, 22 de agosto-viernes, 26 de agosto	Visitas al hogar: grados 9-10	Espere la comunicación del personal para programar visitas al hogar antes del comienzo del año.

	Sábado, 27 de agosto	Barbacoa familiar de CSH	¡Todas las familias están invitadas este año! 1300 Boynton Ave. 11:00-3:30
SEP	Miércoles 31 de agosto - Jueves 1 de septiembre	Orientación de grados 9 y 12 (medio día)	Estos son días escolares obligatorios, cruciales para preparar a los estudiantes para el año escolar.
	Viernes, 2 de septiembre	Todos los grados vuelven a la sesión (día completo)	
	Lunes, 5 de septiembre	Día del Trabajo - ESCUELA CERRADA	
	Martes, 6 de septiembre	Día de PD del personal - No hay clases	
	Lunes, 12 de septiembre - Martes, 13 de septiembre	Viaje de campamento con noche para el 11º grado	No obligatorio. Pero MUY animado. No hay clases alternativas si su hijo no asiste.
	Viernes, 23 de septiembre	Noche de regreso a clases en persona (obligatorio para todos los tutores y estudiantes)	Conozca y establezca asociaciones con los maestros de su hijo.
	Lunes, 26 de septiembre	Rosh Hashanah - ESCUELA CERRADA	
	Martes, 27 de septiembre	Comp Sci High está ABIERTO el martes, 9/27	
OCT	Miércoles, 5 de octubre	Yom Kippur - ESCUELA CERRADA	
	Lunes, 10 de octubre	Día de los Pueblos Indígenas - ESCUELA CERRADA	
	Martes, 11 de octubre	Staff PD Día - No hay clases	
	Martes, 18 de octubre - Miércoles, 19 de octubre	Viaje de campamento nocturno para estudiantes de noveno grado	No obligatorio. Pero MUY animado. No hay clases alternativas si su hijo no asiste.
NOV	Martes, 8 de noviembre	Día de las elecciones - Horario de medio día	Este es un obligatorio día escolar
	Viernes 11 de noviembre	Comp Sci High está ABIERTO el viernes 11/11	
	Lunes 21 de noviembre - Viernes 25 de noviembre	Vacaciones de otoño - ESCUELA CERRADA 21 de noviembre - Día de fotografía	
	28 de noviembre	Comp Sci High vuelve a estar en sesión el lunes 11/28	
DIC	Viernes, 9 de diciembre	Último día del primer trimestre y exhibición de fin de año	Último día para enviar trabajos para ser calificados. Exhibición en 1300 Boynton Ave. 5-7
	Lunes, 12 de diciembre - Jueves, 15 de diciembre	Día de Maestría, Simulacros de exámenes Regents, Viajes	especiales Horario especial - asistencia obligatorio
	Jueves 15 de octubre - viernes 16 de diciembre	Conferencias de asesores familiares en persona (obligatorio para todos los tutores y estudiantes)	Revisión importante del progreso de su hijo y establecimiento de metas para el próximo trimestre.

			Jueves: Horarios de PTC por la mañana Viernes: Horarios de PTC por la tarde
	Viernes 16 de octubre	Día de desarrollo profesional del personal - NO HAY CLASES	
	Lunes 19 de diciembre - Lunes 2 de enero	Vacaciones de invierno - ESCUELA CERRADA	
ENERO	Martes 3 de enero	Primer día del trimestre 2	Comience el trimestre con fuerza teniendo su hijo en la escuela a tiempo.
	Lunes, 16 de enero	Día de MLK Jr. - ESCUELA CERRADA	
	Martes, 24 de enero - Viernes, 27 de enero	Semana de Regentes	Los estudiantes tendrán un horario especial durante esta semana de exámenes.
FEB	Martes 14 de febrero - Jueves 16 de febrero	Viajes universitarios	G10-11 estará en un viaje nocturno. 9 tendrá clases regulares.
	Viernes, 17 de febrero	Exhibición del Mes de la Historia Negra	1300 Boynton Ave. Auditorio
	Lunes, 20 de febrero - Lunes, 27 de febrero	Vacaciones de invierno - ESCUELA CERRADA	
	Martes, 28 de febrero	Comp Sci High vuelve a estar en sesión el martes, 2/28	
MAR	Sábado, 4 de marzo	Sábado Comienza la preparación para exámenes	Enviaremos correos electrónicos con fechas específicas según las clases de su hijo.
	Viernes, 24 de marzo	Día de PD del personal - NO HAY CLASES	
	Viernes, 31 de marzo	Exhibición del fin del segundo trimestre	1300 Boynton Ave. Auditorio
APR	Lunes, 3 de abril	Último día del segundo trimestre	Último día para enviar el trabajo para ser calificado.
	Martes 4 de abril - Miércoles 5 de abril	Exámenes simulados de Regentes	Horario especial: asistencia obligatoria
	Jueves 6 de abril	Conferencias de asesores familiares en persona (obligatorias para todos los tutores y estudiantes)	Revisión importante del progreso de su hijo y establecimiento de metas para el próximo trimestre.
	Viernes, 7 de abril - Viernes, 14 de abril	primavera - ESCUELA CERRADA	
	Lunes, 17 de abril	Primer día del trimestre 3	Comience el trimestre con fuerza al tener a su hijo en la escuela a tiempo.

MAY O	Lunes, 1 de mayo - Viernes, 5 de mayo	Semana de agradecimiento a los maestros	Únase a nosotros para apreciar a nuestro equipo de CSH: un mensaje de texto o correo electrónico de agradecimiento es muy útil.
	Martes, 2 de mayo - Jueves, 11 de mayo	Exámenes	AP Los estudiantes AP recibirán un calendario de cuándo serán sus exámenes.
	Jueves, 25 de mayo	Baile	en Marina Del Rey - ¡más detalles pronto!
	Lunes 29 de mayo	los Caídos - ESCUELA CERRADA	
JUN	Viernes 2 de junio	Exhibición de fin de año	1300 Boynton Ave. Auditorio
	Viernes 9 de junio	Último día del 3er trimestre	Último día para enviar el trabajo para ser calificado.
	Lunes, 12 de junio - Martes, 13 de junio y martes, 20 de junio	estudio final de Regentes	Horario especial del asistencia obligatoria
	Lunes, 12 de junio	Ceremonia de entrega de premios y cena	año Evento familiar formal para estudiantes
	Miércoles, 14 de junio - Viernes, 16 de junio	exámenes de Regentes	Horario especial asistencia obligatoria
	lunes 19 de	junio Observación de Juneteenth - ESCUELA CERRADA	
	martes 21 de junio - jueves 22 de junio	Exámenes Regentes	Horario especial - asistencia obligatoria
	miércoles 21 de junio - jueves 22 de junio	Conferencias de asesores familiares en persona (obligatorio para todos los estudiantes de 9.º grado - tutores y estudiantes de 11º grado)	Revisión importante del progreso de su hijo y establecimiento de metas para el próximo año.
	Viernes, 23 de junio	Graduación	Boletos limitados disponibles para familias - más detalles próximamente.

Cualquier ausencia, justificada o no, es un niño que se pierde un aprendizaje importante.

Después del tiempo que pasamos a distancia, hemos notado que muchos de nuestros estudiantes y sus familias parecen tener un compromiso más informal de estar en la escuela todos los días a tiempo. **Si su hijo está ausente 5 o más días por trimestre, eso significa que está crónicamente ausente.**

Para el sexto grado, la ausencia crónica se convierte en un indicador principal de que un estudiante abandonará la escuela secundaria. La investigación ha encontrado que un estudiante que se ausenta crónicamente incluso un solo año entre el 8.º y el 12.º grado se asoció con un aumento de siete veces en la probabilidad de que un estudiante abandone los estudios. Puede leer más sobre el estudio del ausentismo del Departamento de Educación de EE. UU [aquí](#).

Estamos trabajando arduamente para asegurarnos de que su hijo tenga éxito, pero no podemos tener éxito si no está aquí todos los días. Necesitamos tu ayuda. Planifique con este calendario en mente, trate de programar las citas con el médico en medio día y trabaje con su hijo para asegurarse de que esté aquí todos los días, a tiempo.



**Urban Assembly Charter School for
Computer Science**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2022 (resubmitted on 10/23/22)

By David Noah

1300 Boynton Avenue

(646) 421-4523

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

David Noah, Executive Director, prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Angel Morales	Chair	Finance, Accountability, Executive
Kristin Kearns Jordan	Secretary	Accountability, Executive
Pravin Sathe	Treasurer	Finance, Executive
Ivonne Fleitas-Frank	Vice Chair	Governance, Executive
Robert Rush		Advancement
Alejandro Izquierda		Accountability
Howard Tsao		Finance
Bethany Crystal		Advancement
Cesar Perez		Governance
Danielle Beyer		Advancement

David Noah has served as the principal since 2018, and did so through the 2021-22 school year. As of July 2022, he moved to the role of Executive Director, and the Assistant Principal, Iris Alder, assumed the role of Principal.

SCHOOL OVERVIEW

The Urban Assembly Charter School for Computer Science (we go by Comp Sci High, or CSH for short) is a work-based-learning, Computer Science high school in the Soundview neighborhood of the Bronx. The school opened its doors to 112 Freshman in August 2018. In 2021-2022, we served 433 students in grades 9 through 12, graduating our first class!

Our model was developed to answer a single question: what high school experience will lead our students to a fulfilling, family-sustaining career. Although we have learned a lot in our first four years, most of what we've learned, and the feedback from our teachers, students, and parents, has confirmed the structure of our original school design. In reauthorizing, we don't seek to dramatically change our program or our focus, but rather we seek to take each element of our design even further, using what we've learned in our founding term to make each element more effective and more impactful for our students.

To be clear, our model was and continues to be designed to prepare our students for college. To achieve our mission, every student will need to continue his or her education beyond high school, in some form. And, for most students, that means completing a four-year college degree.

But, to be just as clear, we view college primarily as a means to the end of economic freedom, and not an end in itself. We are determined to avoid the mistaken assumption that we can fulfill our promise to families by merely *sending* 100% of our students to college.

We intend to send them to college armed with strong academic and social skills, tech skills and certifications, and real work experience. We believe (and research supports) that this is the recipe for college persistence and long-term success.

How will we build all these skills? We continue to answer that question in two different ways.

First, there is *what* we teach. We designed our curriculum and our program to explicitly teach three kinds of skills and knowledge.

- **academic skills**, in Math, Science, History, Literature, Writing, Computer Science, and the Arts,
- **professional skills** that prepare students to interpret, adapt to, and navigate different professional settings, and
- **the personal mindsets and habits** that lead to academic and post-secondary success. (For more detail, [see our manual for cross-curricular skills and habits by grade](#))

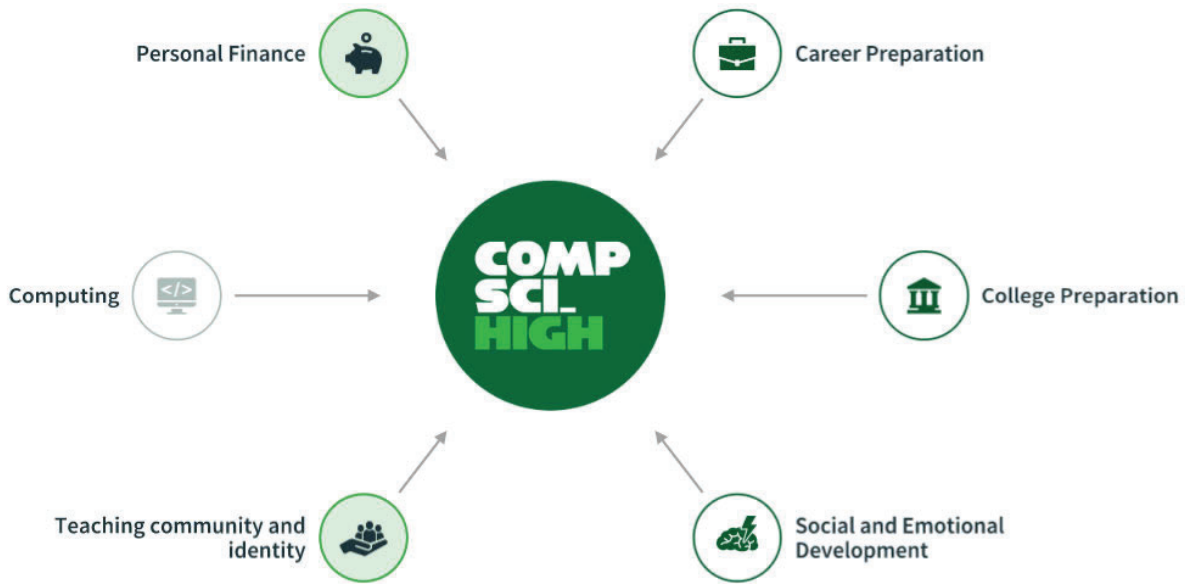
Second, there is *how we teach*. We know from experience that a school's methods of instruction, assessment, and relationship-building are often *more important* than its curriculum. Students learn only to the degree they are interested and motivated, and only if they feel safe and respected. We believe the following methods of instruction, assessment, and culture-building will create the engaged, motivated, and supportive environment where our students can flourish:

- **hands-on, inquiry-based learning** that minimizes lecture and forces students to think,
- **performance-based assessment** paired with traditional tests and mastery-based grading, to ensure a complete view of what kids know,

- **personalized intervention**, so every student gets the support he or she needs to access the curriculum and experience success,
- **work-based learning** that allows students to *regularly* learn from industry professionals, both during school and beyond the school building/day, and
- **restorative practices**, that use instances of disrespect or disruption as opportunities to teach and build community, instead of purely to punish.

The design elements that describe *what* we teach and *how* we teach follow below.

What We Teach



- **College Preparation.** We have a college preparatory curriculum (as further detailed in our Educational Program) that combines traditional Regents and AP courses with Computing classes, in five core subjects: Math, Science, Computing, History, and English. Our course offerings and curricula aim to ensure that every student at CSH is prepared for a variety of college options, and has the skills and knowledge to persist in a 4-year program.
- **Computing** Within our college preparatory approach, we focus in particular, on Computing, as a core subject. Our students take four years of Computing, including two introductory courses in 9th and 10th grade. In 11th grade, they choose a pathway and pursue two more years in Graphics and UX, Software Engineering, or Game Design. We believe this digital literacy is an essential part of a modern education and will allow our students to fully engage in their increasingly tech-driven society.
- **Career Preparation and Personal Finance.** These two elements are linked, but our experience over the last four years has taught us that they bear separate mention. Our Work Based Learning Program consists of a number of discrete pieces that come together to give students the skills and knowledge to navigate the workplace and the labor market (see the graphic below). Of course, the centerpiece of our WBL program is the requirement that

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each student have at least two jobs or internships before graduating (and our related network of partnerships to create those opportunities). But, personal finance is as important. Financial literacy was always part of that model, but over the last four years, we've realized that we need to go beyond the basics of personal finance. Our Bronx students need to learn how to manage money, but also how to build wealth. To that end, our Post-Secondary Learning course covers not just personal finance, but also real estate and securities investing as required knowledge for all students (see our [Post Secondary Learning Overview](#) for more detail).



- Social and Emotional Development.** Our advisory program, elements of our Work-Based learning program, our use of [Valor Collegiate's Circle model](#), and our restorative approach to classroom discipline combine to build our student's emotional regulation skills and give them the confidence to interact in a variety of social settings, including an adult workplace. Advisory, Circle, Restorative Discipline, and Work-Based Learning experiences designed to build soft skills have been and will continue to be key elements of our approach to social and emotional development. First, there is *what we teach*.
- Teaching Identity and Community.** Our school Equity Team is currently in year two of a four-year plan to fully integrate our students' various identities into our academic curriculum. In our new charter term, we aim to give every one of our Bronx students the opportunity to explore their various identities (ethnic, religious, gender, etc) in connection with their academic learning. To that end, we are integrating these "equity lenses" into our curriculum over the next three years, not just in History, but in all five of our core subjects, and in our advisory program.

How We Teach

We believe that how we teach our students is as important as what we teach our students.

Below is a summary of our approach to teaching, learning, and building culture. These practices apply to everything from lesson structure to detention policies. However, all our practices rest on the same foundational understanding of how children learn and develop. To that end, our various practices for teaching, learning, culture, and discipline are all aligned to the same four principles.

- Students learn best when they feel safe, respected, and confident.
- Thinking = Learning. Students only learn when they are actively thinking.
- Students are most motivated to learn when they can immediately apply their learning to a goal, challenge, problem or question in their lives.
- The best way to prepare for the professional world is to experience the professional world.

These principles are embodied in the practices described below.

Inquiry-Based Instruction and Intellectual Engagement

At every level, we focus on student thinking and students working. The key observation measure at Comp Sci—how many minutes students spent thinking. At the lesson level, that means open-ended questions and think time, instead of rote copying and reading from power-point slides. It means a bias towards individual and small group work, and away from teacher talk, mimicry, and “I-We-You instruction.” (See our [Quick Guide to Classroom Instruction](#) and our recently revised [Classroom Rubric](#).)

In our classrooms, students do most of the work and teachers act as coaches and guides. How? Our teachers spend most of their planning time developing inquiry-based tasks that allow students to learn by actively working through problems and questions.

At the unit level, our teachers are required to plan for long-term retention, thinking about the key competencies in each unit, and the “story” that links them together and makes them relevant.

Finally, students meet in “design teams” for two, week-long “Design Competitions” over the course of the year, competing in an interdisciplinary “Design Challenges,” presented in collaboration with one of our industry partners. These competitions push students to apply their learning to complex, open-ended problems while working with a team. (See this text-based game built by a team of 10th graders in just 3 days, during last year’s Winter Design Competition [2022 10th Grade Design Comp Example](#).)

Work Based Learning

We believe that work experience and exposure to industry will lead to both college persistence and long-term success. We have a full-time Director of Partnerships to source and match every student to a summer job or internship, every single summer. This “summer quarter” is a required part of our academic program, and it offers a unique opportunity to learn *that cannot be replicated inside a school*.

At Comp Sci High, we don’t ask students to “trust us” or wait years to see the relevance of their learning. Instead, we surround them with inspiration, opportunity, and living examples of where their education can lead them.

Grading & Assessment

We want to assess our students' ability to summarize, apply and synthesize knowledge, and not just fill in bubbles. But, we also wanted to ensure that students still perform well on the standardized tests that hold the key to graduation and college. Our assessment model does both. Every unit culminates in two summative assessments—a more traditional test aligned to NY State Regents Exams and other standardized tests, and a performance-based task more authentic to how knowledge is used in the professional world.

Personalized Intervention

We want students to think and struggle. But, productive struggle only comes when students feel safe, supported, and confident in their eventual success. To that end, we have built flexible blocks into our daily schedule. In the morning, most students start the day with an independent reading block in their advisories, while students who need more intensive support meet in small guided reading groups. Before lunch, we have a 60-minute "Study Hall," where students study, do homework, read, and even goof off—helping them learn to manage their time with coaching and guidance from their teachers. But, the flexibility of Lab Block also allows for daily, targeted, small group intervention and support.

Culture and Restorative Practices

Building a strong sense of community is core to our model. Our staff starts every day in grade team huddles or in an all-staff meeting, to build community and continuity. Our students have a similar experience, starting each day with an attendance and check-in ritual in their advisories. Both staff and students work out personal, relationship, and community-wide issues in weekly circles, borrowing from the nationally recognized success of [Valor Collegiate](#), and ensuring close bonds among students and staff. (See, e.g., our [Restorative Practices Handbook](#).)

This sense of community extends to families as well. Our advisors call or text parents every week with updates on their child's progress, and advisors remain with students for multiple years, building close relationships with each advisee's family.

The focus on relationships and community also extends to discipline. Every step in our discipline process is designed to help students process their mistakes and restore their relationship with the community. We have consequences, including suspension in extreme cases. But, regardless of the behavior or the consequence, students re-enter the community by (1) processing with an adult, (2) taking responsibility for their mistakes, and (3) speaking with their peers (usually their advisory), and (4) recommit to our CORE values.

Impact and Lessons Learned from the Pandemic

The question of how we've ensured effective academic supports during the pandemic is a strange one. We spent a year with our building cut to half capacity by the city, and our students and families were struggling with food and housing insecurity and profound mental health issues. It's also in tension with the question of how we've addressed learning loss resulting from those precise factors. We can't speak about ensuring effective supports because, to be fully effective, the supports would have had to give our students everything they needed to stay on pace with wealthy peers. We did our best. In fact, we did very well and we are proud of that work. But, modified schedules, and virtual, and asynchronous learning were, nationally and statistically speaking, a

disaster for teens, for poor students, and for ELL and IEP students. Therefore, for our community it was a tragedy multiplied many times over.

Our focus during the heart of the pandemic was to support our students emotionally and retain a strong connection to them and their families. That effort paid off in excellent student retention and strong culture, allowing us to begin to unwind the damage this past year, and to continue to do so in the coming years (see, e.g., our Living Environment results, which increased dramatically from June 2021 to June 2022, where our average score (76) and pass rate (90%) far outpaced the pre-pandemic state average).

What we learned did not result in a dramatic change to our program, but rather reminded us of the value of elements that we were forced to abandon in March 2020, and that we did not revive until this coming year (2022-23). We have revived a daily study-hall period where students focus on sustained reading, and where teachers can pull small, targeted groups for additional support *during* the school day. This was a feature of our schedule until March 2020 and we have revived it with an even greater focus on literacy, and the addition of iReady as a digital tool for our most struggling ELL and IEP students.

Similarly, the pandemic taught us the importance of regular, rigorous formative assessments. We continued to use old Regents exams to pace our students' progress through the pandemic, and in June 2021, had as many students as possible take the three exams that were offered. What we learned was that less in-person instruction and the impact of the pandemic meant that students learned less and their reading and computation skills deteriorated. This is no surprise. But, we also saw that the teachers who most-effectively used weekly or even daily quizzes, saw better academic results on those mock, and real Regents exams (for example, our ELA teachers, who had nearly 80% of students pass the optional Regents exam in 2021 despite a year of remote and hybrid learning, and had 90% pass this past June).

Learning from those teachers, and from the classrooms who showed poorer results on mock exams in June 2021, we revamped our unit exams across every subject, added more complex and interesting performance assessments to each unit, and added a requirement that every teacher give and grade a substantive formative quiz or task every single week to measure that week's key competency (again, our recent success in the LER exam cited above is an early dividend of this work). This, together with a more structure, competency-based approach to grading and unit-planning, has resulted in improved curriculum, and in a program that is, essentially, an improved version of the program we designed and launched in 2018.

Finally, we learned that organization, study habits, and general self-efficacy were strong differentiators of student success during remote learning. The kids that could keep track of work, plan and focus learned just fine. The rest did not. So, we've returned to a practice we left behind in March 2020, requiring grade teams to meet twice each week to discuss student progress towards a defined set of cross-curricular habits and skills (determined by grade level).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18														
2018-19										112	N/A	N/A	N/A	112
2019-20										110	113	N/A	N/A	223
2020-21										124	107	107	N/A	338
2021-22										113	117	105	99	434

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

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 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
2019-20	2016-17	2016			
2020-21	2017-18	2017			
2021-22	2018-19	2018	101	1	100

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

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Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016			
2020-21	2017-18	2017			
2021-22	2018-19	2018	101	1	102

Fifth Year Total Cohort for Graduation

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

PROMOTION POLICY

Comp Sci High follows the general New York State graduation requirements, requiring 22 credits, with the basic distribution requirements and Regents Exam requirements required of all schools in New York State. However, we do have three additional requirements aimed at ensuring that all our graduates are prepared for their next step, including those who are not college bound. To that end, we require that, in addition to meeting the general diploma requirements, all CSH graduates must

- Work in three internships or summer jobs (either through the school or independently),
- Present a 5-year financial, educational, and professional plan to peers and faculty,
- Earn at least two elective credits in a course taught in the Computer Science Department, and
- Perform 40 hours of service to the school or surrounding community.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Our goal is to ensure that every student leaves Comp Sci High with the skills and knowledge they need to earn a family-sustaining wage and pursue a fulfilling career. From a data standpoint, our goal is to meet or exceed all the measures below.

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

CSH exceeded the measure by approximately 20 percentage points for both cohorts, and remained on track with our trend of strong credit accumulation over the last four years. Our students take 6.5 credits each year (including Computer Science and Electives, in addition to the traditional core subjects), and any student who fails 1-2 classes is offered intensive credit recovery in summer school (live, in person classes—no packets and asynchronous learning, because we've learned that our struggling students need intensive, in-person, small-group support when they struggle). Combined with strong data practices and academic advising, this ensures that any student that regularly attends school can get the support they need to pass, earn credits, and make progress towards graduation (we have a weekly data report that tracks changes in GPA and alerts advisors, parents, and students, when grades are slipping).

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

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	117	96%
2021	113	94%

ADDITIONAL EVIDENCE

We did see an increase in the need for summer school in this year's 9th and 10th grade classes. Our 2020 cohort entered high school in the heart of the pandemic, and never got anything close to a

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traditional 9th grade year, resulting in greater academic need, worse attendance, and more diffuse culture. This resulted in closer to 8% of the grade needing summer school to address failing grades, as compared to 3% in our founding year (the only full pre-pandemic year we had). The 2021 cohort had something closer to a traditional 9th grade year, but they came in with significantly lower reading and math skills than any previous cohort, because of having mostly remote schooling for the previous 18 months. As a result, they also needed remedial summer school at higher rates.

However, with summer school, advising, and support, we did manage to ensure most students made solid progress towards graduation, with the exception of students with severe chronic absence, who missed so much school, that credit recovery wasn't a viable option, and who needed to repeat a full year of school (and courses).

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2022, the 2020 cohort will have completed its second year.

RESULTS AND EVALUATION

CSH met the goal in all three years for which we have data. We have met these goals despite a strategy towards Regents examinations that differs from most schools (and, we believe, is crucial to our success as a standalone high school in CSD12 that is open-enrollment, and takes a significant portion of its students from some of the worst performing middle schools in the city). Our students typically take Algebra 1 in 9th grade, and US History and Living Environment/Physics in 10th grade. We limit the number of exams in the early years so we can remediate literacy, and allow students to build up their test-taking skills, so they don't have to take tests and courses multiple times (which tends to reduce motivation). Despite the limited number of exams, most of our students do pass, and so by 10th grade, more than 75% have passed three exams.

Waivers do inflate the data, as students who can pass the course don't always pass the test, but it is rare that a student is able to pass the test but not the course. However, in June 2019, our first Regents period, we had a 90% pass rate on the Algebra 1 Regents (with 13 students not taking the exam), and in 2022, the first normal administration since then, we had 84% of 10th graders pass in

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science, and more than 75% of 11th graders pass in Global History (which, we believe is representative of the outcomes we would have had in US History in 10th, had they taken the exam). Last year's 9th graders were the exception, with only 56% passing in Algebra 1, but we believe that data is an outlier, and that we will correct course this year, and continue meeting or exceeding this leading indicator goal.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2018	2019-20	113	93%
2019	2020-21	107	98%
2020	2021-22	112	86%

ADDITIONAL EVIDENCE

Note that our science results are actually worse in 10th grade than they would otherwise be because we have 30-50% of our 10th graders take Regents Physics, which is a much more rigorous course than Living Environment, with an exam that does not scale the scores as generously as “gatekeeper” exams like Algebra 1 or Living Environment. (That is, to pass Physics, you have to actually know 65% of the material, as opposed to Living Environment, where you have to know closer to 50% to pass). As a result, we had a few more failing Regents scores in Science than we would have had if we had all 10th graders take Living Environment. But, we believe that this ambition is a good thing, as it will push us to hone our 10th grade Physics program to the point where our 10th graders will all excel on the Regents exam. However, in the meantime, it does drive down our passing numbers slightly.

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

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

¹ The state's guidance for the multiple graduation pathways can be found here:

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

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RESULTS AND EVALUATION

CSH met the goal, with 86 of its founding 9th graders graduating. Note, however, that our 84% rate is intentionally about 10% lower than it could be. We designed a 5th year program that involves students deliberately taking fewer credits in 12th grade, and gaining work experience, and then extending their schooling for one more year to earn their last few credits while simultaneously getting job training with one of a few partner organizations. Eight of the ten students in that program could have easily graduated in four years but would have graduated without a clear plan or viable path to a career. That is counter to our mission, and so we prefer to have an incredible 5-year graduation rate, and a lower 4-year rate, in order to ensure we're truly serving our students well.

To that point, of the 16 students in our Total Graduation Cohort who have not graduated, 9 opted into that 5th-year program, one is repeating two 12th grade classes, and three repeated an earlier grade, and will be in 12th grade in Fall 2022. That is, 13 of the 16 who didn't graduate in June 2022 will graduate by June 2023, which will make our five-year rate, 97% for the 2018 cohort. Of the three who won't graduate, two disappeared during the pandemic, and we haven't been able to find them. One was finishing his last credit in July 2022, but was injured in a shooting, and after consulting with his family, we agreed he needed to move immediately to ensure his safety. As a result, he couldn't finish his final credit with us.

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20			
2017	2020-21			
2018	2021-22	102	86	84%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2015	2019-20			
2016	2020-21			
2017	2021-22			

ADDITIONAL EVIDENCE

See above. We don't have multiple cohorts of graduates, but we believe our excellent student retention and strong culture will keep our graduation rates high, and ensure we don't lose students along the way, even in post-pandemic world with higher chronic absence, and more mobility in our student population.

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Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

CSH met this goal as well, exceeding the local district by 12 percentage points (+17% above the district). Community District 12 is one of the city’s most challenging districts, with low student achievement and poor graduation rates.

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20					
2017	2020-21					
2018	2021-22	102	86	84%	1433	72%

ADDITIONAL EVIDENCE

We don’t really use the district as a point of comparison. Despite our relative success, we know that we are still far from our goal of ensuring that every student has a clear path to national median income by the age of 25. That goal requires truly transformative education in the classroom and best-in-class career and financial education. We are still building our programs and practices towards the goal of transforming our students’ lives—not being better than the district. To that point, we rarely look at relative indicators except within specific academic domains, where we want to measure whether we are closing literacy, math, or knowledge gaps faster than our peers.

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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 bellow.

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

RESULTS AND EVALUATION

We aim to have 100% of our students graduate with the CDOS endorsement, even while 90%+ will also graduate with at least 5 Regents exams as well. However, we don't use the assessment option, but rather use CDOS Option 1, which requires a career plan and profile, 216 hours of work-based learning and/or internship experience and demonstrated achievement of the CDOS learning standards).

100% of our 2022 graduates did meet this standard, but 100% of them also had passed or received waivers for at least 5 Regents Exams. So, 100% of our students met the goal, in that they were all pursuing this endorsement, but not as an alternative to exams, hence the "N/A or Met" language in the summary table below.

Going forward, we are considering using the ACT Work Keys assessments to simplify our CDOS reporting and properly document the success of our WBL program, but not for the 2018 and 2019 cohorts. This would begin with the 2020 cohort.

ADDITIONAL CONTEXT AND EVIDENCE

- See above

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

CSH met all of the graduation goals, from leading indicators to absolute measures. We believe this is representative of the quality of our program. Waivers certainly made certain graduation measures easier to achieve in the last two years, but the pandemic overall made our work much, much harder, and that impact continues to echo in the teacher labor market, challenges with student enrollment, the alarming state of student mental health, and the increased strain and stress on our Bronx families. Most of our school’s founding has been in this environment--in the first year of the pandemic, we were in the global epicenter of COVID deaths. Nonetheless, we have built a strong culture, retained most of our staff, and stayed connected to our kids and families. That sense of community explains the outcomes summarized below, even while we know that we have a long way to go instructionally and in terms of design before meeting our true mission.

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.	Met
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.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
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.	Met
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 or Met

ACTION PLAN

We want to improve in all respects, including on the indicators listed here. To that end, despite meeting the indicators, we plan to implement the following improvements in 22-23 and, in some cases, in the years that follow:

- Add a dedicated literacy/study-hall block to the school day to improve reading ability;

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- Rework our 5th-year program, to allow most students to complete their coursework and job-training by August of their 4th year, improving graduation rates AND responding to student feedback preferring to extend by only a few months, and not a full year;
- Add the ACT Work Keys assessment as a graduation requirement for all students, starting in June 2024, to build on our commitment to college and career preparation.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Our goal is to send the majority of our students to college and the rest to high-quality job-training programs. Further our goal is to send them prepared to succeed, with an understanding of the labor-market, with a 5-year career plan, and with the academic skills to navigate their post-secondary journey. Numerically speaking, our goal is to meet or exceed the measures below.

When we founded, our goal was to take the traditional, college-preparatory high school program and add high-quality job opportunities AND career-connected, college-credited learning. That is, we wanted kids to all have internships, and we also wanted them, as 11th and 12th graders, taking college-level courses that had direct connections to the careers of their choosing. The pandemic made those ambitions incredibly difficult, and as a school, we chose to put our energy into job opportunities, as College Now partnerships and cross-campus travel was near-impossible in the pandemic. As a result, we defaulted to AP courses instead of college partnerships, and as a result of the narrower offerings, and the challenge of building an AP program and taking AP exams with 50% building-capacities and remote learning, we didn't achieve all of our goals with our first cohort.

Despite most of our students taking at least one AP course, we only had about 50% reach a passing score.

However, we plan to pivot to a more limited AP program, and a much more robust offering of college level courses. Through the FutureReady pilot with the NYCDOE, we hope to have most of our 11th and 12th Computing courses become dual-credited courses, and we are launching a dual-credited course in Commercial Real Estate in January 2023, as part of that pivot. By the time we graduate our 2020 cohort, we aim to have more than 75%+ of our students taking and passing at least one college class, in addition to 35% or so passing multiple AP courses.

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,

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- A different school-created indicator approved by the Institute.

METHOD

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

RESULTS AND EVALUATION

See the discussion above, summarizing our journey on college readiness, and discussing the results below. Although we haven't proposed it in our renewal application, we are considering proposing an additional indicator to allow us to count certain industry certifications in this area. 38% of our first graduating cohort also passed Adobe and Unity certification exams, and we believe those are at least as valuable as a college-level course or AP Exam if not moreso. However, we have yet to propose this additional indicator.

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

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Achieving the college readiness benchmark on the SAT	86	31	36%
Passing at least one AP exam with a score of 3 or higher.	77	36	46%
Overall	86	41	48%

ADDITIONAL EVIDENCE

See discussion above.

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Goal 2: Absolute Measure

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

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

Goal 2: Comparative Measure

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

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

Goal 2: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

We are currently building an alumni program to ensure we can track and support all of our alumni through to the age of 25 (given that our mission is to get them to median income by 25, we believe we have a role to play in supporting and counseling them until they get there). Through this effort, we have been in regular touch with our students so that we can get verbal and documentary confirmation of their matriculation, and support them in their first semester as they transition. This is to say that while we plan to subscribe and use national clearinghouse data, we aren’t waiting to track our alumni, and we are confident that our 87% matriculation rate is accurate. Of those who did matriculate, our top 30% had particularly impressive outcomes; we sent graduates to the following schools in 2022:

- Yale, Northwestern, the University of Chicago, Rice, Cornell, Columbia, Dartmouth, Smith, Bates, Bowdoin, USC, Kenyon, Clark, Tufts, Wellesley, Grinnell, Barnard, Kenyon, Trinity, Loyola and Lafayette.
- More locally, we also sent students to Stoneybrook, SUNY Maritime, University of Buffalo, Hunter, City College, and the Macauley Honors College at Hunter

We are proud of those results, especially given that we had to educate and graduate our first cohort in the pandemic.

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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 = $\frac{(b)}{(a)} * 100$
2016	2019-20			
2017	2020-21			
2018	2021-22	86	75	87%

ADDITIONAL CONTEXT AND EVIDENCE

As discussed above, we do have about 13 in students in the Total Graduation Cohort still with us. We expect at least 3-5 will matriculate to college, while the rest will go to trade programs. However, even accounting for those students, we would still meet the 75% benchmark.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	Approaching
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.	Met

ACTION PLAN

Our action plan was articulated in the introduction, but in brief:

- Improve and focus our AP Program,
- Offer more dual-credited courses, and
- Continue building our alumni program to ensure our students *get through* college with a focus on their careers.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Our ELA goal is to meet or exceed the measures identified below.

BACKGROUND

Our English program began as a fairly standard high school program. We have heterogenous classes in 9th and 10th grade, and in 11th and 12th, the offerings diverge, including AP Language and AP Literature for our stronger students, and more traditional 11th and 12th grade composition classes for the rest.

Since we've returned to in-person schooling, we've persisted with those offerings, while adding a 10th Grade Honors class, to help better prepare students for AP offerings in later grades, and we've added a daily, literacy-focused study hall to better support the many students who enter below-grade level in reading, and don't really read outside of school (despite our best efforts to assign reading in Humanities courses). We believe this built-in reading time will significantly improve growth, especially for our below-grade-level readers.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

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

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

RESULTS AND EVALUATION

Despite cancelling exams in 2020, and making them essentially optional in 2021, we pushed as many students as possible in our 2018 cohort to take the ELA Regents Exam, in the hope of getting data on the pandemic's impact and measuring the success of our program. Of the 80 students who took the exam, 80% passed, and 43% exceeded expectations (scoring a performance level 4). That was the June 2021 exam, which they took after a year of hybrid learning and much-reduced live instruction.

**Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²**

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22	103	23	34	43%

ADDITIONAL EVIDENCE

In June of 2022, our 2019 cohort did better, with more than 50% scoring at a level 4, suggesting that our program is moving in the right direction, and as the impact of the pandemic ebbs, and as we continue to improve our program, we should be able to meet this goal within the next few years.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	113	N/A	107	42.5%	103	42.5%
2019	110	N/A	107	N/A	105	52%
2020			124	N/A	117	N/A
2021					113	N/A

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.

² Based on the highest score for each student on the English Regents exam

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METHOD

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

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

RESULTS AND EVALUATION

Despite the impact of the pandemic and no pre-pandemic experience with this exam, CSH met the 80% goal with both the 2018 cohort, and with the 2019 cohort, demonstrating that the waivers for some of the 2018 cohort did not have an inflationary effect on the outcomes. We believe as our literacy program takes shape, these outcomes will only improve.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22	103	23	65	80%

ADDITIONAL EVIDENCE

See chart below indicating that the 2019 cohort did *better* in terms of average score and overall pass rate than the 2018 cohort, indicating our program is moving in the right direction.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	113	N/A	107	80%	103	80%
2019	110	N/A	107	N/A	105	81%
2020			124	N/A	117	N/A
2021					113	N/A

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Goal 3: Absolute Measure

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

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

Goal 3: Comparative Measure

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

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

Goal 3: Comparative Measure

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

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

Goal 3: Comparative Measure

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

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

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.

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RESULTS AND EVALUATION

CSH did not meet this goal, only having 30% of students who scored below a 3 improve to a level 4. However, again, they took the exam in June of 2021, after a year of hybrid or fully remote learning that impacted writing (if not reading) significantly.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22	56	23	10	30%

ADDITIONAL EVIDENCE

Only 30% of students who weren't proficient moved above a Level 4, 7 students were just three questions away from a level 4 (scores of 75-79). If those students had gotten literally a few more questions right, we would have met the goal, even in the pandemic, and in our first year taking the exam. Which is to say, while we did miss the goal, we came very close.

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.

METHODS

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

CSH missed the goal by one student, with 73% of those who were not proficient passing the exam in 2021 (we did have 23 students who weren't able to take the exam in June 2021). Most of the students who didn't meet this goal were IEP students who were heavily impacted by the pandemic. Most of them *did* meet the passing score for IEP students (55), but weren't able to achieve a score of 65. Overall, given the improvement we saw in 2022 with the 2019 cohort, we expect to meet this going consistently going forward.

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

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)
2016	2019-20				
2017	2020-21				
2018	2021-22	56	23	24	73%

ADDITIONAL CONTEXT AND EVIDENCE

See the discussion above.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

CSH met two of the four goals, falling short in both cases, on measure involving getting students above that 80% mark on the exam. We believe that is partly a curricular issue and partly the result of the pandemic. That is, we think the pandemic had a big impact on writing instruction, and, as discussed above, we needed to spend more time on basic literacy for our less-prepared students. With more writing and more time devoted to literacy, we expect to fully meet all goals in this category.

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.	Approaching 43%
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.	Met 80%
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	Approaching

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	who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	30%
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English 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.	(Almost) Met 73%

ACTION PLAN

As discussed above, we plan to make the following adjustments:

- Add a literacy period to the schedule (already in place as of Fall 2022),
- Add a 10th Grade Honors Program to improve achievement of higher performing students,
- Improve and rework curriculum to increase the amount of writing practice in class.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Our goal is to meet or exceed the measures below.

BACKGROUND

Our math program has remained consistent in basic structure over the last few years. We teach Algebra 1, alongside Intro to Physics and Intro to Computer Science, allowing students who have taken Algebra 1 *and* scored above a 75, to progress to a course we call Algebra 2a. Most of our 10th graders also take Algebra 2a, which covers much of the traditional Regents Algebra 2 course, but also reviews key Algebra 1 content, to fully develop students' algebraic understanding, to make sure they are fully ready for Algebra 2B, which covers the traditional Regents course, but goes deeper on Trigonometry, limits and polynomial division than is required by the Regents. However, for students who are fully ready for Algebra 2 in 10th grade, we do have an Honors Algebra 2 course, which progresses to Honors Precalculus, and eventually, AP Calculus.

The pandemic has posed real challenges in mathematics. In our first year, before the pandemic, we had strong results and were poised to execute the curriculum described above. But, remote and hybrid learning meant we had to slow down significantly in each course, and we have been adjusting our scopes each year since the Fall of 2020 to make sure our courses are rigorous, but also that they meet students where they are in terms of content knowledge. In the Fall of 2022, we are just getting back to the pace and scope we intended when we founded.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

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

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exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

CSH met the goal (or rather, missed by 1 percentage point). We had almost 65% of our founding cohort score at a level 4 in our first year, but after the pandemic hit, we had limited opportunities to have students retake the exam, and, given a focus on mental and physical health in those first pandemic years, we didn't prioritize retaking exams to improve scores. But, nonetheless, we met the goal.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20		0		
2017	2020-21				
2018	2021-22	103	13	58	64%

ADDITIONAL EVIDENCE

- Only 46 students in 2020 cohort took the exam, 11 scored at a level 4 despite 50% the amount of live instruction.
- However, in our 2021 Cohort, we had 98 take it, but only 8 hit the college ready benchmark (8%). That was the same teacher that hit 90% passing and 50+% college ready in 2019. We found last year's 9th grade uniquely unprepared for Algebra 1, and didn't do enough to close that gap, unfortunately. But, we have made adjustments for this year, and expect that data to turn around.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	113	58%	107	62%	103	64%
2019*	110	92%	107	100%	105*	100%*
2020**			124**	62%**	117**	65%**
2021***					113***	8%***

*Almost this entire cohort had Algebra 1 waivers, but in 2022, 10 passed Algebra II Regents at the college ready level.

**Only 46 tested in Algebra I (though most of those also received waivers), with 11 scoring at the college ready level. We had 41 receive waivers alone in Algebra I, and 25 more in that class receive Algebra II waivers (since they

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came in with Algebra I). We did have most of those 25 take the Algebra II exam in June 22, with 81% passing, and 38% scoring college ready in Algebra II.

***98 took Algebra 1. We had small cohort who entered with Algebra 1 waivers who took a modified Algebra II course instead and will take that exam in 2023.

Goal 4: Absolute Measure

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

METHOD

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

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

RESULTS AND EVALUATION

CSH met this goal. As discussed above, most students in this cohort passed the exam in June 2019, a few were exempted, and a few transferred in with passing scores or waivers in 2020. Despite the poor results in 2022, we regularly expect to exceed this benchmark, given our otherwise consistently strong math and overall Regents performance.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20		0		
2017	2020-21				
2018	2021-22	102	13	81	91%

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ADDITIONAL EVIDENCE

The data for 2019 and 2020 cohorts is skewed by waivers. As discussed above, the results in June 2022, with the 2021 cohort, was not as strong. But, we expect to correct course and get them to more than 80% passing by January 2023.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	113	98%	107	100%	103	100%
2019	110	92%	107	100%	105	100%
2020			124	89%	117	93%
2021					113	65%

Goal 4: Absolute Measure

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

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

Goal 4: Comparative Measure

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

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

Goal 4: Comparative Measure

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

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

Goal 4: Comparative Measure

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

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

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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

We did successfully move almost exactly half of our below grade-level students to a Level 4, exceeding standards. We are proud of that growth, especially given that we had 5 more students who were at a Level 1 or 2 in 8th grade who scored just one point below a Level 4.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22	64	13	24	47%

ADDITIONAL EVIDENCE

See discussion above.

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 mathematics requirement for graduation.

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RESULTS AND EVALUATION

CSH exceeded this goal by 16 percentage points, showing our strong results prior to the pandemic.

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

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)
2016	2019-20				
2017	2020-21				
2018	2021-22	64	13	58	91%

ADDITIONAL CONTEXT AND EVIDENCE

See discussion above.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Overall, CSH met most of these goals despite a pandemic, showing a solid program and solid gains for the many students who enter below grade level. Like the rest of the city, state, and country, we have seen a dip in math preparedness and performance since the pandemic. We are adjusting to ensure that we can continue our early success.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met 64%
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.	Met 91%
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	N/A

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

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	Common Core expectations.	
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.	Approaching 47%
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.	Met 91%

ACTION PLAN

- Use Algebra 2a to review key Algebra 1 functions with about 50% of the 2021 cohort to ensure strong algebraic understanding, and that students finish their 10th grade year clearly on track to graduation and college readiness.
- Focus on literacy *and* algebraic understanding in 9th grade cohort with 2022 cohort to ensure a return to excellent results in Algebra 1.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

To meet the accountability goals below.

BACKGROUND

Our science program has evolved over the years. Initially, we planned for all students to take two full years of Physics, before taking Living Environment in 11th grade, alongside AP Bio for stronger students. Now, we have more options, allowing students to move into the science classes best suited to their interests and skill level. We teach Intro to Physics in 9th grade, Regents Physics and Living Environment in 10th, with AP Bio, Living Environment, and Environmental Science in 11th, and Forensics and Chemistry in 12th, allowing students a number of options depending on their passion and career interest.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

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METHOD

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

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

RESULTS AND EVALUATION

Most of this cohort received waivers, since they didn’t take a Regents Science course in June 2019, but the limited number who did take the Living Environment exam in June 2021 did reasonably well, meeting the goal.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22	103	61*	32	76%

*Because our curriculum taught Physics for the first two years when we founded, this cohort took the Living Environment Regents in 2020-21, and as a result, had half the in-person instructional time as they would have in a normal year. See the pass rate for the most recent cohort below as evidence of where we expect to be with future cohorts.

ADDITIONAL EVIDENCE

In the first year where CSH had a significant number of students take Regents exam in science, we had 84% of the 2020 cohort passing, between Physics and Living Environment. This demonstrates that our science program is exceeding this goal, despite the impact of the pandemic.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number	Percent	Number	Percent	Number	Percent

⁴ Based on the highest score for each student on any science Regents exam

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	in Cohort	Passing	in Cohort	Passing	in Cohort	Passing
2018	113	100%*	107**	91%	103	93%**
2019	110	N/A***	107	98%*	105	100%*
2020			124	N/A***	117	84%****
2021					113	N/A***

*Waivers

**Waivers, but 42 sat for the exam, and 10 failed Living Environment, even though all of them already had waivers in Physics (as explained above). It felt more accurate to report the number as below 100% given the 10 students who failed.

***Our 9th grade students all take intro to Physics and do not take a Regents exam in science.

****Note that 50% of our 10th graders took the Regents Physics Exam, and take Living Environment in 11th grade. Because Regents Physics is considerably more difficult exam, and typically taken by only a subset of 11th and 12th graders, our pass rate on that exam was 65%, whereas our 10th Grade Living Environment pass rate in 21-22 was 90%.

Goal 5: Comparative Measure

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

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

ADDITIONAL CONTEXT AND EVIDENCE

See the discussion above.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Overall, our science results demonstrate the overall strength of our program, and support the structure of our program, which allows students to take science courses as they are ready for them.

ACTION PLAN

- We are continuing on course, though we have removed AP Physics 1 from our 10th grade program, and added Regents Chemistry in 12th grade.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Our school’s goal is to meet the measures below.

Goal 6: Absolute Measure

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

METHOD

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

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

RESULTS

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2018 Cohort who sat for the exam and have passed the exam with a comparison to previous years’ performance.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22	103	103	0	N/A

EVALUATION

We don’t have an accurate measure here because we do this exam at the end of 10th grade, and there hasn’t been a US History exam since January of 2020. Based on our first round of Global

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History data in June 2022, I am confident we would have met this goal, but cannot say for certain, as we didn't have the opportunity to take the exam.

ADDITIONAL EVIDENCE

As discussed above, our data is basically all waivers, since we haven't had a cohort take the exam. The 2020 cohort would have been the first, and our mock data suggested at least a 75% pass rate for that cohort in June of 2022, but since the exam was cancelled, we didn't get to test the predictive accuracy of our mock exam (which is less reliable, since there is only one released exam for the new framework).

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	113	95%	107	100%	103	100%
2019	110	n/a	107	94%	105	100%
2020			124	n/a	117	93%
2021					113	n/a

*Note that we teach Economics and Government in 9th grade, and as a result of the cancellation of the June 2022 US History exam, we have not yet had a cohort that has taken a US History Regents exam.

Goal 6: Comparative Measure

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

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

Goal 6: Absolute Measure

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

METHOD

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

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

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RESULTS

Again, because of the cancellation of the Regents, our 2018 cohort didn't take the exam. We did have three students who were held-over took the exam as 11th graders in June 2022, and all of them passed, with an average score of 77. So, CSH met the measure in a technical sense, but our data from the 2019 cohort (below) shows that we also met the measure more substantively.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20		0		
2017	2020-21				
2018	2021-22	102	99	3	100%

EVALUATION

As noted below, our 2019 cohort took the exam. Of the 99 who took the exam, 79 passed, giving us a 80% pass rate on the exam, and a 76% pass rate for the total 2019 cohort. This is better than the pre-pandemic state average, and well above the pre-pandemic district average, indicating CSH is meeting this goal.

ADDITIONAL EVIDENCE

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	113	n/a	107	98%	103	100%
2019	110	n/a	107	n/a	105	76%
2020			124	n/a	117	n/a
2021					113	n/a

Goal 6: Comparative Measure

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

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

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

As discussed above, it is difficult to report on these goals accurately because of the waivers and lack of exams over the last few years, but all our data points in the direction of meeting these goals. Now, we are focused on how to build a History program that will regularly exceed these goals, and give our students a strong grounding in History and Social Science.

ACTION PLAN

Our plans to improve literacy extend to History courses. Given that we do US History in 10th grade and Global in 11th grade, unlike most other high schools, we are focused on building both the historical and literal literacy of our students to prepare for the slightly more challenging US History exam. That has proven challenging coming out of the pandemic, with less well-prepared 9th graders, almost none of whom have had prior history instruction. However, given our solid results in Global last year, we are confident that with improved literacy, we can continue to improve our outcomes and continue to meet and exceed our accountability goals.

GOAL 7: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Our ESSA status is based on results from our first year, and hasn’t changed since then. We did meet the goal and are rated “good standing+” by the state.

ADDITIONAL EVIDENCE

See discussion above.

Accountability Status by Year

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

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

Trustee Name:

Alejandro Izquierdo

Name of Charter School Education Corporation:

Urban Assembly Charter School for Computer Science

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

Governance Committee

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

Business Telephone:

Business Address:



Home Address:

Danielle Beyer

7/27/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Angel Morales

Name of Charter School Education Corporation:

Urban Assembly Charter School for Computer Science

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

Chair, Finance Committee, Accountability Committee,

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

Business Telephone:

Business Address:



A handwritten signature in cursive script that reads "Angel Morales".

7/25/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Bethany Crystal

Name of Charter School Education Corporation:

Urban Assembly Charter School for Computer Science

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

Advancement Committee

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

Business Telephone:

Business Address:



Bethany Crystal

7/30/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Cesar Perez

Name of Charter School Education Corporation:

Urban Assembly Charter School for Computer Science

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

Governance Committee

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

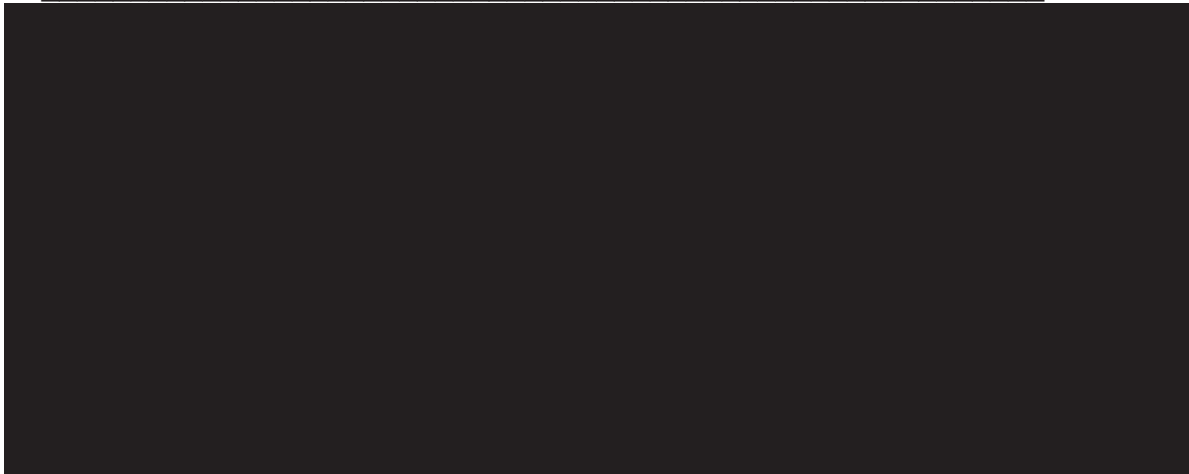
None

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

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

Business Telephone:

Business Address:



Cesar Perez

7/27/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Danielle Beyer

Name of Charter School Education Corporation:

Urban Assembly Charter School for Computer Science

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

Governance Committee

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

Business Telephone:

Business Address:



Home Address:

Danielle Beyer

7/27/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Howard Tsao

Name of Charter School Education Corporation:

Urban Assembly Charter School for Computer Science

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

Advancement Committee

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

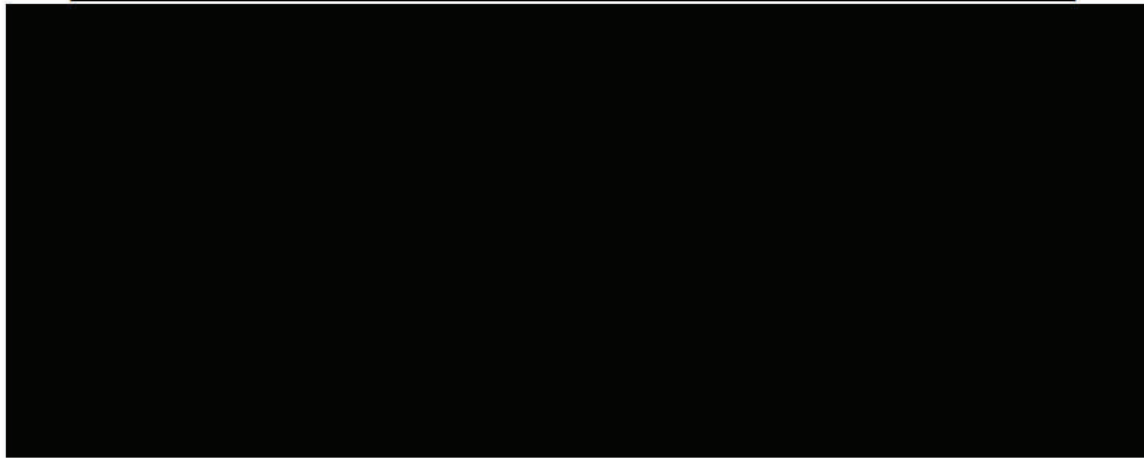
None

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

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

Business Telephone:

Business Address:



7/30/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Ivonne Fleitas

Name of Charter School Education Corporation:

Urban Assembly Charter School for Computer Science

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

Vice-Chair, Governance Committee

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

Business Telephone:

Business Address:



Ivonne Fleitas-Frank

7/29/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Kristin Kearns-Jordan

Name of Charter School Education Corporation:

Urban Assembly Charter School for Computer Science

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

Secretary, Accountability Committee, Advancement Committee

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

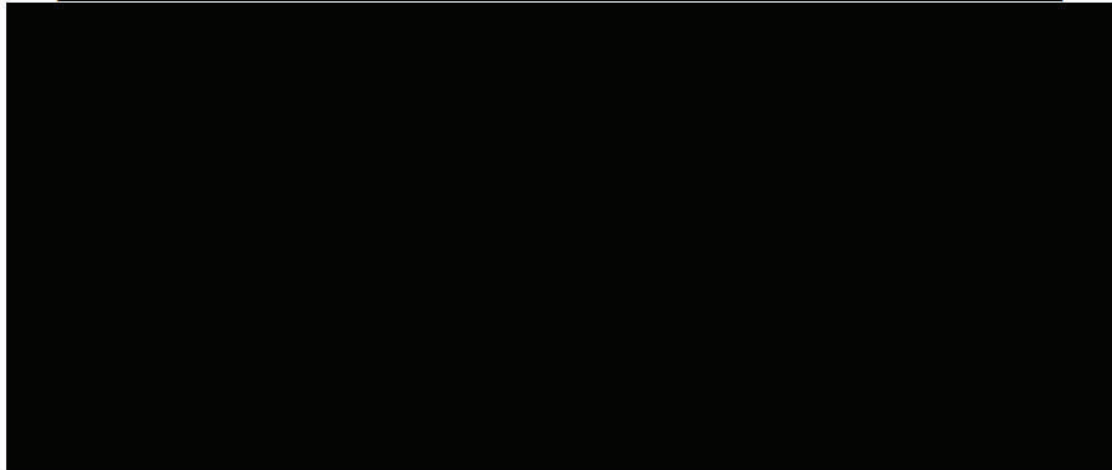
None

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

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

Business Telephone:

Business Address:



Kristin K. Jordan

7/25/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Kwadwo Nyarko

Name of Charter School Education Corporation:

Urban Assembly Charter School for Computer Science

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

Business Telephone:

Business Address:



Kwadwo Nyarko

7/28/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Pravin Sathe

Name of Charter School Education Corporation:

Urban Assembly Charter School for Computer Science

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

Treasurer, Finance Comittee

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

Business Telephone:

Business Address:



7/29/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022



Rick D. Chandler, P.E.
Commissioner

Werner R. deFoe, AIA
Borough Commissioner

1932 Arthur Avenue
Bronx NY 10457
www.nyc.gov/buildings

718 690 4709 tel
718 579 6767fax

November 15, 2017

Applicant: Christ Church_Rebekah A. Foster on behalf of Wendell Foster
860 Forest Avenue
Bronx, NY 10456

Owner: Christ Church_Wendell Foster Rebekah Foster
860 Forest Avenue
Bronx, NY 10456

Re: **860 Forest Avenue**
BIN # 2004693
Block 2657, Lot 3
Zoning District R6 C1-4
Bronx

To whom it may concern:

This is in response to your request received on September 25, 2016 for a **Letter of No Objection (LNO)** for a **Synagogue & School at 860 Forest Avenue**. The Department of Buildings records show that a Certificate of Occupancy (CO) no. 2217 of 1927 was issued to this property on October 31, 1927 under New Building (NB) Plan No. 702 of 1926. The CO indicates a 2 story brick Synagogue & School building. Another CO. No. 118 was issued on December 31st for a Dance Hall at second floor. However, a Building Notice (BN) application NO. 1088 of 1936 indicates the 1st floor as a hall and rooms, 2nd floor as a church and third floor as a school. In addition, an Alteration Application No. 273 of 1947 indicates the Cellar with a Boiler Room, the Basement with a Recreation Hall, the 1st floor with a church and the 2nd floor with school rooms. The Department of Finance (DOF) records indicate a religious property, Church, Synagogue, and Chapel under code M1.

The Department of Buildings may not issue Letters of No Objection to properties if the requested LNO is consistent with the existing Certificate of Occupancy. **However, please note that the requested occupancy is validated by the existing CO no. 2217 of 1927 at 860 Forest Avenue.**

If this building is hereafter altered or its use changes an application for such alteration work or change of use must be filed and a Certificate of Occupancy shall be obtained pursuant to the NYC administrative construction codes Chapter 1, Article 118.

I trust this information is of assistance to you.

Sincerely,

Werner R. deFoe, AIA
Borough Commissioner



Rick D. Chandler, P.E.
Commissioner

Werner R. deFoe, AIA
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