

Application: University Prep Charter Middle School

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

Summary

ID: 0000000172

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

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Aug 1 2023

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2022-2023 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2023**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

UNIVERSITY PREP CHARTER MIDDLE SCHOOL 800000090804

a1. Popular School Name

UPrep Middle

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

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

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

Yes

c1. Name of Union

Select the name of the Union representing your school?

United Federation of Teachers

c2. Date Unionized

Aug 1 2019

d. DISTRICT / CSD OF LOCATION

CSD # 7 - BRONX

e. Date of Approved Initial Charter

Jan 2 2019

f. Date School First Opened for Instruction

Aug 20 2019

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

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

h. School Website Address

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

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

462

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

376

k. Grades Served

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

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

Responses Selected:

5
6
7
8

l. Charter Management Organization

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

No

FACILITIES INFORMATION

m. FACILITIES

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

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

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	470 Jackson Avenue, 3rd floor, Bronx, NY 10455	718-585-0560	NYC CSD 7	5-8	5-8	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	David Patterson	Principal	718-585-0560		dpatterson@uppublicschools.org
Operational Leader	Mayreni Arias	Chief Operating Officer	718-585-0560		marias@uppublicschools.org
Compliance Contact	Andrea d'Amato	Executive Director	718-585-0560		adamato@uppublicschools.org
Complaint Contact	David Patterson	Principal	718-585-0560		dpatterson@uppublicschools.org
DASA Coordinator	Donial Rodriguez	AP of Culture	718-585-0560		drodriguez@uppublicschools.org
Phone Contact for After Hours Emergencies	David Patterson	Principal	718-585-0560		dpatterson@uppublicschools.org

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

Co-located Space

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

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

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

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

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

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

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

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

Separate by semi-colon (;)

NA

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

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

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

No

ATTESTATIONS

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

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

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

Responses Selected:

Yes

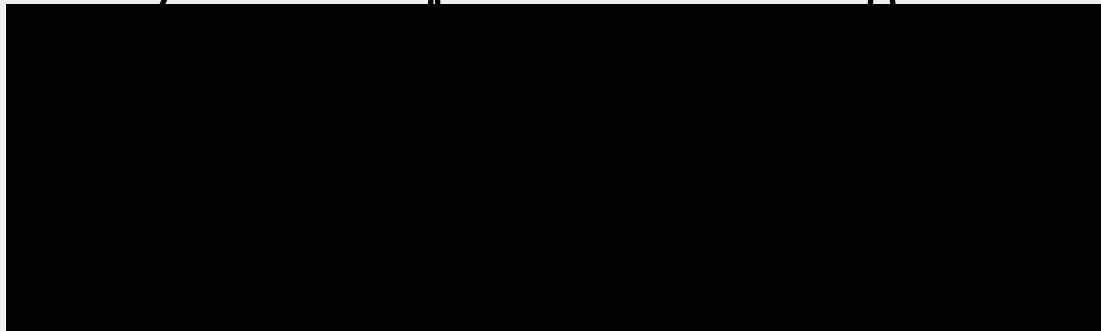
As outlined in ENTRY 10:

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

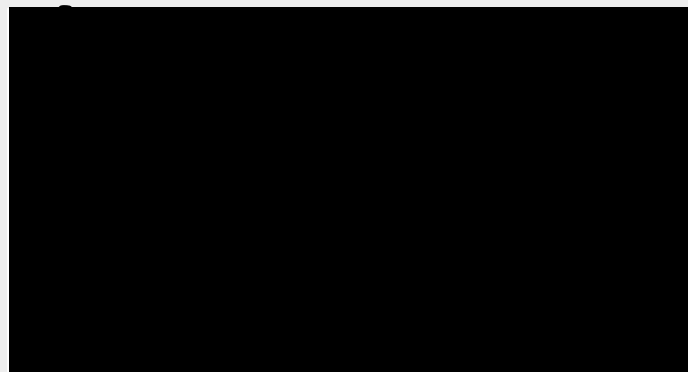
Responses Selected:

Yes

Signature, Head of Charter School

A large black rectangular redaction box covers the signature of the Head of Charter School. Above the box, three vertical lines are visible, likely from the original signature or the scanning process.

Signature, President of the Board of Trustees

A large black rectangular redaction box covers the signature of the President of the Board of Trustees.

Date

Aug 1 2023



Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Aug 1 2023

Instructions

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

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

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

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

Form for Entry 2 Links to Critical Documents on School Website

School Name: University Prep Charter Middle School

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

4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

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

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	<u>https://www.uppublicschools.org/results</u>
2. Board meeting notices, agendas and documents	<u>https://www.uppublicschools.org/about/board</u>
3. New York State School Report Card	<u>https://www.uppublicschools.org/results</u>
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	<u>https://www.uppublicschools.org/resources</u>
6. Authorizer-approved FOIL Policy	<u>https://www.uppublicschools.org/resources</u>
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<u>https://www.uppublicschools.org/resources</u>

Thank you.



Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

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

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

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

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

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

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

2022-2023 Progress Toward Attainment of Academic Goals

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

2. Do have more academic goals to add?

(No response)

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
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Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

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

2022-2023 Progress Toward Attainment of Organization Goals

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

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

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

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

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

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed - Nov 3 2023

Instructions

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

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

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

UPCMS 22-23 APPR 11-3-23

Filename: UPCM_22-23_APPR_11-3-23.pdf Size: 382.1 kB

Entry 4 - Audited Financial Statements

Completed - Nov 1 2023

Required of ALL Charter Schools

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

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2023**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

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

2023 University Prep Public Charter Schools fin stmt

Filename: 2023_University_Prep_Public_Charte_026RDDX.pdf Size: 756.7 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Nov 1 2023

Instructions - SUNY-Authorized Charter Schools ONLY

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

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

UPPMS FY23 Authorizers Audited Financial Report

Filename: UPPMS_FY23_Authorizers_Audited_Fi_0gxrt6w.xlsx Size: 175.2 kB

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

Incomplete - Hidden from applicant

Instructions - Regents-Authorized Charter Schools ONLY

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

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

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

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

Entry 4c – Additional Financial Documents

Incomplete - Hidden from applicant

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

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

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

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

Entry 4d - Financial Contact Information

Incomplete - Hidden from applicant

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

Form for "Financial Contact Information"

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
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3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 – Fiscal Year 2023-2024 Budget

Completed - Nov 1 2023

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

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

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

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

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

Filename: 2023-24-Budget-and-Quarterly-Repo_Nw0JHHe.xlsx Size: 535.3 kB

[UPPCS Budget-Narrative-Questionnaire](#)

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

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2023

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

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

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

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

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

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

[R](#)

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

[M](#)

Filename: M._Suarez_22-23_Disclosure_kZnM9G7.pdf **Size:** 400.3 kB

[N](#)

Filename: N._Benavides_22-23_Disclosure_OY1LgJm.pdf **Size:** 318.5 kB

[J](#)

Filename: J._Bergtraum_22-23_Disclosure_4quUWfo.pdf **Size:** 425.8 kB

[S](#)

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

[J](#)

Filename: J._Pasternak_22-23_Disclosure_tHeXp2l.pdf **Size:** 1.3 MB

Entry 7 BOT Membership Table

Completed - Aug 1 2023

Instructions

Required of ALL charter schools

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

Entry 7 BOT Table

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

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2022-2023 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Steve Barr	[REDACTED]	Chair	None	Yes	5	5/1/2023	5/1/2026	7
2	Nelly Benavides	[REDACTED]	Trustee/Member	None	Yes	1	6/1/2022	6/1/2025	9
3	Judith Bergtraum	[REDACTED]	Trustee/Member	None	Yes	2	2/1/2021	2/1/2024	8
4	Justin Pasternak	[REDACTED]	Other	Teacher Representative	Yes	2	11/01/2021	11/1/2024	9
5	Burton Sacks	[REDACTED]	Treasurer	Finance	Yes	5	5/1/2023	5/1/2026	9
6	Miguel Suarez	[REDACTED]	Secretary	Negotiation	Yes	1	6/18/2020	9/1/2024	9
7	Randi Weingarten	[REDACTED]	Trustee/Member	None	Yes	5	5/1/2023	5/1/2026	5 or less
8									
9									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

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

3. Number of Board meetings held during 2022-2023

9

4. Number of Board meetings scheduled for 2023-2024

12

Total number of Voting Members on June 30, 2023:

7

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

1

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

0

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

11

Thank you.

Entry 8 Board Meeting Minutes

Incomplete - Hidden from applicant

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

Schools must upload a complete set of monthly board meeting minutes (July 2022-June 2023), which should match the number of meetings held during the 2022-2023 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2023**.

Entry 9 Enrollment & Retention

Completed - Aug 1 2023

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2023-2024.

***SUNY-authorized charter schools**

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

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	University Prep Charter Middle School's recruitment efforts focus on Districts 7, 8, 9, and 12, areas of the Bronx with high levels of families living in poverty. Therefore, we consider all of our recruitment efforts to be targeted toward Economically Disadvantaged students, and our high percentage of this subgroup (92%) reflects the validity of that philosophy. Our efforts include presentations at elementary schools, attendance at middle school fairs, distribution of brochures and flyers, and open houses held throughout the year.	As we were close to meeting our enrollment target (94.2%) for this subgroup of students, no changes are planned for the school's efforts to recruit Economically Disadvantaged students in 2023-24.
English Language Learners	To recruit English Language Learners in 2022-23, we visited all elementary schools with higher than district averages for ELL students. In our presentations and open houses, we stress the various programs we provide to serve this subgroup as well as our high graduation rates. All recruitment materials, application, and enrollment documents are available in Spanish, and translators are brought to all recruitment events. Using these strategies, English Language Learners comprised 10% of our total enrollment in 2022-23.	While we did not meet the enrollment target for this subgroup (19.9%), we are confident that our good faith efforts are solid. Therefore, no major changes are planned for the school's strategies to recruit English Language Learners in 2023-24, although we will increase our efforts to develop relationships with schools and community-based organizations that serve high levels of non-English speaking families.
Students with Disabilities	Our efforts to recruit Students with Disabilities included strategic visits to schools that have high percentages of students with IEP's, during which we outlined the special education program and additional support provided to all special needs	Although we were 7 percentage points below our enrollment target (25%) for this subgroup, we are confident that we are implementing a strong recruitment plan. Therefore, no changes are planned for the

students. When parents of students with IEPs ask, we proudly point out that we are open to all students. In addition to instructional and emotional support, we stated that we provide speech and hearing services to students who require them. Using these recruitment strategies, Students with Disabilities comprised 18% of our total enrollment in 2022-23.

school's efforts to recruit Students with Disabilities in 2023-24.

Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	<p>We make every effort to retain all Economically Disadvantaged students who enroll in our school. We believe the best way to prevent students from leaving due to their or their families' discontent is to provide as much support as possible. For emotional guidance, we have five counselors for four grade levels. This allows students who qualify for free or reduced-price lunch to receive counseling if mandated or simply if they are at risk of failure or emotional crisis. Every counselor knows every student in his/her cohort and every student knows at least one adult outside of the classroom that he/she can go to for help. In addition, we cover any fees for special programs and uniforms for any student who cannot afford to pay.</p>	<p>As retention of Economically Disadvantaged students was strong and well above our target of 88.4%, we will implement similar strategies in 2023-24.</p>
English Language Learners	<p>To retain English Language Learners, we employ a full-time certified ELL teacher to provide all mandated services and to support subject matter teachers in working with ELL strategies in the least restrictive environment. ELL students can attend teacher office hours to receive supplemental instruction or to complete assignments. Translators are provided for all parent-teacher conferences and school events.</p>	<p>As retention of English Language Learners was strong and above the target of 88.4%, we will implement similar strategies in 2023-24.</p>
Students with Disabilities	<p>We also provide numerous academic interventions for our students with IEPs, including office hours with any of their teachers.</p>	<p>As retention of Students with Disabilities was strong, we exceeded our target of 89% and will implement similar strategies in 2023-24.</p>

During this supplemental instruction time, students can get tutoring, extra help, or make-up work as needed. For students with IEPs, we also revised the schedule/staffing to provide the least restrictive environment so that students received academic support in all of their core classes from a highly qualified special education teacher using an integrated co-teaching model. We frequently meet with parents of students that are demonstrating characteristics that make them at risk of failure like poor attendance, excessive lateness, poor behavior, significant academic struggles, and low student achievement. These students receive at-risk counseling.

Entry 10 – Teacher and Administrator Attrition

Completed - Aug 1 2023

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

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

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

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

1. Emergency Conditional Clearances

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

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

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

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeeefingerprintoct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete - Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category A: 5 or 30% whichever is less	0

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

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

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

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

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

	FTE Count
Total	

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete - Hidden from applicant

[Instructions](#)

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

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

Entry 13 School Calendar

Completed - Sep 15 2023

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

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

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

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

UPPS 2023-24 Calendar-rev FINAL

Filename: UPPS_2023-24_Calendar-rev_FINAL_MiymY6g.pdf Size: 125.8 kB

Entry 14 Staff Roster

Incomplete - Hidden from applicant

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

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

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

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

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

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

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

Optional Additional Documents to Upload (BOR)

Incomplete

UNIVERSITY PREP PUBLIC CHARTER SCHOOLS

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

For the Years Ended June 30, 2023 and 2022



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

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INDEPENDENT AUDITOR'S REPORT

The Board of Trustees
University Prep Public Charter Schools

Opinion

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

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

Basis for Opinion

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

Emphasis of Matter

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

Responsibilities of Management for the Combined and Combining Financial Statements

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

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

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

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

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

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

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

Other Matters - Supplemental Schedules

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

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

Other Reporting Required by Government Auditing Standards

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

A black rectangular redaction box covering a signature.

BUCHBINDER TUNICK & COMPANY LLP

New York, NY
October 27, 2023

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

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

See notes to financial statements.

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

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

See notes to financial statements.

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

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

See notes to financial statements.

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

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

See notes to financial statements.

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

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

See notes to financial statements.

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

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

See notes to financial statements.

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

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

Nature of Organization

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

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

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

Mission Statement

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

Principles of Combination

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

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

Note 2 - Summary of Significant Accounting Policies

Basis of Accounting

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

Basis of Presentation

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

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

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

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

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

Use of Estimates

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

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

Note 2 - Summary of Significant Accounting Policies (Continued)

Cash and Cash Equivalents

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

Grants Receivable

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

Restricted Cash

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

Property Assets

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

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

Contributions and Grants

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

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

Note 2 - Summary of Significant Accounting Policies (Continued)

Local Per Pupil Operating Revenue

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

Promises to Give

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

Functional Expenses

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

The expenses that are allocated include the following:

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

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

Note 2 - Summary of Significant Accounting Policies (Continued)

Leases

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

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

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

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

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

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

Note 2 - Summary of Significant Accounting Policies (Continued)

New Accounting Pronouncements

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

Subsequent Events

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

Note 3 - Property Assets, Net

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

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

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

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

Note 4 - Leases

Operating Leases

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

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

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

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

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

Note 5 - Net Asset With Donor Restrictions

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

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

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

Note 5 - Net Asset With Donor Restrictions (Continued)

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

Note 6 - Contributions of Nonfinancial Assets

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

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

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

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

Note 7 - Pension Plan

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

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

Note 8 - Concentrations

Credit Risk

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

Significant Funding

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

Note 9 - Availability and Liquidity

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

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

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

Note 10 - Tax Status

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

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

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

FEDERAL AWARDS

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

* Major Programs

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

Note 1 - Basis of Presentation

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

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

Note 2 - Summary of Significant Accounting Policies

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

Note 3 - Indirect Cost Rate

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



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

To the Board of Trustees
University Prep Public Charter Schools

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

Report on Internal Control Over Financial Reporting

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

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

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

Report on Compliance and Other Matters

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

Purpose of this Report

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

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BUCHBINDER TUNICK & COMPANY LLP

New York, NY
October 27, 2023



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

To the Board of Trustees
University Prep Public Charter Schools

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

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

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

Basis for Opinion on Each Major Federal Program

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

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

Responsibilities of Management for Compliance

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

Auditor's Responsibilities for the Audit of Compliance

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

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

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

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

Report on Internal Control Over Compliance

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

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

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

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

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BUCHBINDER TUNICK & COMPANY LLP

New York, NY
October 27, 2023

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

Section I - Summary of Auditor's Results

Financial Statements

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

Unmodified

Internal control over financial reporting:

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

Federal Awards

Internal control over major programs:

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

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

Unmodified

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

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

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

\$750,000

Auditee qualified as low-risk auditee?	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no
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UNIVERSITY PREP PUBLIC CHARTER SCHOOLS
Schedule of Findings and Questioned Costs and Summary of Results (Continued)
For the year ended June 30, 2023

Section II – Financial Statement Findings

None

Section III – Federal Award Findings and Questioned Costs

None

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

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

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

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



October 27, 2023

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

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

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

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

Financial Statements

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

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

Information Provided

- 13) We have provided you with:

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



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

j) We have disclosed any communications from federal awarding agencies and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.

k) We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.

l) Amounts claimed or used for matching were determined in accordance with relevant guidelines in OMB's Uniform Guidance (2 CFR part 200, subpart E) [and OMB Circular A-122, Cost Principles for Nonprofit Organizations, and Subpart C, Section 23, Cost Sharing or Matching, of OMB Circular A-110, Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations, if applicable].

m) We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.

n) We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.

o) We have disclosed to you the nature of any subsequent events that provide additional evidence about conditions that existed at the end of the reporting period affecting noncompliance during the reporting period.

p) There are no such known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditor's report.

q) No changes have been made in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies or material weaknesses in internal control over compliance, subsequent to the period covered by the auditor's report.

r) Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the financial statements have been prepared.

s) The copies of federal program financial reports provided you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.

t) We have charged costs to federal awards in accordance with applicable cost principles.

u) We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by the Uniform Guidance, and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and passthrough entities, including all management decisions.

v) We are responsible for and have ensured the reporting package does not contain protected personally identifiable information.

w) We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by the Uniform Guidance.

x) We are responsible for taking corrective action on each audit finding of the compliance audit and have developed a corrective action plan that meets the requirements of the Uniform Guidance.

y) We have disclosed to you all contracts or other agreements with service organizations, and we have disclosed to you all communications from the service organizations relating to noncompliance at the service organizations.

- 3) We have taken timely and appropriate steps to remedy identified and suspected fraud or noncompliance with provisions of laws, regulations, contracts, and grant agreements that you have reported to us.
- 4) We have a process to track the status of audit findings and recommendations.
- 5) We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.

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

Signature: _____

Title: UPPS Board member, Finance Committee



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS




1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <u>initially</u> be completed based upon preliminary data, and <u>subsequently</u> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Prior Year" column may <u>initially</u> be completed based upon preliminary data, and <u>subsequently</u> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <u>initially</u> completed based upon preliminary data, and <u>subsequently</u> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE contain guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

University Prep Charter Middle School

SCHOOL

Name:	University Prep Charter Middle School
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CONTACT INFORMATION

Contact Name:	Ms. Andrea d'Amato
Contact Title:	Executive Director
Contact Email:	adamato@uppublicschools.org
Contact Phone:	(718) 292-6543

REPORT PERIOD

Current Academic Year:	2023-24
Prior Academic Year:	2022-23

2023-24

ENROLLMENT BY GRADES

[illegible]

ENROLLMENT BY DISTRICT

[illegible]

			ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUAR		
		PRIOR YEAR 2022-23	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

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Actual Enrollment

UNIVERSITY PREP CHARTER MIDDLE SCHOOL
2023-24

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK.
If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

***NOTE:** Each quarter, the actual FTE should be input.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		2022-23	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Executive Management			5.0		5.0		5.0		5.0						
Instructional Management															
Deans, Directors & Coordinators															
CFO / Director of Finance															
Operation / Business Manager															
Administrative Staff			8.5		8.5		8.5		8.5						
TOTAL ADMINISTRATIVE STAFF		0.0	13.5	0.0	13.5	0.0	13.5	0.0	13.5	0.0	0.0	0.0	0.0	0.0	
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		2022-23	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular			17.0		17.0		17.0		17.0						
Teachers - SPED			14.0		14.0		14.0		14.0						
Substitute Teachers			0.0		0.0		0.0		0.0						
Teaching Assistants			0.0		0.0		0.0		0.0						
Specialty Teachers			4.0		4.0		4.0		4.0						
Aides			0.0		0.0		0.0		0.0						
Therapists & Counselors			4.0		4.0		4.0		4.0						
Other			0.0		0.0		0.0		0.0						
TOTAL INSTRUCTIONAL		0.0	39.0	0.0	39.0	0.0	39.0	0.0	39.0	0.0	0.0	0.0	0.0	0.0	
NON-INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		2022-23	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Nurse															
Librarian															
Custodian															
Security															
Other			0.0		0.0		0.0		0.0						
TOTAL NON-INSTRUCTIONAL		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE		0.0	52.5	0.0	52.5	0.0	52.5	0.0	52.5	0.0	0.0	0.0	0.0	0.0	

		UNIVERSITY PREP CHARTER MIDDLE SCHOOL Budget / Operating Plan 2023-24												
Total Revenue		-	2,859,400	-	-	2,859,400	-	-	2,859,400	-	-	2,859,400	-	-
Total Expenses		-	2,841,757	-	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-	-
Net Income		-	17,643	-	-	17,643	-	-	17,643	-	-	17,643	-	-
Actual Student Enrollment		-	380	-	-	380	-	-	380	-	-	380	-	-
		Prior Year Actual 2022-23 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions												
Executive Management		-			-			-			-			-
Instructional Management		5.00	216,376		-	216,376		-	216,376		-	216,376		-
Deans, Directors & Coordinators		-			-			-			-			-
CFO / Director of Finance		-			-			-			-			-
Operation / Business Manager		-			-			-			-			-
Administrative Staff		8.50	143,879		-	143,879		-	143,879		-	143,879		-
TOTAL ADMINISTRATIVE STAFF		13.50	-	360,255	-	-	360,255	-	-	360,255	-	-	360,255	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular		17.00	330,466		-	330,466		-	330,466		-	330,466		-
Teachers - SPED		14.00	258,818		-	258,818		-	258,818		-	258,818		-
Substitute Teachers		-	-		-	-		-	-		-	-		-
Teaching Assistants		-	-		-	-		-	-		-	-		-
Specialty Teachers		4.00	91,454		-	91,454		-	91,454		-	91,454		-
Aides		-	-		-	-		-	-		-	-		-
Therapists & Counselors		4.00	99,558		-	99,558		-	99,558		-	99,558		-
Other		-			-			-			-			-
TOTAL INSTRUCTIONAL		39.00	-	780,296	-	-	780,296	-	-	780,296	-	-	780,296	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse		-			-			-			-			-
Librarian		-			-			-			-			-
Custodian		-			-			-			-			-
Security		-			-			-			-			-
Other		-	175,681		-	175,681		-	175,681		-	175,681		-
TOTAL NON-INSTRUCTIONAL		-	-	175,681	-	-	175,681	-	-	175,681	-	-	175,681	-
SUBTOTAL PERSONNEL SERVICE COSTS		52.50	-	1,316,232	-	-	1,316,232	-	-	1,316,232	-	-	1,316,232	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes			100,692		-	100,692		-	100,692		-	100,692		-
Fringe / Employee Benefits			201,603		-	201,603		-	201,603		-	201,603		-
Retirement / Pension			110,117		-	110,117		-	110,117		-	110,117		-
TOTAL PAYROLL TAXES AND BENEFITS			-	412,411	-	-	412,411	-	-	412,411	-	-	412,411	-
TOTAL PERSONNEL SERVICE COSTS		52.50	-	1,728,643	-	-	1,728,643	-	-	1,728,643	-	-	1,728,643	-
CONTRACTED SERVICES														
Accounting / Audit			4,844		-	4,844		-	4,844		-	4,844		-
Legal			16,250		-	16,250		-	16,250		-	16,250		-
Management Company Fee					-			-			-			-
Nurse Services					-			-			-			-
Food Service / School Lunch					-			-			-			-
Payroll Services			1,065		-	1,065		-	1,065		-	1,065		-
Special Ed Services					-			-			-			-
Titlement Services (i.e. Title I)					-			-			-			-
Other Purchased / Professional / Consulting			127,375		-	127,375		-	127,375		-	127,375		-
TOTAL CONTRACTED SERVICES			-	149,533	-	-	149,533	-	-	149,533	-	-	149,533	-

	UNIVERSITY PREP CHARTER MIDDLE SCHOOL Budget / Operating Plan 2023-24												
Total Revenue	-	2,859,400	-	-	2,859,400	-	-	2,859,400	-	-	2,859,400	-	-
Total Expenses	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-	-
Net Income	-	17,643	-	-	17,643	-	-	17,643	-	-	17,643	-	-
Actual Student Enrollment	-	380	-	-	380	-	-	380	-	-	380	-	-
	Prior Year Actual 2022-23 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS													
Board Expenses				-			-			-			-
Classroom / Teaching Supplies & Materials		30,500		-	30,500		-	30,500		-	30,500		-
Special Ed Supplies & Materials				-			-			-			-
Textbooks / Workbooks		12,500		-	12,500		-	12,500		-	12,500		-
Supplies & Materials other		2,500		-	2,500		-	2,500		-	2,500		-
Equipment / Furniture		17,547		-	17,547		-	17,547		-	17,547		-
Telephone		2,094		-	2,094		-	2,094		-	2,094		-
Technology		34,990		-	34,990		-	34,990		-	34,990		-
Student Testing & Assessment		6,250		-	6,250		-	6,250		-	6,250		-
Field Trips		62,500		-	62,500		-	62,500		-	62,500		-
Transportation (student)				-			-			-			-
Student Services - other		46,250		-	46,250		-	46,250		-	46,250		-
Office Expense		19,938		-	19,938		-	19,938		-	19,938		-
Staff Development		36,375		-	36,375		-	36,375		-	36,375		-
Staff Recruitment		3,750		-	3,750		-	3,750		-	3,750		-
Student Recruitment / Marketing		11,250		-	11,250		-	11,250		-	11,250		-
School Meals / Lunch		21,250		-	21,250		-	21,250		-	21,250		-
Travel (Staff)		2,500		-	2,500		-	2,500		-	2,500		-
Fundraising				-			-			-			-
Other		36,313		-	36,313		-	36,313		-	36,313		-
TOTAL SCHOOL OPERATIONS	-	346,505	-	-	346,505	-	-	346,505	-	-	346,505	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		13,525		-	13,525		-	13,525		-	13,525		-
Janitorial		-		-	-		-	-		-	-		-
Building and Land Rent / Lease / Facility Finance Interest		522,690.00		-	522,690		-	522,690		-	522,690		-
Repairs & Maintenance		1,250		-	1,250		-	1,250		-	1,250		-
Equipment / Furniture				-			-			-			-
Security				-			-			-			-
Utilities				-			-			-			-
TOTAL FACILITY OPERATION & MAINTENANCE	-	537,465	-	-	537,465	-	-	537,465	-	-	537,465	-	-
DEPRECIATION & AMORTIZATION		79,610		-	79,610		-	79,610		-	79,610		-
COVID-19 / CONTINGENCY				-			-			-			-
DEFERRED RENT				-			-			-			-
TOTAL EXPENSES	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-	-
NET INCOME	-	17,643	-	-	17,643	-	-	17,643	-	-	17,643	-	-

	UNIVERSITY PREP CHARTER MIDDLE SCHOOL Budget / Operating Plan 2023-24														
Total Revenue	-	2,859,400	-	-	2,859,400	-	-	2,859,400	-	-	2,859,400	-	-		
Total Expenses	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-	-		
Net Income	-	17,643	-	-	17,643	-	-	17,643	-	-	17,643	-	-		
Actual Student Enrollment	-	380	-	-	380	-	-	380	-	-	380	-	-		
	Prior Year Actual 2022-23 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30				
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance		
ENROLLMENT - *School Districts Are Linked To Above Entries*	Number of Districts:	-	1	-	-	1	-	-	1	-	-	1	-	-	
	New York City Department of Education	-	380	-	-	380	-	-	380	-	-	380	-	-	
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL ENROLLMENT	-	380	-	-	380	-	-	380	-	-	380	-	-	-
REVENUE PER PUPIL	-	7,525	-	-	7,525	-	-	7,525	-	-	7,525	-	-	-	
EXPENSES PER PUPIL	-	7,478	-	-	7,478	-	-	7,478	-	-	7,478	-	-	-	

DESCRIPTION OF ASSUMPTIONS

		UNIVERSITY PREP CHARTER MIDDLE SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan					
		2023-24					
Total Revenue		11,437,599	11,437,599	-	11,437,599	11,437,599	
Total Expenses		11,367,027	11,367,027	-	(11,367,027)	(11,367,027)	
Net Income		70,573	70,573	-	70,573	70,573	
Actual Student Enrollment							
		Total Year			VARIANCE		DESCRIPTION OF ASSUMPTIONS
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions					
Executive Management		-	-	-	-	-	
Instructional Management		5.00	865,503	865,503	-	(865,503)	
Deans, Directors & Coordinators		-	-	-	-	-	
CFO / Director of Finance		-	-	-	-	-	
Operation / Business Manager		-	-	-	-	-	
Administrative Staff		8.50	575,518	575,518	-	(575,518)	
TOTAL ADMINISTRATIVE STAFF		13.50	1,441,020	1,441,020	-	(1,441,020)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular		17.00	1,321,864	1,321,864	-	(1,321,864)	
Teachers - SPED		14.00	1,035,272	1,035,272	-	(1,035,272)	
Substitute Teachers		-	-	-	-	-	
Teaching Assistants		-	-	-	-	-	
Specialty Teachers		4.00	365,817	365,817	-	(365,817)	
Aides		-	-	-	-	-	
Therapists & Counselors		4.00	398,231	398,231	-	(398,231)	
Other		-	-	-	-	-	
TOTAL INSTRUCTIONAL		39.00	3,121,184	3,121,184	-	(3,121,184)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse		-	-	-	-	-	
Librarian		-	-	-	-	-	
Custodian		-	-	-	-	-	
Security		-	-	-	-	-	
Other		-	702,724	702,724	-	(702,724)	
TOTAL NON-INSTRUCTIONAL		-	702,724	702,724	-	(702,724)	
SUBTOTAL PERSONNEL SERVICE COSTS		52.50	5,264,928	5,264,928	-	(5,264,928)	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes			402,767	402,767	-	(402,767)	
Fringe / Employee Benefits			806,412	806,412	-	(806,412)	
Retirement / Pension			440,467	440,467	-	(440,467)	
TOTAL PAYROLL TAXES AND BENEFITS			1,649,646	1,649,646	-	(1,649,646)	
TOTAL PERSONNEL SERVICE COSTS		52.50	6,914,573	6,914,573	-	(6,914,573)	
CONTRACTED SERVICES							
Accounting / Audit			19,375	19,375	-	(19,375)	
Legal			65,000	65,000	-	(65,000)	
Management Company Fee			-	-	-	-	
Nurse Services			-	-	-	-	
Food Service / School Lunch			-	-	-	-	
Payroll Services			4,258	4,258	-	(4,258)	
Special Ed Services			-	-	-	-	
Titlement Services (i.e. Title I)			-	-	-	-	
Other Purchased / Professional / Consulting			509,500	509,500	-	(509,500)	
TOTAL CONTRACTED SERVICES			598,133	598,133	-	(598,133)	

UNIVERSITY PREP CHARTER MIDDLE SCHOOL					
Budget / Operating Plan					
2023-24					
Total Revenue	11,437,599	11,437,599	-	11,437,599	11,437,599
Total Expenses	11,367,027	11,367,027	-	(11,367,027)	(11,367,027)
Net Income	70,573	70,573	-	70,573	70,573
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	-	-	-	-	-
Classroom / Teaching Supplies & Materials	122,000	122,000	-	(122,000)	(122,000)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	50,000	50,000	-	(50,000)	(50,000)
Supplies & Materials other	10,000	10,000	-	(10,000)	(10,000)
Equipment / Furniture	70,188	70,188	-	(70,188)	(70,188)
Telephone	8,375	8,375	-	(8,375)	(8,375)
Technology	139,959	139,959	-	(139,959)	(139,959)
Student Testing & Assessment	25,000	25,000	-	(25,000)	(25,000)
Field Trips	250,000	250,000	-	(250,000)	(250,000)
Transportation (student)	-	-	-	-	-
Student Services - other	185,000	185,000	-	(185,000)	(185,000)
Office Expense	79,750	79,750	-	(79,750)	(79,750)
Staff Development	145,500	145,500	-	(145,500)	(145,500)
Staff Recruitment	15,000	15,000	-	(15,000)	(15,000)
Student Recruitment / Marketing	45,000	45,000	-	(45,000)	(45,000)
School Meals / Lunch	85,000	85,000	-	(85,000)	(85,000)
Travel (Staff)	10,000	10,000	-	(10,000)	(10,000)
Fundraising	-	-	-	-	-
Other	145,250	145,250	-	(145,250)	(145,250)
TOTAL SCHOOL OPERATIONS	1,386,022	1,386,022	-	(1,386,022)	(1,386,022)
FACILITY OPERATION & MAINTENANCE					
Insurance	54,100	54,100	-	(54,100)	(54,100)
Janitorial	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	2,090,760	2,090,760	-	(2,090,760)	(2,090,760)
Repairs & Maintenance	5,000	5,000	-	(5,000)	(5,000)
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	2,149,860	2,149,860	-	(2,149,860)	(2,149,860)
DEPRECIATION & AMORTIZATION	318,439	318,439	-	(318,439)	(318,439)
COVID-19 / CONTINGENCY	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-
TOTAL EXPENSES	11,367,027	11,367,027	-	(11,367,027)	(11,367,027)
NET INCOME	70,573	70,573	-	70,573	70,573

DESCRIPTION OF ASSUMPTIONS

UNIVERSITY PREP CHARTER MIDDLE SCHOOL						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2023-24						
Total Revenue	11,437,599	11,437,599	-	11,437,599	11,437,599	
Total Expenses	11,367,027	11,367,027	-	(11,367,027)	(11,367,027)	
Net Income	70,573	70,573	-	70,573	70,573	
Actual Student Enrollment						
Total Year			VARIANCE			
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget		
ENROLLMENT - *School Districts Are Linked To Above Entries*						
Number of Districts:						
New York City Department of Education						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
ALL OTHER School Districts: (Weighted Avg)						
TOTAL ENROLLMENT						
REVENUE PER PUPIL						
EXPENSES PER PUPIL						

	UNIVERSITY PREP CHARTER MIDDLE SCHOOL Budget / Operating Plan 2023-24												
Total Revenue	-	2,859,400	-	-	2,859,400	-	-	2,859,400	-	-	2,859,400	-	-
Total Expenses	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-	-
Net Income	-	17,643	-	-	17,643	-	-	17,643	-	-	17,643	-	-
Actual Student Enrollment	-	380	-	-	380	-	-	380	-	-	380	-	-
	Prior Year Actual 2022-23 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES <i>{enter descriptions below}</i>													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	17,643	-	-	17,643	-	-	17,643	-	-	17,643	-	-
Beginning Cash Balance	-	-	-	-	17,643	-	-	35,286	-	-	52,929	-	-
ENDING CASH BALANCE	-	17,643	-	-	35,286	-	-	52,929	-	-	70,573	-	-

UNIVERSITY PREP CHARTER MIDDLE SCHOOL					
Budget / Operating Plan					
2023-24					
Total Revenue	11,437,599	11,437,599	-	11,437,599	11,437,599
Total Expenses	11,367,027	11,367,027	-	(11,367,027)	(11,367,027)
Net Income	70,573	70,573	-	70,573	70,573
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
DESCRIPTION OF ASSUMPTIONS					
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	70,573	70,573	-	70,573	70,573
Beginning Cash Balance	-	-	-	-	-
ENDING CASH BALANCE	70,573	70,573	-	70,573	70,573

UNIVERSITY PREP CHARTER MIDDLE SCHOOL

BALANCE SHEET

2023-24

DO NOT ENTER BALANCE SHEET DATA ON THIS TEMPLATE

Balance sheet data for the Ed Corp:

University Prep Public Charter Schools (Combined)

should be entered on the template for

University Prep Charter High School.

ASSETS

CURRENT ASSETS

Cash and cash equivalents

Grants and contracts receivable

Accounts receivables

Prepaid Expenses

Contributions and other receivables

TOTAL CURRENT ASSETSPROPERTY, BUILDING AND EQUIPMENT, net

OTHER ASSETS

Right of Use Asset

Other

TOTAL ASSETS

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts payable and accrued expenses

Accrued payroll and benefits

Deferred Revenue

Current maturities of long-term debt

Short Term Debt - Bonds, Notes Payable

Lease Liability

Other

TOTAL CURRENT LIABILITIES

LONG-TERM DEBT and NOTES PAYABLE, net current maturities

LEASE LIABILITY, less current portion

TOTAL LIABILITIES

NET ASSETS

Unrestricted

Temporarily restricted

TOTAL NET ASSETS**TOTAL LIABILITIES AND NET ASSETS**[illegible]

UNIVERSITY PREP CHARTER MIDDLE SCHOOL

Budget / Operating Plan

2023-24												
Total Revenue	-	2,859,400	-	-	2,859,400	-	-	2,859,400	-	-	2,859,400	-
Total Expenses	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-
Net Income	-	17,643	-	-	17,643	-	-	17,643	-	-	17,643	-
Actual Student Enrollment	-	380	-	-	380	-	-	380	-	-	380	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	
REVENUE												
REVENUES FROM STATE SOURCES												
Per Pupil Revenue	2023-24 Per Pupil Rate											
New York City Department of Education	18,340			1,742,300	-		1,742,300	-		1,742,300	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
-	-			-	-		-	-		-	-	
ALL OTHER School Districts: (Count = 0)	-			-	-		-	-		-	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	18,340			1,742,300	-		1,742,300	-		1,742,300	-	
Special Education Revenue				290,063	-		290,063	-		290,063	-	
Grants												
Stimulus				-	-		-	-		-	-	
DYCD (Department of Youth and Community Development)				-	-		-	-		-	-	
Other				-	-		-	-		-	-	
NYC DoE Rental Assistance				522,690	-		522,690	-		522,690	-	
Other				7,980	-		7,980	-		7,980	-	
TOTAL REVENUE FROM STATE SOURCES	-			2,563,033	-		2,563,033	-		2,563,033	-	
REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs				24,946	-		24,946	-		24,946	-	
Title I				61,781	-		61,781	-		61,781	-	
Title Funding - Other				11,553	-		11,553	-		11,553	-	
School Food Service (Free Lunch)				-	-		-	-		-	-	
Grants												
Charter School Program (CSP) Planning & Implementation				-	-		-	-		-	-	
Other				162,758	-		162,758	-		162,758	-	
Other				-	-		-	-		-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-			261,037	-		261,037	-		261,037	-	
LOCAL and OTHER REVENUE												
Contributions and Donations				25,000	-		25,000	-		25,000	-	
Fundraising				-	-		-	-		-	-	
Erate Reimbursement				7,830	-		7,830	-		7,830	-	
Earnings on Investments				-	-		-	-		-	-	
Interest Income				2,500	-		2,500	-		2,500	-	
Food Service (Income from meals)				-	-		-	-		-	-	
Text Book				-	-		-	-		-	-	
OTHER				-	-		-	-		-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-			35,330	-		35,330	-		35,330	-	
TOTAL REVENUE	-			2,859,400	-		2,859,400	-		2,859,400	-	

UNIVERSITY PREP CHARTER MIDDLE SCHOOL

Budget / Operating Plan

2023-24

Total Revenue	-	2,859,400	-	-	2,859,400	-	-	2,859,400	-	-	2,859,400	-
Total Expenses	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-
Net Income	-	17,643	-	-	17,643	-	-	17,643	-	-	17,643	-
Actual Student Enrollment	-	380	-	-	380	-	-	380	-	-	380	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES		Quarter 0										
		No. of Positions										
ADMINISTRATIVE STAFF PERSONNEL COSTS												
Executive Management	-		-		-	-		-	-		-	-
Instructional Management	-	216,376	-		216,376	-		216,376	-		216,376	-
Deans, Directors & Coordinators	-		-		-	-		-	-		-	-
CFO / Director of Finance	-		-		-	-		-	-		-	-
Operation / Business Manager	-		-		-	-		-	-		-	-
Administrative Staff	-	143,879	-		143,879	-		143,879	-		143,879	-
TOTAL ADMINISTRATIVE STAFF	-	-	360,255	-	-	360,255	-	-	360,255	-	-	360,255
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	330,466	-		330,466	-		330,466	-		330,466	-
Teachers - SPED	-	258,818	-		258,818	-		258,818	-		258,818	-
Substitute Teachers	-		-		-	-		-	-		-	-
Teaching Assistants	-		-		-	-		-	-		-	-
Specialty Teachers	-	91,454	-		91,454	-		91,454	-		91,454	-
Aides	-		-		-	-		-	-		-	-
Therapists & Counselors	-	99,558	-		99,558	-		99,558	-		99,558	-
Other	-		-		-	-		-	-		-	-
TOTAL INSTRUCTIONAL	-	-	780,296	-	-	780,296	-	-	780,296	-	-	780,296
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-		-		-	-		-	-		-	-
Librarian	-		-		-	-		-	-		-	-
Custodian	-		-		-	-		-	-		-	-
Security	-		-		-	-		-	-		-	-
Other	-	175,681	-		175,681	-		175,681	-		175,681	-
TOTAL NON-INSTRUCTIONAL	-	-	175,681	-	-	175,681	-	-	175,681	-	-	175,681
SUBTOTAL PERSONNEL SERVICE COSTS		-	1,316,232	-	-	1,316,232	-	-	1,316,232	-	-	1,316,232
PAYROLL TAXES AND BENEFITS												
Payroll Taxes		100,692	-		100,692	-		100,692	-		100,692	-
Fringe / Employee Benefits		201,603	-		201,603	-		201,603	-		201,603	-
Retirement / Pension		110,117	-		110,117	-		110,117	-		110,117	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	412,411	-	-	412,411	-	-	412,411	-	-	412,411
TOTAL PERSONNEL SERVICE COSTS		-	-	1,728,643	-	-	1,728,643	-	-	1,728,643	-	-
CONTRACTED SERVICES												
Accounting / Audit		4,844	-		4,844	-		4,844	-		4,844	-
Legal		16,250	-		16,250	-		16,250	-		16,250	-
Management Company Fee			-		-	-		-	-		-	-
Nurse Services			-		-	-		-	-		-	-
Food Service / School Lunch			-		-	-		-	-		-	-
Payroll Services		1,065	-		1,065	-		1,065	-		1,065	-
Special Ed Services			-		-	-		-	-		-	-
Titlement Services (i.e. Title I)			-		-	-		-	-		-	-
Other Purchased / Professional / Consulting		127,375	-		127,375	-		127,375	-		127,375	-
TOTAL CONTRACTED SERVICES	-	-	149,533	-	-	149,533	-	-	149,533	-	-	149,533

UNIVERSITY PREP CHARTER MIDDLE SCHOOL

Budget / Operating Plan

2023-24

Total Revenue	-	2,859,400	-	-	2,859,400	-	-	2,859,400	-	-	2,859,400	-
Total Expenses	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-
Net Income	-	17,643	-	-	17,643	-	-	17,643	-	-	17,643	-
Actual Student Enrollment	-	380	-	-	380	-	-	380	-	-	380	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
SCHOOL OPERATIONS												
Board Expenses		-	-		-	-		-	-		-	-
Classroom / Teaching Supplies & Materials		30,500	-		30,500	-		30,500	-		30,500	-
Special Ed Supplies & Materials		-	-		-	-		-	-		-	-
Textbooks / Workbooks		12,500	-		12,500	-		12,500	-		12,500	-
Supplies & Materials other		2,500	-		2,500	-		2,500	-		2,500	-
Equipment / Furniture		17,547	-		17,547	-		17,547	-		17,547	-
Telephone		2,094	-		2,094	-		2,094	-		2,094	-
Technology		34,990	-		34,990	-		34,990	-		34,990	-
Student Testing & Assessment		6,250	-		6,250	-		6,250	-		6,250	-
Field Trips		62,500	-		62,500	-		62,500	-		62,500	-
Transportation (student)		-	-		-	-		-	-		-	-
Student Services - other		46,250	-		46,250	-		46,250	-		46,250	-
Office Expense		19,938	-		19,938	-		19,938	-		19,938	-
Staff Development		36,375	-		36,375	-		36,375	-		36,375	-
Staff Recruitment		3,750	-		3,750	-		3,750	-		3,750	-
Student Recruitment / Marketing		11,250	-		11,250	-		11,250	-		11,250	-
School Meals / Lunch		21,250	-		21,250	-		21,250	-		21,250	-
Travel (Staff)		2,500	-		2,500	-		2,500	-		2,500	-
Fundraising		-	-		-	-		-	-		-	-
Other		36,313	-		36,313	-		36,313	-		36,313	-
TOTAL SCHOOL OPERATIONS	-	346,505	-	-	346,505	-	-	346,505	-	-	346,505	-
FACILITY OPERATION & MAINTENANCE												
Insurance		13,525	-		13,525	-		13,525	-		13,525	-
Janitorial		-	-		-	-		-	-		-	-
Building and Land Rent / Lease / Facility Finance Interest		522,690	-		522,690	-		522,690	-		522,690	-
Repairs & Maintenance		1,250	-		1,250	-		1,250	-		1,250	-
Equipment / Furniture		-	-		-	-		-	-		-	-
Security		-	-		-	-		-	-		-	-
Utilities		-	-		-	-		-	-		-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	537,465	-	-	537,465	-	-	537,465	-	-	537,465	-
DEPRECIATION & AMORTIZATION		79,610	-		79,610	-		79,610	-		79,610	-
COVID-19 / CONTINGENCY		-	-		-	-		-	-		-	-
DEFERRED RENT		-	-		-	-		-	-		-	-
TOTAL EXPENSES	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-	-	2,841,757	-
NET INCOME	-	17,643	-	-	17,643	-	-	17,643	-	-	17,643	-

Budget / Operating Plan

2023-24

<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>												
1st Quarter - 7/1 - 9/30				2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
Actual	Current Budget	Variance		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

New York City Department of Education

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

UNIVERSITY PREP CHARTER MIDDLE SCHOOL											
Budget / Operating Plan											
2023-24											
Total Revenue	-	-	-	11,437,599	(11,437,599)	-	-	11,437,599	(11,437,599)	-	-
Total Expenses	-	-	-	11,367,027	11,367,027	-	-	11,367,027	11,367,027	-	-
Net Income	-	-	-	70,573	(70,573)	-	-	70,573	(70,573)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed											
TOTALS AND VARIANCE ANALYSIS Actual Current Actual Actual Original Actual Actual PY Actual (PY TY / Actual CY Actual Budget vs. vs. Budget vs. Budget Original Original vs. No. of COMPLETED vs. Actual (Current Current Current Current (Current Current Original Budget - TY Budget TY Actual CY Quarters) Actual PY Quarter) Budget Budget - TY Budget TY Quarter) Budget Budget - TY Budget TY Actual CY Quarters) Actual PY											
EXPENSES	Quarter 0										
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions										
Executive Management	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	865,503	865,503	-	-	865,503	865,503	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	575,518	575,518	-	-	575,518	575,518	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	1,441,020	1,441,020	-	-	1,441,020	1,441,020	-	-
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	1,321,864	1,321,864	-	-	1,321,864	1,321,864	-	-
Teachers - SPED	-	-	-	1,035,272	1,035,272	-	-	1,035,272	1,035,272	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	365,817	365,817	-	-	365,817	365,817	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	398,231	398,231	-	-	398,231	398,231	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	3,121,184	3,121,184	-	-	3,121,184	3,121,184	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	702,724	702,724	-	-	702,724	702,724	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	702,724	702,724	-	-	702,724	702,724	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	5,264,928	5,264,928	-	-	5,264,928	5,264,928	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-	-	-	402,767	402,767	-	-	402,767	402,767	-	-
Fringe / Employee Benefits	-	-	-	806,412	806,412	-	-	806,412	806,412	-	-
Retirement / Pension	-	-	-	440,467	440,467	-	-	440,467	440,467	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	1,649,646	1,649,646	-	-	1,649,646	1,649,646	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	6,914,573	6,914,573	-	-	6,914,573	6,914,573	-	-
CONTRACTED SERVICES											
Accounting / Audit	-	-	-	19,375	19,375	-	-	19,375	19,375	-	-
Legal	-	-	-	65,000	65,000	-	-	65,000	65,000	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	4,258	4,258	-	-	4,258	4,258	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	509,500	509,500	-	-	509,500	509,500	-	-
TOTAL CONTRACTED SERVICES	-	-	-	598,133	598,133	-	-	598,133	598,133	-	-

UNIVERSITY PREP CHARTER MIDDLE SCHOOL											
Budget / Operating Plan											
2023-24											
Total Revenue	-	-	-	11,437,599	(11,437,599)	-	-	11,437,599	(11,437,599)	-	-
Total Expenses	-	-	-	11,367,027	11,367,027	-	-	11,367,027	11,367,027	-	-
Net Income	-	-	-	70,573	(70,573)	-	-	70,573	(70,573)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-
TOTALS AND VARIANCE ANALYSIS											
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Current Budget vs. Current			Actual vs. Current			Original Budget vs. Original			PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	
	Actual	(Current Quarter)	Budget	Budget - TY	Budget TY	Quarter)	Budget	Budget - TY	Budget TY	Actual CY Quarters)	Actual PY
SCHOOL OPERATIONS											
Board Expenses	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	122,000	122,000	-	-	122,000	122,000	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	50,000	50,000	-	-	50,000	50,000	-	-
Supplies & Materials other	-	-	-	10,000	10,000	-	-	10,000	10,000	-	-
Equipment / Furniture	-	-	-	70,188	70,188	-	-	70,188	70,188	-	-
Telephone	-	-	-	8,375	8,375	-	-	8,375	8,375	-	-
Technology	-	-	-	139,959	139,959	-	-	139,959	139,959	-	-
Student Testing & Assessment	-	-	-	25,000	25,000	-	-	25,000	25,000	-	-
Field Trips	-	-	-	250,000	250,000	-	-	250,000	250,000	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	185,000	185,000	-	-	185,000	185,000	-	-
Office Expense	-	-	-	79,750	79,750	-	-	79,750	79,750	-	-
Staff Development	-	-	-	145,500	145,500	-	-	145,500	145,500	-	-
Staff Recruitment	-	-	-	15,000	15,000	-	-	15,000	15,000	-	-
Student Recruitment / Marketing	-	-	-	45,000	45,000	-	-	45,000	45,000	-	-
School Meals / Lunch	-	-	-	85,000	85,000	-	-	85,000	85,000	-	-
Travel (Staff)	-	-	-	10,000	10,000	-	-	10,000	10,000	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	145,250	145,250	-	-	145,250	145,250	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	1,386,022	1,386,022	-	-	1,386,022	1,386,022	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	54,100	54,100	-	-	54,100	54,100	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	2,090,760	2,090,760	-	-	2,090,760	2,090,760	-	-
Repairs & Maintenance	-	-	-	5,000	5,000	-	-	5,000	5,000	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	2,149,860	2,149,860	-	-	2,149,860	2,149,860	-	-
DEPRECIATION & AMORTIZATION											
COVID-19 / CONTINGENCY	-	-	-	318,439	318,439	-	-	318,439	318,439	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	11,367,027	11,367,027	-	-	11,367,027	11,367,027	-	-
NET INCOME	-	-	-	70,573	(70,573)	-	-	70,573	(70,573)	-	-

UNIVERSITY PREP CHARTER MIDDLE SCHOOL											
Budget / Operating Plan											
	2023-24										
Total Revenue	-	-	-	11,437,599	(11,437,599)	-	-	11,437,599	(11,437,599)	-	-
Total Expenses	-	-	-	11,367,027	11,367,027	-	-	11,367,027	11,367,027	-	-
Net Income	-	-	-	70,573	(70,573)	-	-	70,573	(70,573)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	TOTALS AND VARIANCE ANALYSIS										
		Current Budget	Actual vs.		Actual vs.	Original Budget	Actual vs.		Actual vs.	PY Actual (PY TY /	Actual CY
	Actual	(Current Quarter)	Current Budget	Current Budget - TY	Current Budget TY	(Current Quarter)	Original Budget	Original Budget - TY	Original Budget TY	No. of COMPLETED Actual CY Quarters)	vs. Actual PY
ENROLLMENT - *School Districts Are Linked To Above Entries*											
* Enrollment Data Based on Last Actual Quarter Completed											
New York City Department of Education	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
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-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
ALL OTHER School Districts: (Count = 0)	-	-	-			-	-			-	-
TOTAL ENROLLMENT	-	-	-			-	-			-	-
REVENUE PER PUPIL	-	-	-			-	-			-	-
EXPENSES PER PUPIL	-	-	-			-	-			-	-

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

Trustee Name:

Name of Charter School Education Corporation:

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

-

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:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Judith Bergtraum

Name of Charter School Education Corporation:

University Prep Charter School

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Justin Pasternak

Name of Charter School Education Corporation:

University Prep Public Charter Schools

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

Teacher Representative

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

7-20-2023

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:

Name of Charter School Education Corporation:

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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


None

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

-

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Business Telephone:

 _____

Business Address:

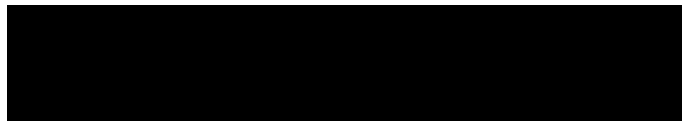
E-mail Address:

Home Telephone:

 _____

Home Address:

 _____

 _____

Signature

Date

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:

RANDI WEINGARTEN

Name of Charter School Education Corporation:

University Prep Public Charter Schools

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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☒ None

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

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:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

Signature

7/18/23

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Name of Charter School Education Corporation:

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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


None

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

-

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:

 _____

E-mail Address:

 _____

Home Telephone:

 _____

Home Address:

 _____

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:

Name of Charter School Education Corporation:

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

-

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

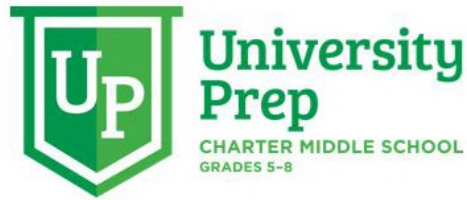
Signature

Date

Acceptable signature formats include:

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

last revised 04/2022



**University Prep Charter
Middle School**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

By Andrea d'Amato, Executive Director

470 Jackson Avenue, 3rd floor
Bronx, NY 10455

917-985-8300

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

SCHOOL OVERVIEW

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

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

Our Approach

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

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

Key Design Elements

The key design elements of University Prep Public Schools are:

A Shared Commitment to Academic Excellence – The UPCMS community of stakeholders shares a commitment to academic excellence. We design and decide together. At UPCMS, we prioritize our commitment to teacher voice and agency through our community decision-making model of distributed leadership. Distributed leadership means instructional decision-making is shared and extended between administrators and faculty; and, that responsibility for excellence is held by those with expertise. Anchored in our unique partnership with the United Federation of Teachers, our model provides systemic, mission-aligned opportunities for teachers to share responsibilities and lead various initiatives. To sustain and extend the effectiveness of our practice, we collaborate on the design of professional

development opportunities. We ensure professional development provides teachers with timely, relevant, and challenging content within structures inter-visitation, coaching, mentorship, small group leadership, etc.) created by and for teachers. We measure our shared commitment to excellence through multiple data points, including teacher turnover rate.

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

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

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

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

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

1. Students read grade-level fiction and non-fiction, across content subject areas, selected by both teachers and themselves, every day, for a sustained period of time;

2. Students read fiction and informational texts, across content subject areas, that reflect grade-level complexity and the Common Core State reading standards 1-10;
3. Students demonstrate, through writing and speaking, a high level of comprehension when reading or listening, across content subject areas—understanding context and background knowledge, locating evidence to support answers, and tightly and accurately summarizing material they have read or listened to;
4. Students argue—analyze, evaluate, support, and defend—their positions with evidence when writing and speaking about appropriately complex issues and topics in their classes, across content subject areas;
5. Students learn the core algebra strand defined by the National Council of Teachers of Mathematics;
6. Students write expository essays and creative prose that reflect an understanding and mastery of appropriate sentence structure, grammar, usage, and spelling, across content subject areas.

We have also developed several other high-impact approaches for students. Faculty hold weekly office hours with students. At UPCMS, students use office hours to build rapport with faculty, probe deeply and build on the knowledge acquired in class, seek clarification on open questions, and strengthen bonds within and across the community. We run a Saturday Academy to provide additional academic support for students throughout the year. Our Summer Bridge program, like the composition class, is a formal structure to mitigate the challenges faced by our incoming students.

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

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

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

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

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

School Demographics

In the 2022-23 school year, UPCMS served 378 students in grades 5-8. Of the total student body enrolled on BEDS Day, 57.4% were Hispanic, 37% Black, .8 % Asian, 1.3% Multi-racial, 1.3% Native American, 1.5% White, and 0.8 unknown. Over 80% of students were living in poverty, 19.3% had a disability, and 5.8% were English Language Learners.

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
2020-21						62	126	110						298
2021-22						50	117	121	104					392
2022-23						57	104	111	106					378

GOAL 1: ENGLISH LANGUAGE ARTS

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

BACKGROUND

The foundation of all curricular activities at the school is the Core Knowledge sequence, which is fully aligned to the New York State Standards. The Core Knowledge sequence outlines content and skills that

every child should learn. The Core Knowledge curriculum is taught to students, grade by grade, year by year, in a coherent, age-appropriate sequence. In this way, ideas and concepts—organized in “domains,” or areas of study that have a related set of language and vocabulary—can be logically shared between classes and among grades. Teachers at UPCMS supplement the ideas and concepts taught in the Core Knowledge sequence with their own lessons and backward-designed units and project-based performance tasks. UPCMS has also chosen to use the ELA curriculum *Reading Reconsidered*.

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

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

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

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

Teachers understand how to effectively implement and teach the school’s curriculum by participating in preservice professional development focused on the Core Knowledge Curriculum. After learning about the content of the Core Knowledge sequence, each department creates a preliminary map of ten sequential units per grade for each subject area. Over the school year, teachers flesh out the maps generated in UP University by creating detailed instructional, domain-based unit plans that include individual lesson plans. Regularly scheduled planning time across grade levels and within departments

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

supports the successful development and renewal of the maps that are initially written at the start of the year. Professional learning communities also work to revivify aspects of curriculum design and student assessment as the school year progresses and we learn more about the strengths and weaknesses of our students.

Student achievement data in the classroom are the foundation of collective decisions surrounding curricular choices and direction, instructional goals, and intervention and support programs for struggling students. Throughout, the goal of data gathering and sharing is to support best practices in the classroom and the development of all units of common school-wide formative assessments, or checks for understanding. UPCMS tracks student performance on diagnostic assessments, formative assessments, summative assessments, high-stakes tests, final grades, and D and F (interim and final) grades.

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

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3								
4								
5	55	0	0	0	0	0	0	55
6	101	0	1	0	0	0	0	102
7	108	0	0	0	0	0	0	108
8	103	0	2	0	0	0	0	105

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

All	367	0	3	0	0	0	0	370
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Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5	55	20	36.4	0	N/A	N/A
6	101	44	43.6	36	17	47.2
7	108	65	60.2	88	54	61.4
8	103	71	68.9	102	70	68.6
All	367	200	54.5	226	141	62.4

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

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

ELA Measure 3 - Comparative

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

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

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	N/A	0	26.7	935
6	47.2	36	27.6	803
7	61.4	88	31.8	864
8	68.6	102	44	936
All	62.4	226	32.8	3538

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3				

³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁴ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
4				
5	86	29.3	25.8	0.21
6	92.2	61.9	44	1.11
7	89.3	49.1	36.8	0.74
8	89.6	48	40	0.46
All	89.8	50.3	38.5	0.71

ELA Measure 5 - Growth

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

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 5th– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **STAR**

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

Performance on the Star Exam in ELA By Grade

	Sept Mean GE	Sept Target GE	Sept Difference to Grade Level GE	June Mean GE

rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

5 th grade	4.3	5.0	-0.7	4.5
6 th grade	5.4	6.0	-0.6	5.8
7 th Grade	6.0	7.0	-1.0	6.5
8 th Grade	6.8	8.0	-1.2	7.0

SUMMARY OF THE ELA GOAL

In the 2022-23 school year, the second year of testing for UPCMS, we did not meet one of the Absolute Measures and are unable to assess the other. We met both Comparative Measures and are unable to assess the Growth Measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	NO
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	YES
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	YES
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

Of the 370 students enrolled at UPCMS at the time of testing, all but three took the 2023 NYS ELA exam. Of these tested students, 226 students in Grades 6-8 were enrolled in their second year at the school. As 5th Grade is the entry year for UPCMS, no fifth graders were enrolled for more than one year.

In our fourth year of operation but second testing year due to the pandemic, 54.5% of tested students overall attained a Level 3 or Level 4 on the exam, and 62.4% of the students enrolled in their second year attained proficiency at these levels. As mentioned above, no 5th Grade student scores are counted in the 62.4% for students in their second year at the school. With these scores, UPMCS did not meet the Absolute Measure of 75% of all tested students enrolled in at least their second year attaining proficiency. The school missed the target by 12.6 percentage points.

A further review of test scores per grade shows that student performance was highest for the students who have been enrolled in the school longest, with a difference of 32.5 percentage points between our 8th Graders and our 5th Graders. This comparison holds true for both students overall and students who have been enrolled for at least two years. For this group, the scores for 8th Graders were 21.4 percentage points higher than 6th Graders.

On the 2022-23 NYS ELA exam, 32.8% of the 5th through 8th Grade students in NYC CSD 7 received Level 3 or Level 4 scores. In comparison, 62.4% of UPCMS 6th-8th Grade students enrolled in at least their second year reached proficiency, exceeding the District by 29.6 percentage points. Scores for UPCMS 6th Graders exceeded the district scores for the grade by 19.6 percentage points. Our 7th Grade students scored above their district peers by 29.6 percentage points while our 8th Graders surpassed their district peers by 24.6 percentage points. Scores for 5th Grade cannot be compared, as 5th Grade students at the school were only enrolled in their first year.

UPCMS students fell short of the target on the Star Assessment in ELA administered in September 2022. The mean grade equivalent (GE) for 5th Grade students was 4.3, which is 0.7 GE lower than the target of 5.0 GE. The mean grade equivalent for 6th Grade students was 5.4, which is 0.6 lower than the target of 6.0 GE. The mean grade equivalent for 7th Grade students was 6, which is 1 point lower than the target of 7.0 GE. The mean grade equivalent for 8th Grade students was 6.8, which is 1.2 points lower than the target of 8.0 GE. The mean grade equivalents for the June administration of the STAR assessments showed modest growth for all grades tested but did not come closer to the Target GEs for June.

ADDITIONAL CONTEXT AND EVIDENCE

Although we did not meet the overall goal of 75 percent proficiency, we are proud of the growth our students are showing from year to year. Our current 8th Graders who have been enrolled at least two years scored 20 percentage points higher than they did last year as 7th Graders, for example. We feel that this data, along with the higher performance of students who have been in the school longer, indicates that we are making significant progress in helping students overcome any academic deficiencies at the time of their initial enrollment.

For the STAR assessments, multi-year comparisons can only be made from 2021-22 to 2022-23 as UPMCS shifted from STAR to NWEA Map during the pandemic to address the need for a greater level of internal assessment data in lieu of State testing. Last year, the school shifted back to STAR as the preferred internal assessment. Mean GE scores from September 2022 are minimally higher than the Mean GE scores from October 2021 for all grades except 5th. The growth from the start of the 2023 school year to the year-end assessments was also comparable to the 2022 school year.

ELA ACTION PLAN

In the 2023-24 school year, UPCMS will continue to make strategic curricular changes in ELA and History to address learning loss experienced by our students due to the pandemic. We will also continue to prioritize uniform literacy (writing and reading) practices across all classes—specifically, Everybody Writes, Show Call, Sentence Stems, shared reading, guided reading, and reading for homework as pre-work for the next day's classwork.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

UPCMS is also working to achieve higher growth with students who are behind grade level in reading. Zero Period, our period dedicated to helping lagging readers make more progress to get on grade level, will be part of a set regular schedule in the 2023-24 year as it was in 22-23 and will include regular checks for student growth. All students who are 1.25 years behind will be required to attend. Teachers and leaders at the school worked during the summer of 2021 to design a new Zero Period curriculum that focuses on close reading and shared reading. The new curriculum will also incorporate a series of assessments that will allow the school to track growth in reading level proficiency over the course of the school year. This data will be shared with both students and parents throughout the year.

Professional Development for content and learning specialist teachers will continue to be a priority in 2023-24. UPCMS will focus on ensuring that teachers work together to improve the alignment and coordination of their curricula. UPCMS has established a set schedule for collaboration for both content and grade-level teacher teams, as well as through inter-visitations.

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

GOAL 2: MATHEMATICS

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

BACKGROUND

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

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

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

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3									
4									
5	55	0	0	0	0	0	0	0	55
6	101	0	1	0	0	0	0	0	102
7	108	0	0	0	0	0	0	0	108
8	98	0	4	0	0	0	0	3*	105
All	362	0	5	0	0	0	0	3*	370

*3 students in 8th Grade took the 2023 Math exam, but their exams were not scored due to a scanning error.

Performance on 2022-23 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5	55	10	18.2	0	N/A	N/A
6	101	45	44.6	36	19	52.8
7	108	49	45.4	88	39	44.3
8	98	48	49	97	47	48.5
All	362	152	42	221	105	47.5

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

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

Math Measure 3 - Comparative

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

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

2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	N/A	0	27.8	948
6	52.8	36	29	817

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

7	44.3	88	31.1	872
8	48.5	97	30	890
All	47.5	221	29.5	3527

Math Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3				
4				
5	86	2.4	22.6	-1.09
6	92.2	12.5	20.9	-0.54
7	89.3	10.1	19.0	-0.57
8	89.6	17.7	15.7	0.12
All	89.8	12	19.1	-0.44

Math Measure 5 - Growth

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

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **STAR**

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

Performance on the Star Exam
in Math By Grade

	Sept Mean GE	Sept Target GE	Difference to Grade Level GE	June Mean GE
5 th grade	4.5	5.0	-0.5	5.5
6 th grade	5.2	6.0	-0.8	6.3
7 th Grade	5.9	7.0	-1.1	7.3
8 th Grade	6.8	8.0	-1.2	7.7

SUMMARY OF THE MATHEMATICS GOAL

In the 2022-23 school year, the second year of testing for UPCMS, we did not meet one of the Absolute Measures and are not required or able to assess the other. We met one of the two Comparative Measures. We are also not required or able to assess the Growth Measure at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	NO
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	YES
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression	NO

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

Of the 370 students enrolled at UPCMS at the time of testing, all but eight took the 2023 NYS Math exam. Of these tested students, 226 students in Grades 6-8 were enrolled in their second year at the school. As we enroll students beginning in 5th Grade, no 5th Grade students are counted in the percent of students in their second year reaching proficiency.

In our fourth year of operation but second testing year due to the pandemic, 42% of tested students overall attained a Level 3 or Level 4 on the exam, and 47.5% of the students enrolled in their second year attained proficiency at these levels. As mentioned above, no 5th Grade student scores are counted in the 47.5% for students in their second year at the school. With these scores, UPMCS did not meet the Absolute Measure of 75% of all tested students enrolled in at least their second year attaining proficiency. The school missed the target by 27.5 percentage points.

A further review of test scores per grade shows that student performance was highest for the students who have been enrolled in the school longest, with a difference of 30.8 percentage points between our 8th Graders and our 5th Graders. For the group of students who have been enrolled for at least two years, the 6th Graders had the highest scores, followed by the 8th Grade students and then the 7th Grade students, with a margin of 8.5 percentage points.

On the 2022-23 NYS Math exam, 29.5% of the 5th through 8th Grade students in NYC CSD 7 received Level 3 or Level 4 scores. In comparison, 47.5% of UPCMS 6th-8th Grade students enrolled in at least their second year reached proficiency, exceeding the District by 18 percentage points. Scores for UPCMS 6th Graders were above the district scores for the grade by 23.8 percentage points. Our 7th Grade students scored above their district peers by 13.2 percentage points while our 8th Graders surpassed their district peers by 18.5 percentage points. Scores for 5th Grade cannot be compared, as 5th Grade students at the school were only enrolled in their first year.

UPCMS students fell short of the target on the Star Assessment in Math administered in September 2022. The mean grade equivalent (GE) for 5th Grade students was 4.5, which is 0.5 GE lower than the target of 5.0 GE. The mean grade equivalent for 6th Grade students was 5.2, which is 0.8 lower than the target of 6.0 GE. The mean grade equivalent for 7th Grade students was 5.9, which is 1.1 points lower than the target of 7.0 GE. The mean grade equivalent for 8th Grade students was 6.8, which is 1.2 points lower than the target of 8.0 GE. The mean grade equivalents for the June administration of the STAR assessments showed modest growth for all grades tested but did not come closer to the Target GEs for June.

ADDITIONAL CONTEXT AND EVIDENCE

Although we did not meet the overall goal of 75 percent proficiency, we are proud of the growth our students are showing from year to year. Our current 7th and 8th Graders who have been enrolled at least two years scored 37.8 and 30 percentage points higher than they did last year respectively, for example. We feel that this data, along with the higher performance of students who have been in the school longer, indicates that we are making significant progress in helping students overcome any academic deficiencies at the time of their initial enrollment.

For the STAR assessments, multi-year comparisons can only be made from 2021-22 to 2022-23 as UPMCS shifted from STAR to NWEA Map during the pandemic to address the need for a greater level of internal assessment data in lieu of State testing. Last year, the school shifted back to STAR as the preferred internal assessment. Mean GE scores from September 2022 are minimally higher than the Mean GE scores from October 2021 for all grades except 5th. However, the growth from the start of the 2023 school year to the year-end assessments was less than the growth in the 2022 school year.

Performance on a Regents Mathematics Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2018-19	Algebra I	N/A	N/A
8	2019-20	Algebra I	N/A	N/A
8	2020-21	Algebra I	N/A	N/A
8	2021-22	Algebra	55 (95 with waiver)	20
8	2022-23	Algebra	70.8	24

In 2022-23, 24 8th Grade students took the Integrated Algebra Regents exam, and 70.8% of the scholars tested received a score of 65 or above.

MATHEMATICS ACTION PLAN

In the 2023-24 school year, UPCMS will be making strategic curricular changes in Math to address learning loss experienced by our students due to the pandemic and to ensure coherent and coordinated practice across grades.

UPCMS is also working to achieve higher growth with students who are behind grade level in Math by expanding Zero Period, our period dedicated to helping struggling learners make more progress. In 2023-24, Zero Period will be part of a set regular schedule and will include regular checks for student growth. All students who are 1.25 years behind will be required to attend. In the forthcoming year, the school will also add a two-hour Saturday morning academy. The school also intends to begin a tutoring program, GatorCorps, that makes use of UPCHS current students and alumni who are at college. This

program will offer individual and small-group tutoring and academic support to students in all subject areas in the evenings during the week and on Friday afternoons when students have an early dismissal.

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

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

GOAL 3: SCIENCE

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

BACKGROUND

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4			
8	100	36	36
All	100	36	36

Science Measure 2 - Comparative

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

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

CSD 7 Data for the 2022-23 State Science Exam is not yet available.

2022-23 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4						
8	100	36	36	TBD	TBD	TBD
All	100	36	36	TBD	TBD	TBD

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In the 2022-23 school year, the second year of testing for UPCMS, we did not meet the Absolute Measure for Science and are unable to assess the Comparative Measure as CSD 7 Science scores are not yet available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	NO
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Unable to Assess

EVALUATION OF THE SCIENCE GOAL

Of the 105 8th Grade students enrolled at UPCMS at the time of testing, 101 took the 2023 NYS Science exam. Of these students, 100 were enrolled in their second year at the school. In our fourth year of operation but second testing year due to the pandemic, 36% of tested students enrolled in their second year attained proficiency at these levels. With these scores, UPMCS did not meet the Absolute Measure of 75% of all tested students enrolled in at least their second year attaining proficiency. The school missed the target by 39 percentage points.

ACTION PLAN

In 2023-24, UPCMS will continue using the Amplify Science middle school curriculum, as it has demonstrated success.

Our science program was enhanced through the development of a new phenomena- or problem-based curriculum sequence that seeks to align the units studied from fifth through seventh grade, culminating in a new grade 8 class, Earth Science Regents. The work now includes a new emphasis on hands-on or lab-based work, allowing students to move back and forth from first-hand investigation to second-hand analysis and synthesis.

We have ensured that a minimum of eight labs take place during 5th, 6th and 6th grade, and the NYS Regents-required number of labs take place for Earth Science in the 8th grade year. We have enhanced training of our science team by sending them to professional learning opportunities sponsored by our curriculum provider, and we have implemented a new curriculum for Earth Science.

We have added a peer tutoring program during lunch, called Lunch and Learn, that focuses on science and the understanding and completion of lab and classwork. We have partnered with the Liberty Science Center to send our students throughout the year to visit and complete labs at the center. In the 2023-24 SY, our 7th Grade launched this initiative in early November 2023, and our 6th grade will continue with it in early December 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

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

ADDITIONAL CONTEXT AND EVIDENCE

We have been in Good Standing for our first four years of operation.

SUNY Charter Schools Institute
Budget Narrative

Education Corporation Name: University Prep Public CS

Fiscal Contact:

Date: 06/30/2023

Name: Mayreni Arias

Email: MArias@uppublicschools.or

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

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

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

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

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

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

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

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

By September 2023

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

? By September 2024

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

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

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

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

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



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

Charter School Name:	University Prep Charter High School	▼
Audit Period:	2022-23	▼
Prior Period:	2021-22	▼
Report Due Date:	Wednesday, November 1, 2023	▼
School Fiscal Contact Name:	Mayreni Arias	
School Fiscal Contact Email:	Marias@uppublicschools.org	
School Fiscal Contact Phone:	718-292-6543	
School Audit Firm Name:	Buchbinder, Tunick & Company LLP	
School Audit Contact Name:	Stella Deng	
School Audit Contact Email:	Sdeng@buchbinder.com	
School Audit Contact Phone:	212-857-3012	

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	

ASSETS

2021-22

[illegible]

— 10 —

UNIVERSITY PREP CHARTER HIGH SCHOOL

Statement of Activities

as of June 30, 2023

	2022-23			2021-22	
	Without Donor Restrictions	With Donor Restrictions	Total	Total	
REVENUE, GAINS AND OTHER SUPPORT					
Public School District					
Resident Student Enrollment	\$ 6,889,296		\$ 6,889,296	\$	6,367,028
Students with disabilities	1,203,897	-	1,203,897		1,225,685
Grants and Contracts					
State and local	31,037	-	31,037		22,752
Federal - Title and IDEA	385,784	-	385,784		398,340
Federal - Other	1,221,392	-	1,221,392		1,427,630
Other	-	-	-		-
NYC DoE Rental Assistance	-	-	-		-
Food Service/Child Nutrition Program	-	-	-		-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	9,731,406	-	9,731,406		9,441,435
EXPENSES					
Program Services					
Regular Education	\$ 6,659,568	\$ -	\$ 6,659,568	\$	6,166,247
Special Education	2,568,267	-	2,568,267		2,064,930
Other Programs	-	-	-		-
Total Program Services	9,227,835	-	9,227,835		8,231,177
Management and general	1,712,027	-	1,712,027		1,613,410
Fundraising	-	-	-		-
TOTAL OPERATING EXPENSES	10,939,862	-	10,939,862		9,844,587
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(1,208,456)	-	(1,208,456)		(403,152)
SUPPORT AND OTHER REVENUE					
Contributions					
Foundations	\$ -	\$ -	\$ -	\$	-
Individuals	14,601	-	14,601		-
Corporations	94,689	-	94,689		-
Fundraising	-	-	-		-
Interest income	14,116	-	14,116		1,716
Miscellaneous income	2,097,990	-	2,097,990		1,910,888
Net assets released from restriction	-	-	-		-
TOTAL SUPPORT AND OTHER REVENUE	2,221,396	-	2,221,396		1,912,604
CHANGE IN NET ASSETS	1,012,940	-	1,012,940		1,509,452
NET ASSETS BEGINNING OF YEAR	2,617,047	-	2,617,047		1,107,595
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-		-
NET ASSETS END OF YEAR	\$ 3,629,987	\$ -	\$ 3,629,987	\$	2,617,047

UNIVERSITY PREP CHARTER HIGH SCHOOL
Statement of Cash Flows
as of June 30, 2023

	2022-23	2021-22
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other: Lease liability	-	-
Other: Lease assets	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ -	\$ -
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ -	\$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ -	\$ -

UNIVERSITY PREP CHARTER HIGH SCHOOL
Statement of Functional Expenses
as of June 30, 2023

		2022-23							2021-22	
		Program Services				Supporting Services				
No. of Positions		Regular	Special Education	Other Education	Total	Management		Total	Total	
		Education				Fund-raising	and General			
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	10.50	561,347	102,205	-	663,553	-	583,829	583,829	1,247,382	1,131,861
Instructional Personnel	31.00	2,213,992	1,137,064	-	3,351,056	-	-	-	3,351,056	2,885,321
Non-Instructional Personnel	3.00	298,866	68,225	-	367,091	-	-	-	367,091	256,416
Total Salaries and Staff	44.50	3,074,206	1,307,494	-	4,381,700	-	583,829	583,829	4,965,529	4,273,598
Fringe Benefits & Payroll Taxes		827,452	352,363		1,179,815		159,840	159,840	1,339,655	1,450,275
Retirement					-	-		-	-	-
Management Company Fees					-	-		-	-	-
Legal Service					-	-		-	-	-
Accounting / Audit Services					-	-	190,655	190,655	190,655	175,847
Other Purchased / Professional / Consulting Services		384,529	99,284		483,813	-	39,608	39,608	523,421	394,705
Building and Land Rent / Lease / Facility Finance Interest		1,287,734	540,017		1,827,751	-	249,239	249,239	2,076,990	1,910,888
Repairs & Maintenance		3,280	1,376		4,656	-	635	635	5,291	14,777
Insurance		17,804	7,613		25,417	-	55,425	55,425	80,842	69,054
Utilities					-	-		-	-	-
Supplies / Materials		451,884	105,998		557,882	-		-	557,882	712,602
Equipment / Furnishings					-	-	84,184	84,184	84,184	99,157
Staff Development		1,718	392		2,110		704	704	2,814	-
Marketing / Recruitment		75,052	17,605		92,657	-	30,884	30,884	123,541	98,811
Technology		56,018	23,492		79,510	-	10,842	10,842	90,352	77,647
Food Service		109,600	25,709		135,309	-		-	135,309	87,840
Student Services		175,876	41,255		217,131	-		-	217,131	176,129
Office Expense		6,394	1,565		7,959	-	184,116	184,116	192,075	24,651
Depreciation		188,021	44,104		232,125	-	40,581	40,581	272,706	213,845
OTHER		-	-		-	-	81,485	81,485	81,485	64,761
Total Expenses		\$ 6,659,568	\$ 2,568,267	\$ -	\$ 9,227,835	\$ -	\$ 1,712,027	\$ 1,712,027	\$ 10,939,862	\$ 9,844,587



FINAL CALENDAR

Instructional Days: 180

HS Instructional Hours: 1105

MS Instructional Hours: 1150

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

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

18 days

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

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

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

16 days

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

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

20 days

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

21 days

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

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

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

13 days

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

18 days

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

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

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

22 days

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

14 days

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

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

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

18 days. Total 180 days

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

19 days

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

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