



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee

FROM: Angelique Johnson-Dingle *Angelique Johnson-Dingle*

SUBJECT: Non-Renewal Recommendation for a Charter School
Authorized by the Board of Regents

DATE: April 6, 2023

AUTHORIZATION(S): *Betty M...*

SUMMARY

Issues for Decision

Should the Board of Regents deny the renewal application for Urban Choice Charter School, which is authorized by the Board of Regents?

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will be before the P-12 Education Committee and the Full Board for action at its April 2023 meeting.

Procedural History

Urban Choice Charter School (“UCCS” or “the school”) was authorized by the Board of Regents in January 2005. The school opened in September 2005 and submitted a fifth renewal application (for its sixth charter term) in August 2022. In accordance with Education Law Section 2852 and Section 119.7 of the Commissioner’s Regulations, the New York State Education Department (“the Department”) is recommending that the Board of Regents deny the renewal application of UCCS.

Background Information

As with the approval of initial charter applications, the Charter School Statute (Education Law § 2852(2)) requires that in order to approve a charter renewal application, the chartering entity (in this case the Board of Regents) must make the following findings:

- the charter school described in the application meets the requirements set out in this article and all other applicable laws, rules, and regulations;
- the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and
- in a school district where the total enrollment of resident students attending charter schools in the base year is greater than five percent of the total public school enrollment of the school district in the base year (i) granting the application would have a significant educational benefit to the students expected to attend the proposed charter school or (ii) the school district in which the charter school will be located consents to such application.

Beyond the requirement to make these findings, the Act leaves the decision to renew a charter to the sole discretion of the Board of Regents.

In 2020, the Department announced that it was recommending non-renewal of the UCCS's charter due to the school's failure to meet the terms of its charter, including, but not limited to, the expectations set forth in the Charter School Performance Framework. Shortly thereafter, schools were closed and transitioning to remote instruction due to the COVID-19 pandemic, and the Department updated its May 2020 recommendation to provide a short-term renewal of the school's charter, allowing the school additional time to demonstrate improvement in the areas of academic performance, governance, and leadership. Although another short-term renewal was granted in March 2021, and the school was given two additional years to meet the terms of its charter contract, the expected improvements have not been realized.

As outlined in the attached Renewal Recommendation Report, UCCS's academic performance demonstrates that the school has not provided students with a program that meets the requirements set forth in the school's charter. Additionally, the school has demonstrated poor governance, persistent organizational instability, and an inability to meet most benchmarks in the Charter School Performance Framework.

While the school has implemented some programmatic changes and proposes additional changes that are described as designed to improve academic performance, the possibility of future improvement is insufficient to support a recommendation to approve the

renewal application, even for a short-term renewal, as per the Board of Regents' Charter School Renewal Policy.¹

The school's Charter School Performance Framework Ratings from its Renewal Site Visit Report are as follows:

**New York State Education Department
2019 Charter School Performance Framework Rating**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Falls Far Below
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has a rigorous and coherent curriculum and assessments that are aligned with New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistently high levels of engagement, thinking, and achievement.	Approaches
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide a positive, safe, and respectful learning environment that prepares all students for college and careers. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in a sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.	Falls Far Below
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Approaches
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Approaches
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

¹ See renewal information at the following website: <https://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools>

Additional information about the school's performance is available in the following documents, which are attached to this item:

1. Attachment A: Renewal Application;
2. Attachment B: Renewal Application Notification Letter and Hearing Summary;
3. Attachment C: February 15, 2023, Final Renewal Site Visit Report with school's response;
4. Attachment D: February 24, 2023, Notification to the School regarding the Department's Renewal Recommendation (excluding site visit reports);
5. Attachment E: School's response to Notification to School regarding the Department's Renewal Recommendation;
6. Attachment F: Department's Reply to School's Response; and
7. Attachment G: 2020, 2021, and 2023 Site Visit Reports.

Related Regents Items

November 2012: [Board of Regents Charter School Renewal Policy](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf>)

December 2004 [Initial Charter](http://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/December2004/1204emscvesida1.htm)
(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/December2004/1204emscvesida1.htm>)

December 2009 [First Renewal](http://www.regents.nysed.gov/meetings/2009Meetings/December2009/1209emsca8.htm)
(<http://www.regents.nysed.gov/meetings/2009Meetings/December2009/1209emsca8.htm>)

February 2014 [Second Renewal](http://www.regents.nysed.gov/common/regents/files/214p12a4%5B1%5D_0.pdf)
(http://www.regents.nysed.gov/common/regents/files/214p12a4%5B1%5D_0.pdf)

March 2017 [Third Renewal](http://www.regents.nysed.gov/common/regents/files/317p12a4.pdf)
(<http://www.regents.nysed.gov/common/regents/files/317p12a4.pdf>)

May 2020 [Fourth Renewal](https://www.regents.nysed.gov/common/regents/files/520bra7-REVISED.pdf)
(<https://www.regents.nysed.gov/common/regents/files/520bra7-REVISED.pdf>)

March 2021 [Fifth Renewal with Comprehensive Management Service Revision](https://www.regents.nysed.gov/common/regents/files/321p12a6revised.pdf)
(<https://www.regents.nysed.gov/common/regents/files/321p12a6revised.pdf>)

June 2022 [Comprehensive Management Service Revision](https://www.regents.nysed.gov/common/regents/files/622p12a8.pdf)
(<https://www.regents.nysed.gov/common/regents/files/622p12a8.pdf>)

Recommendation

VOTED: That the Board of Regents denies the renewal application for **Urban Choice Charter School**, that the board of trustees of **Urban Choice Charter School** be provided notice of this action and that its charter will terminate upon the expiration of its current charter term on June 30, 2023, and that the board of trustees of **Urban Choice Charter School** is directed to take all steps necessary to close the School in accordance with its charter and the school closure procedures of the Department and cease instruction as of June 30, 2023; including but not limited to the immediate provision of notice of this nonrenewal action to the parents of existing students of **Urban Choice Charter School**, the parents of any students in the charter school's most recent lottery and the parents of students on the charter school's waiting list, provision for the orderly transfer of student records to the Rochester City School District and disposition of **Urban Choice Charter School's** assets in accordance with Education Law §2851(2)(t).

Timetable for Implementation

The Regents action will become effective immediately.

Urban Choice Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioner’s Regulation §119.7, and the Board of Regents Charter School Renewal Policy (November 2012), the New York State Education Department (NYSED) recommends non-renewal of the charter for Urban Choice Charter School (UCCS). If approved, the current charter term will expire on June 30, 2023, and the school will cease instruction.

UCCS has not met the academic performance requirements set forth in the charter agreement with the Board of Regents, the NYSED Charter School Performance Framework for Board of Regents-authorized charter schools, or the Board of Regents Charter School Renewal Policy. The UCCS academic program does not provide a significant educational benefit to students attending the school. At the end of the sixth charter term and following four short renewal terms (a three-year term in 2014 and again in 2017, a one-year term in 2020, and a two-year term in 2021), the UCCS outcomes for Grades 3-8 English language arts (ELA) and math are far below the state average and Board of Regents expectations. Further, the differential to the district of location (Rochester CSD) has negatively increased in magnitude from 2018-2019 to 2021-2022. The board has failed to meet its governance responsibilities and demonstrate the ability to plan and carry out decisions in a strategic manner. The school has not met the mission and key design elements set forth in its charter. In addition, UCCS is not meeting subgroup enrollment targets for students with disabilities (SWD), English language learners (ELL), and economically disadvantaged (ED) students and has significant organizational instability. In summary, as the school served fewer SWD, ELL, and ED students, the academic outcomes of the school also decreased.

Charter School Summary

Name of Charter School	Urban Choice Charter School
Board Chair	Mubarak Bashir
District of location	Rochester City School District
Opening Date	Fall 2005
Charter Terms	<ul style="list-style-type: none"> • Initial Term: January 11, 2005 - January 10, 2010 • First Renewal Term: January 11, 2010 - June 30, 2014 • Second Renewal Term: July 1, 2014 - June 30, 2017 • Third Renewal Term: July 1, 2017 - June 30, 2020 • Fourth Renewal Term: July 1, 2020 - June 30, 2021 • Fifth Renewal Term: July 1, 2021 - June 30, 2023
Current Term Authorized Grades/Maximum Authorized Enrollment	K - Grade 8 / 400 students
Proposed Renewal Term Authorized Grades/ Proposed Maximum Authorized Enrollment	Non-Renewal
Facilities	1020 Maple Street, Rochester, New York 14611 - Private Space
Mission Statement	<i>To provide Rochester students with a safe, supportive, and intellectually challenging environment. The central philosophy is that strong student-teacher relationships are essential to student motivation, engagement, and achievement. This philosophy, in combination with authentic efforts at family involvement, and the effective teaching of a rich, rigorous, and engaging curriculum will enable students to build a strong foundation for college and career readiness, exceed state achievement standards, and defy the demographic challenges of poverty.</i>
Key Design Elements	<ul style="list-style-type: none"> • Supportive educational environment; • Rich, rigorous, and engaging curriculum aligned to NYS Common Core; • Extended learning opportunities; • Authentic family involvement; • Data-informed instruction; • Focused Professional Development; • Authentic Family Involvement; and • School culture.
Requested Revisions	None

Current Grade Levels and Maximum Authorized Enrollment

School Year	Grades Served	Maximum Approved Enrollment
2021-2022	K - Grade 8	400
2022-2023	K - Grade 8	400

Background

The Board of Regents approved and issued a five-year initial charter for UCCS in January 2005. The school opened for instruction in September 2005.

UCCS is ending its sixth charter term, and the non-renewal recommendation is primarily based on the school’s poor and declining academic performance; however, other factors, such as governance and enrollment, are significant contributors to the recommendation. The academic performance of UCCS students remains far below state averages, and most students demonstrate increasingly lower proficiency as they progress through the grades. In accordance with the Every Student Succeeds Act (ESSA), the Department designated UCCS for Comprehensive Support and Improvement (CSI) in the 2018–2019 school year due to poor academic performance. UCCS was reidentified for CSI in March 2023 based on the school’s 2021-2022 school year performance in ELA and math. Over the charter term, UCCS has adopted several new curricula in succession without providing adequate time and training to allow effective implementation. Coupled with the high rate of teacher turnover during this charter term as well as during prior years, the school has been unable to fulfill the commitment to its mission to provide a rich, rigorous, and engaging curriculum for its students.

Oversight of the academic program by the board of trustees has been limited by the board’s acknowledged lack of understanding of the data reported by school leaders, despite the board reviewing data at monthly board meetings. The board’s strategic plan lists multiple responsibilities assigned to the Chief Executive Officer (CEO) but lacks appropriate measurable benchmarks and timelines that would allow board members to make informed judgments about the school’s performance. Some opinions and decisions of the board are inconsistent with the data available to them. For example, because the benchmark assessment (*Success for All* and *Ready Math*) results reported to the board reflected high levels of performance, the board assumed that students were doing well; however, state assessment results differed significantly. The board seems to distance itself from academic and personnel decisions, relying on the CEO to carry out these responsibilities. This is supported by board members’ statements that they do not “fully grasp” the data and by deliberately distancing themselves from hiring and termination of staff.

UCCS has been unable to recruit and retain quality teachers over the charter term. At the time of the renewal site visit, the school had vacancies in several critical academic and operational areas, and instructional leaders who began in the 2019-2020 school year had yet to establish consistent procedures and practices to ensure adequate support to the mostly novice teaching staff. School leaders have initiated new programs for social-emotional learning, new tools for monitoring student progress, and new programs for behavior management, which along with new curricula in ELA and math demand intensive training, monitoring, and support that are not yet in place.

In the 2018-2019 school year, the NYSED Charter School Office (CSO) issued a Notice of Deficiency for academic and enrollment inadequacies, and the school developed and implemented a related Corrective Action Plan (CAP). Despite repeated reminders from NYSED of the requirements of its charter and the CAP, UCCS has failed to improve the academic performance of its students, including the students with disabilities and the English language learner subgroups.

The school's recruitment strategies have not yet yielded an increase in subgroup enrollment, and the school has not revised or improved its program offerings to encourage families of students with disabilities or ELLs to apply.

On February 24, 2023, the Department notified the UCCS board president that it was seeking non-renewal of the Urban Choice Charter School charter due to the school's failure to meet the terms of its charter. Pursuant to 8 NYCRR §119.7, UCCS has thirty days to address the identified concerns and/or to submit a written response to the recommendation by March 27, 2023. Also on February 24, 2023, the Department strongly suggested to the board president that the school immediately notify families and staff about the Department's anticipated recommendation, so that parents and families may begin planning for a possible non-renewal and could submit timely applications to other public charter schools before application deadlines for the 2023-2024 school year.

Summary of Evidence for Non-Renewal

Performance Framework Benchmark 1: Student Performance

UCCS students have demonstrated a gradual steady decline in proficiency rates in both ELA and math. UCCS proficiency rates in ELA and math once exceeded those of the Rochester City School District, however, those proficiency rates are now lower than the district of location. The gap between the school and the state has also been widening, and the school now has far lower proficiency rates than the state average in ELA and math. Since the 2017-2018 school year, the school has been designated for Comprehensive Support and Improvement (CSI) under New York's Every Student Succeeds Act (ESSA) accountability system. In site visit reports from the 2019 midterm visit, the 2020 renewal visit, the 2022 midterm visit, and the 2022 renewal visit, the school has been rated as "Falls far Below" on Benchmark 1, with steadily declining grades 3-8 assessment scores in ELA and math. As the Rochester City School District is among the very lowest performing school districts in New York State on grades 3-8 state assessments, it is singularly noticeable that UCCS underperformed its district of location on the 2021-2022 school year state assessments.

School personnel and some board members lack clarity regarding the meaning of the benchmark assessments used by the school to measure student progress when compared to state tests. They refer to local benchmark assessment results and were certain that students were performing well. School leaders reported that both *ReadyMath* and *Success for All (SFA)* curricula are aligned with New York State Learning Standards (NYSLS). However, student outcomes on these curricular assessments differ significantly from the results on the state tests. Because there is a lack of congruence between UCCS student performance on "diagnostic assessments" and state assessments, there is an abundance of misinformation among school stakeholders. Board members made this clear at the board of trustees focus group during the renewal site visit, and acknowledged they need to understand the data better. Despite having data presented at monthly board meetings, board members said, "We don't fully grasp it." This limits the board's ability to provide oversight of the academic program. This lack of understanding was noted in site visit reports as early as 2020.

As noted above, a Notice of Deficiency for academic performance issued by the CSO in February 2019 required the school to submit a CAP that subsequently required corrections in terms of timelines; outcomes; and specific, measurable, meaningful goals. Despite the school's attempts to follow the CAP, results continued to decline.

The Charter School Performance Framework target for Grades 3-8 ELA and math testing outcomes is the NYS overall proficiency rate for all students and ED, ELL, and SWD subgroup cohorts. UCCS falls far below target expectations for assessment outcomes. UCCS' assessment results are significantly lower than the

statewide proficiency rate for all students in the aggregate and for student subgroups, with the single exception of math scores for students with disabilities, where the school is only modestly below the state average.

Elementary/Middle School NYSTP 3-8 Assessment Proficiency Outcomes

		ELA					Math				
		Urban Choice CS	Rochester CSD	District Differential	NYS	NYS Differential	Urban Choice CS	Rochester CSD	District Differential	NYS	NYS Differential
All Students	2015-2016	25%	7%	+18	38%	-13	15%	7%	+8	39%	-24
	2016-2017	21%	8%	+13	40%	-19	18%	8%	+10	40%	-22
	2017-2018	22%	11%	+11	45%	-23	16%	11%	+5	45%	-29
	2018-2019	18%	13%	+5	45%	-27	14%	13%	+1	47%	-33
	2021-2022	12%	13%	-1	47%	-35	5%	7%	-2	39%	-34
SWD	2015-2016	12%	1%	+11	9%	+3	9%	2%	+7	13%	-4
	2016-2017	9%	1%	+8	11%	-2	6%	2%	+4	14%	-8
	2017-2018	4%	2%	+2	17%	-13	4%	2%	+2	18%	-14
	2018-2019	11%	3%	+8	15%	-4	8%	4%	+4	18%	-10
	2021-2022	0%	2%	-2	16%	-16	11%	2%	+9	14%	-3
ELL	2016-2017	0%	2%	-2	11%	-11	0%	3%	-3	18%	-18
	2017-2018	0%	7%	-7	26%	-26	0%	6%	-6	29%	-29
	2018-2019	8%	7%	+1	25%	-17	15%	8%	+7	32%	-17
	2021-2022	0%	9%	-9	28%	-28	0%	5%	-5	24%	-24
ED	2015-2016	24%	6%	+18	28%	-4	14%	6%	+8	28%	-14
	2016-2017	19%	6%	+13	30%	-11	16%	7%	+9	29%	-13
	2017-2018	20%	10%	+10	36%	-16	14%	9%	+5	34%	-20
	2018-2019	17%	11%	+6	36%	-19	13%	11%	+2	37%	-24
	2021-2022	13%	11%	+2	37%	-24	6%	5%	+1	28%	-22

Performance Framework Benchmark 6: Board Oversight and Governance:

Since 2019, the school's board has struggled with its membership and has been in a near-constant state of recruitment of individuals having the expertise that the board indicated it needed. The board has lacked a parent member since 2019 and currently consists of five members, the minimum required by law, one of whom has revealed plans for a June 2023 retirement. The CSO has expressed repeated concerns that the board is in danger of becoming non-functional if one additional member is lost.

The board appears to lack strategic long-term vision and educational planning competence, as observed throughout all recent charter terms. Poor planning on the board's part was specifically noted in the 2020 Renewal Report and the 2022 Midterm Report. Although the board has demonstrated a general understanding of the concept of governance versus management, due to turnover, members have no collective skill set when it comes to understanding the difference between pushing in to ensure the long-term stability of the school as opposed to making decisions in areas that may better be delegated to management. For example, three board members are relatively new and have varying levels of knowledge regarding their responsibilities, resulting in a board not operating as a team. They trust the school leadership to make many decisions that should be placed on a board agenda. For example, the board members state that they are not sufficiently knowledgeable of academic data, and they accept diagnostic data as proof of student proficiency, with no connection to potential state assessment results. The board prepared a 2022–2024 strategic plan, although the document submitted only included activities for the 2022–2023 school year. The plan lacked measurable targets, timelines, and benchmarks to measure progress. This is true also of the School Improvement Plan and the School's 2021-2022 Action Plan that the school was directed to create and implement in response to the 2021 Renewal Report. The school has created several plans based on the Performance Framework, with goals, strategies, and action steps, but no follow-up was documented to demonstrate full implementation and measurable results for any of them.

The board's lack of strategic planning presents itself in numerous ways. During the past two years, the school has changed the math curriculum twice and the ELA/reading curriculum once. Each change required professional development, which was minimal and, in several instances, a new pedagogical approach. The high rate of teacher turnover (34% for the 2021–2022 school year), which is compounded by the practice of moving staff from one position to another, has resulted in weak and disjointed implementation of new curricula. This was evident through classroom observations, where few teachers were actively making use of the SFA instructional components. Finding a balance between sticking with something that is not working and changing to something new requires careful deliberation, which did not appear to have taken place.

Board members confirmed that they deliberately distance themselves from certain decisions, leaving hiring, and termination of staff to the CEO. Board members stated that they did not need to know why teachers were leaving, as that information was too detailed for board members. They acknowledged that they see their primary role as being focused on governance and fiscal management and that they lack understanding of the data reported by school leaders.

After several conversations in which the potential options for renewal were specified to the board and school leaders, the CSO gave the board an opportunity to present a plan of action to address the urgency of the school's situation. Since the 2019 midterm visit and subsequent spring 2019 midterm site visit report, the CSO has consistently reminded the board and school leaders of the need for aggressive action on the part of the board to maintain a viable charter. The CSO does not have evidence that this has occurred.

Performance Framework Benchmark 7: Organizational Capacity:

Since authorization, the school has demonstrated significant organizational instability. For example, the following table lists the school leader and CEO history:

Administrative History		
School Year(s)	School Leader	School CEO
2005-2012	John Schmidt	John Bliss
2012-2013	Eric Robinson	Edward Cavalier
2013-2014	Christina Schermerhorn	Edward Cavalier
2014-2015	Vicki Gouveia; Nicole Berg	Edward Cavalier
2015-2016	Vicki Gouveia	Edward Cavalier
2016-2017	Vicki Gouveia	Lynn McCarthy
2017-2018	Vicki Gouveia	Lynn McCarthy
2018-2019	Kevin Beaumont	Lynn McCarthy
2019-2020	Christopher Vernon; Michael Samuel	Lynn McCarthy
2020-2021	Christopher Vernon; Michael Samuel	Lynn McCarthy
2021-2022	Vacant	Lynn McCarthy
2022-2023	Amy Rawleigh-Schiavi	Lynn McCarthy

At the end of the 2021–2022 academic year, 19 of the 33 teachers chose not to return to the school for the 2022-2023 school year. Nineteen new teachers were hired in September at the beginning of the 2022-2023 school year. Seven teachers then left the school between September 2022 and the November 2022 site visit. These teachers represented 79% of the teaching staff.

Performance Framework Benchmark 8: Mission and Key Design Elements

The school is not fully faithful to its mission and, as observed during site visits, is not fully implementing all of the key design elements in the charter. The mission focuses on the learning environment; relationships; family involvement; and a rigorous, rich, and engaging curriculum to enable students to exceed the state achievement standards. There is little to no evidence of these components being implemented fully. Likewise, for the key design elements, most of which reflect the components of the mission, evidence of full implementation is lacking. This is particularly true of the “rigorous, rich common-core aligned and engaging curriculum,” “data-informed instruction,” and “high quality extended learning opportunities” key design elements.

Performance Framework Benchmark 9: Enrollment, Recruitment, and Retention:

Despite the CSO providing repeated feedback through reports and conversations, UCCS has failed to make meaningful progress toward the enrollment of students with disabilities and ELLs comparable to its district of location. In the 2021-2022 school year, the school enrolled a lower percentage of ELL students than the district by 13 percentage points and a lower percentage of students with disabilities by 12 percentage points. The CSO issued a Notice of Deficiency to the school in February 2019 that required a CAP to address subgroup under-enrollment, but from 2020-2021 to the 2021-2022 school year, the students with disabilities enrollment decreased by three percentage points and the ELL population decreased by one percentage point. The implementation of the CAP did not have an apparent impact on enrollment. There was no evidence from data submitted by the school that extensive good-faith efforts to increase the percentages of students from these subgroups enrolled in the school have been put into place.

Student Demographics

UCCS Compared to District of Location (Rochester City SD)

	SWD			ELL			ED		
	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District
2017-2018	12%	22%	-10	5%	17%	-12	91%	92%	-1
2018-2019	12%	23%	-11	4%	17%	-13	90%	91%	-1
2019-2020	13%	23%	-10	5%	17%	-12	99%	91%	+8
2020-2021	13%	22%	-9	4%	18%	-14	100%	90%	+10
2021-2022	9%	21%	-12	5%	18%	-13	80%	90%	-10

As reported to NYSED by UCCS, there were no changes to recruitment strategies to enhance good faith efforts made toward attracting and retaining a comparable or greater enrollment of ELL, ED, and students with disabilities when compared to the district of location.

UCCS retained 84% of enrolled students in the 2021–2022 school year. According to Department data, an average of 387 students have enrolled annually in the school. In 2022, a total of 35 students (81%) from the 2013–2014 kindergarten cohort departed the school prior to completing the final grade served by the school.

Performance Framework Benchmark 10: Legal Compliance:

At the time of the July 2020 renewal, the school was required to meet several conditions, including engaging a Comprehensive Management Service Provider (CMSP) for turnaround purposes; submitting a new one-year budget to reflect the role of the CMSP, and reconstituting the board of trustees. As a condition of the July 2021 renewal, the school was required to administer local assessments, add a weighted lottery to increase opportunities for students with disabilities and ELLs to enroll; and develop a fingerprint clearance policy. The school did implement these conditions. The CSO was asked by the school to provide guidance on a CMSP to partner with. The CSO shared general information on other CMSP that charter schools across the state used, but the decision on which CMSP to contract with was the sole decision of the UCCS board, and oversight to ensure that the CMSP provided contracted services and outcomes was their responsibility. The contract with the CMSP was terminated by the UCCS board nine months later, and the reconstitution of the board was not in compliance with charter requirements until the school changed the minimum number of board members from seven to five during the last school year. The CSO issued a Notice of Deficiency in February 2019 for subgroup enrollment and academic performance, neither of which has been resolved. As noted in the 2023 renewal site visit report, the school has failed to post the required documents on its website.

Summary of Public Comment

The required public hearing was conducted on October 11, 2022, by the Rochester City School District. Twenty-five people were in attendance. No one spoke in favor of or against the school’s renewal. No comments were submitted.

APPENDIX
Laws, Regulations, and Regents-endorsed internal Policies Applicable to
Board of Regents-authorized Charter School Renewals

Statutory requirements pertaining to Board of Regents charter school decision-making are enumerated in Article 56 of the Education Law. This section of the law sets forth the purpose of charter schools to:

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators, and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Criteria regarding the evaluation of charter schools, including for renewal decisions, are set forth in Section 2852(2) of the Education Law:

- (a) Does the charter school described in the application meet the requirements set out in applicable laws, rules, and regulations;
- (b) Does the charter school demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- (c) Will approving the charter school action make it likely to improve student learning and achievement and materially further the purposes of the law; and
- (d) In a school district where the total enrollment of resident students attending charter schools in the base year is greater than five percent of the total public school enrollment of the school district in the base year (i) would granting the application have a significant educational benefit to the students expected to attend the proposed charter school or (ii) did the school district in which the charter school will be located consent to such application?

In addition, Renewal Guidelines contained in the Regulations of the Commissioner of Education (8 NYCRR §119.7) were adopted by the Board of Regents and require that the Board further consider the following when evaluating a charter renewal application:

- (a) The information in the charter school's renewal application;
- (b) Any additional material or information submitted by the charter school;
- (c) Any public comments received;
- (d) Any information relating to the site visit and the site visit report;
- (e) The charter school's annual reporting results including, but not limited to, student academic achievement;
- (f) The Department's renewal recommendation and the charter school's written response, if any; and
- (g) Any other information that the board, at its discretion, may deem relevant to its determination of whether the charter should be renewed.

- (h) The Regents must also consider the totality of the evidence presented in each case, and may accept or reject, in whole or in part, the department's renewal recommendation, provided however that the Regents are not prohibited from weighing any one factor more heavily than another.

The [Board of Regents Renewal Policy](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf) (https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf) sets forth the following renewal options and standards upon which the Department's recommendation is based:

Full-Term Renewal: A school's charter may be renewed for the maximum term of five years. In order for a school to be eligible for a full-term renewal, the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1 during the current charter term and, at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework.

Short-Term Renewal: A school's charter may be renewed for a shorter term, typically of three years. The Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either: (a) have compiled a mixed or limited record of meeting Benchmark 1 but, at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework, which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, or (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

Nonrenewal: A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the benchmark standards for either full-term or short-term renewal. In the case of nonrenewal, a school's charter will be terminated upon its expiration, and the school will be required to comply with the [Department's Closing Procedures](https://www.nysed.gov/sites/default/files/programs/charter-schools/closingprocedureschecklist0220_0.pdf) (https://www.nysed.gov/sites/default/files/programs/charter-schools/closingprocedureschecklist0220_0.pdf) to ensure an orderly closure by the end of the school year.

To operationalize these statutory and regulatory requirements, the Board of Regents endorsed the Charter School Performance Framework. This document, and the ten academic, organizational, and legal domains contained within it, were created based on the limited criteria that can be considered when making decisions pertaining to the authorization of new charter schools, charter school renewals, and charter school revisions as set forth in Section 2852(2) of the Education Law. Comprehensive data for these benchmark standards are included in the charter school Regents item, summary documents, and Regents meeting presentations.

Performance Framework

The Board of Regents Charter School Performance Framework, which is part of the Board of Regents Charter School Renewal Policy and the Oversight Plan included in the Charter Agreement for each school, outlines three key areas of charter school performance: (1) Educational Success; (2) Organizational Soundness; and (3) Faithfulness to Charter and Law. The Charter School Performance Framework sets forth ten performance benchmarks in these three areas. The Charter School Performance Framework is designed to focus on performance outcomes, preserve operational autonomy, and facilitate transparent feedback to schools. It aligns with the Department's ongoing accountability and effectiveness work under the Every Student Succeeds Act (ESSA) and holds charter schools accountable to standards set forth in the Education

Law while providing the Regents with discretion. Generally, charter schools are required to demonstrate performance outcomes that exceed those of traditional public schools.

The Department considers evidence related to all ten performance benchmark areas of the Charter School Performance Framework when making recommendations to the Regents concerning charter renewal applications. However, student academic performance is of paramount importance when evaluating each school [See [8 NYCRR §119.7](https://www.nysed.gov/charter-schools/charter-school-regulations-1197) (<https://www.nysed.gov/charter-schools/charter-school-regulations-1197>)]. The recommendations in this document were made after a full due-diligence process over the charter term as set forth in the [NYSED Charter School Monitoring Plan](https://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools) (<https://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools>), including review of the information presented by the schools in their Renewal Applications; specific fiscal reviews; a renewal site visit of up to two days conducted by a Department team for each school; comprehensive analysis of achievement data; and consideration of public comment.

Application: URBAN CHOICE CHARTER SCHOOL

Lynn McCarthy - lmcCarthy@urbanchoicecharter.org
2022-2023 Renewal Applications

Renewal Application Information Page

Completed - Aug 9 2022

Instructions

Please complete the application cover page and/or ensure information provided is correct or accurate. Refer to the [2022 Renewal Guidance Document](#) for detailed information.

Renewal Application Cover Page

a. SCHOOL NAME

URBAN CHOICE CHARTER SCHOOL 800000058267

[Performance Framework 2019 Applies](#)

2019 Charter School Performance Framework: *The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on all Grade 3-8 assessments. At the high school level, proficiency shall be defined as obtaining a Regents exam score of 65 or higher.*

[Performance Framework 2015 Applies](#)

2015 Charter School Performance Framework: *The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and for all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).*

SCHOOL INFORMATION

Location (City/Town/Borough)	ROCHESTER
District/Community School District of Location	ROCHESTER CITY SCHOOL DISTRICT
List ALL Districts Served	Gates/Chili, Greece, East Irondequoit, Webster
Current Board Chair Name	Mubarak Bashir [REDACTED]
Current School Leader	LYNN MCCARTHY lmccarthy@urbanchoicecharter.org

****If the current Board Chair or School Leader name does not appear in the drop down menu, please indicate that a change has occurred by typing in the updated name and/or position (i.e., Jane Doe, Board Chair).****

(No response)

CHARTER HISTORY

(list terms of initial and all renewal charters)

	Effective Start Date of Term	Effective End Date of Term
Initial Charter	1/11/2005	1/11/2010
Renewal 1	1/12/2010	6/30/2014
Renewal 2	2/11/2014	6/30/2017
Renewal 3	7/1/2017	6/30/2020
Renewal 4	7/1/2020	6/30/2021
Renewal 5	7/1/2021	6/30/2023
Renewal 6		
Renewal 7		

INITIAL DATE SCHOOL OPENED FOR INSTRUCTION

Sep 7 2005

ENROLLMENT INFORMATION

CHARTER Approved Maximum Enrollment	400
CURRENT Enrollment as of June 30, 2022	389
Charter-Approved Grade Span (i.e., K-Grade 5, Grades 6-8, Grades 9-12, K-Grade 12, etc.)	K-Grade 8
Current Grades Served (i.e., K-Grade 3, Grades 5-6, Grades 9-12, etc.)	K-Grade 8

CHARTER SCHOOL LIAISON

Susan Gibbons



Thank you!

Cover Letter, Table of Contents and Application Narrative

Completed - Aug 16 2022

Instructions **UPLOAD IN PDF FORMAT**

Upload a cover letter from the school's board of trustees' chair (one page or less). The letter must be signed, dated, and approved by the board. The contents of the letter must demonstrate how the school has met the criteria for renewal as set forth in the Regent's Oversight Plan and in the standards set forth in the school's 2015 or 2019 Charter School Performance Framework.

Please combine the Cover Letter (signed by the Board Chair and approved by the Board), Table of Contents and the Application for Charter Renewal Narrative (including BM2-BM 10 narrative) into a single document and upload into the portal.

[UCCS Cover Letter Table of Contents and Application Narrative](#)

Filename: UCCS_Cover_Letter_Table_of_Content_OMkIF9A.pdf Size: 1.1 MB

Charter Renewal Certification Statement

Completed - Aug 12 2022

Attachment A - UCCS Renewal Application 003

Instructions

Please sign or upload the Charter Renewal Certification Statement.

Charter Renewal Certification Statement

NOTE: Schools may upload the completed and signed Certification Statement from page 11 and 12 of the guidance OR opt to complete the form below.

**required for application to be considered complete.*

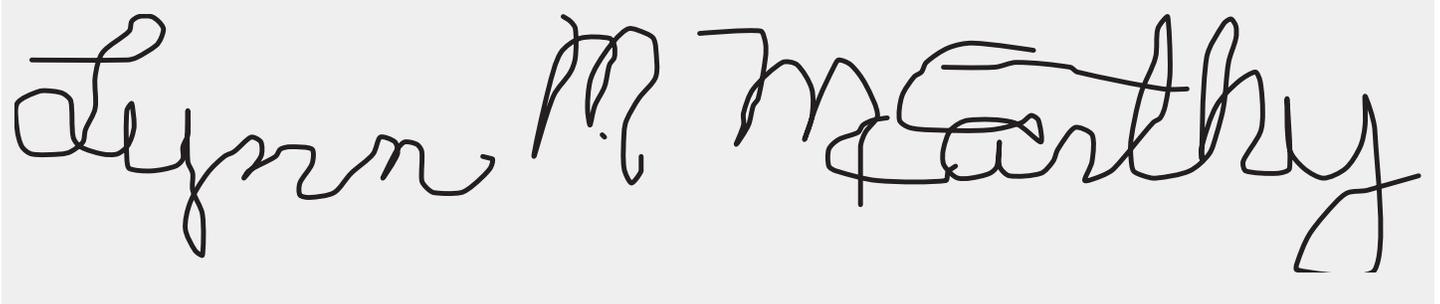
How will the school submit the Certification Statement?

Form (sign below)

As Board Chair or Designee, I hereby certify that the information submitted in this Application for Charter Renewal is true to the best of my knowledge and belief; that this application has been approved by the school’s board of trustees; and that, if awarded a renewal charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students shall also not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, gender, religion, or ancestry. I also certify that the board of trustees has reviewed the 2015 or 2019 Charter School Performance Framework and understands that the school will be evaluated on the basis of and held accountable for meeting the 2015 or 2019 Charter School Performance Framework benchmarks during the next charter term.

Electronic Signature of Chair of Board of Trustees (or designated signatory)

(hold down the left side of your mouse to sign your name or use your stylus or finger to sign your tablet or mobile device)



Type Name	Lynn M. McCarthy
Type Title	CEO

Date Signed

Aug 12 2022

Date Board of Trustees Approved Renewal Application

Aug 11 2022

Renewal Revisions

Completed - Aug 12 2022

All revision requests provided in the renewal application must align to [the Charter Revision Guidance](#).

Material Charter Revisions:

Material revisions to a school's charter must be approved by the Board of Regents before they may be implemented by a school.^[1] If the school is proposing one or more material revisions to its charter, the school **must** submit each revision requests to the portal. Proposed material charter revisions will be considered on

the basis of NYSED CSO review of all required documentation, as per the Charter Revision Guidance.

The request for a material charter revision does not constitute automatic approval by the Board of Regents, as requests will be considered and approved on a case-by-case basis. Material revisions will be placed in the CSO notification letter sent to the school's district of location, along with the request for renewal. Material revision requests then being recommended by the Department will be included in the renewal item sent to the Board of Regents in the spring of 2023.

If approved, material revisions submitted with renewal applications would go into effect in the 2023-2024 school year. If a material revision request does not appear in the BoR item for renewal/revisions, the request has not been forwarded to the BoR, and is therefore NOT approved. In order for a material revision request to be considered, it is important that you clearly request the revision and submit every required document in this section. Any items not specifically approved by the Regents are deemed denied.

All schools are asked to review their original charter and request a revision for any changes not specifically approved in writing by the Regents. The most common unapproved revisions are changes to the school schedule, key design elements, mission, vision, and organizational chart (adding or removing a reporting level).

Non-Material Charter Revisions:

Non-material revision requests to a school's charter must be approved by the NYSED CSO on behalf of the Commissioner before they are implemented by a school. If the school is proposing one or more non-material revisions to its charter, the school **must** submit each revision request to the portal. **In order for a non-material revision request to be considered, it is important that you clearly request the revision and submit every required document in this section.**

*Including a non-material charter revision request in the application does not constitute automatic approval by the NYSED CSO, as requests will be considered on a case-by-case basis. The CSO will send the school an approval/denial email regarding each non-material revision request **no later than when it informs the school leader/BoT chair of the BoR vote on the renewal recommendation***

Note: In some instances, upon NYSED CSO review, while the school did not submit a revision request, the liaison may ask the school to submit a revision request should there be inconsistent information in the application, such as increasing enrollment in the budget and narrative, a different mission, a different organizational chart, different key design elements, etc. but the school did not submit a revision request.

Form for "Renewal Revisions"

Do you have any material or non-material revisions? Please consult your liaison should you have questions or need clarification.

No

Benchmark 1 Student Performance - Narrative

Completed - Oct 3 2022

Instructions **UPLOAD IN PDF FORMAT**

Referencing Appendices 1 and 2, applicable to your 2015 or 2019 Charter School Performance Framework, complete the Benchmark 1 narrative section of the renewal application on the NYSED CSO online portal by **October 3, 2022**. The narrative should be aligned to the standards in the Performance Framework, and respond to the following:

For All Students, and then also for all applicable grade levels served by your school (Elementary/Middle School Outcomes and/or High School Outcomes), please provide a brief narrative describing trends, strengths, weaknesses; a brief rationale for these data outcomes; and strategies the school is employing to improve outcomes for all applicable benchmark standards.

Final Benchmark 1 UCCS

Filename: Final_Benchmark_1_UCCS.pdf Size: 850.6 kB

Attachment A: School Calendar

Completed - Aug 15 2022

Instructions **UPLOAD IN PDF FORMAT**

Schools must provide a 2022-2023 school calendar in the 2021-2022 Annual Report to indicate the start and end date of the instructional year and the total number of instructional days that were scheduled. That calendar will be used during your renewal site visit. In this renewal application, provide a school calendar for the first year of the proposed renewal charter term (2023-2024) that clearly indicates the total number of instructional days to be scheduled for each grade for each year (if the calendar is different for different grades) AND the number of instructional hours and instructional days for each month. **The calendar must be in grid format. Please note:** If the school is proposing a material or nonmaterial revision to its calendar in Section 4 of the renewal application, please *also* provide a proposed school calendar that reflects the revision request, and clearly label the calendars to differentiate them.

Urban Choice Charter School 2023

Filename: Urban_Choice_Charter_School_2023.2_i9SbRfL.pdf Size: 140.6 kB

Attachment B: Master School Schedule

Completed - Aug 16 2022

Instructions **UPLOAD IN PDF FORMAT**

Provide the school's schedule for 2022-2023 (last year of the current charter term) and the schedule for 2023-2024 (first year of the proposed renewal charter term).

- Clearly detail the total hours of instruction to be provided and in which grade levels and/or courses. Where different grades have different schedules, all such schedules should be provided.
- Identify if the school's daily schedule differs from day to day (e.g., A, B, C days, or where special programs may be taught on Tuesdays and Thursdays only).
- Identify classrooms that include ELLs and SWDs.
- Identify the teacher(s) of each grade/course.

- If the school serves high school grades, submit a schedule that permits the NYSED CSO to determine if the high school has provided the number of instructional units each year as required by law and the NYSED Commissioner's Regulations, such that the school may award a terminal degree.

Please note: If the school is proposing a material or nonmaterial revision to its school schedule in Section 4 of the renewal application, please *also* provide a proposed school schedule that reflects the revision request, and clearly label each schedule provided to differentiate them.

Master schedule highlights

Filename: Master_schedule_highlights.pdf Size: 62.4 kB

2022-2023 Schedule

Filename: 2022-2023_Schedule.pdf Size: 185.2 kB

Attachment C: Complaint Policy

Completed - Aug 12 2022

Instructions **UPLOAD IN PDF FORMAT**

Provide ONLY the school's **current NYSED-approved** complaint policy unless the school is proposing revisions to the policy as part of section 4 of the renewal application. If a revision is proposed, please *also* provide a redlined version of the proposed policy, and clearly label each complaint policy to differentiate them.

Please note: NYSED requires that all complaint policies include contact information for the school's board of trustees.

NEW: The complaint policy must clearly state that persons with formal complaints alleging a violation of the law or the school's charter may initiate complaints directly with the school's board of trustees, without going to school staff or leadership as a first step and may not include a deadline for filing complaints with the board of trustees.

UCCS Compliant Policy

Filename: UCCS_Compliant_Policy.pdf Size: 79.6 kB

Attachment D: Student Discipline Policy/Code of Conduct

Completed - Aug 1 2022

Instructions **UPLOAD IN PDF FORMAT**

Provide the school's **current NYSED-approved** student discipline policy and code of conduct unless the school is proposing revisions to the policy as part of section 4 of the renewal application. If a revision is proposed, please *also* provide a redlined version of the proposed policy, and clearly label each discipline policy to differentiate them. Provide a signed statement from the school's attorney that the policy follows all applicable federal and state laws. If the school's DASA policy is not incorporated into the discipline policy / code of conduct, it must be submitted separately.

NEW: The discipline complaint policy must clearly state that in the event a manifestation determination review (MDR) determines that the conduct of a student with a disability is attributable to that disability, the student must immediately be permitted to return to the school, in lieu of beginning or completing the period of suspension.

Code of Conduct 2020(14626630

Filename: Code_of_Conduct_202014626630.1.pdf Size: 490.3 kB

Attachment E: Proposed Budget

Completed - Aug 16 2022

Instructions **UPLOAD IN EXCEL FORMAT**

Use ONLY the [budget template linked here](#) to submit the school's proposed budget for the renewal charter term. All assumptions or explanations should be identified in the far-right column. Ensure that the proposed budget aligns to all areas of the narrative as sufficient funding needs to be available in order to implement all aspects of the school's plan.

Note: Each school chartered or renewed during or after the 2018-2019 SY must have \$100k in escrow for legal and audit expenses associated with dissolution. New schools must have the full \$100k set aside by year 4 of the initial term, and renewal schools must add \$25k to the \$75k currently maintained by December 31 of year 2. Add a note under Assumptions describing the status of the school's escrow account. The school's budget may not include student enrollment that exceeds what has been approved by the Board of Regents. However, to budget conservatively, the school may project enrollment that is no greater than 15% below authorized enrollment.

Please Note: If the school is proposing material or nonmaterial revisions that affect the school's budget as part of section 4 of the renewal application, please *also* provide a budget that reflects the proposed revision(s), and clearly label each discipline policy to differentiate them.

[5 yr internal Budget 2022-2023 to 2026-2027](#)

Filename: 5_yr_internal__Budget_2022-2023_t_v79Etse.xlsx Size: 45.5 kB

Attachment F: By-Laws and Code of Ethics

Completed - Aug 1 2022

Instructions **UPLOAD IN PDF FORMAT**

Provide the **current NYSED-approved** board of trustees' by-laws and code of ethics unless the school is proposing revisions to the by-laws as part of section 4 of the renewal application. If a revision is proposed, please *also* provide a redlined version of the proposed by-laws, and clearly label each document to differentiate them.

[UCCS Board Bylaws - Approved April 4 2022 - clean\(14626608\)](#)

Filename: UCCS_Board_Bylaws_-_Approved_April_4Y6kdS0.pdf Size: 202.6 kB

Attachment G: BOT Membership Table/Strategic Plan/Evaluations

Completed - Aug 8 2022

Instructions **UPLOAD IN PDF FORMAT**

In addition to completing the [Attachment G: BOT Membership Table](#), please provide a copy of the board's current strategic plan (if applicable).

[Attachment G](#)

Filename: Attachment_G_OZxMJKn.xlsx Size: 13.2 kB

Attachment H: Organization Chart

Completed - Aug 12 2022

Instructions **UPLOAD IN PDF FORMAT**

Provide an organizational chart for the last year of the current charter term (2022-2023) and for the first year of the proposed renewal charter term (2023-2024), including titles of key staff positions, names of key staff, and the school's reporting structure. The submission must be in chart format and cannot be a list of roles and supervisors.

Please note: A revision request is required if the school has added or removed reporting lines since the organizational chart was last approved. If the school is proposing revisions to the organizational chart as part of section 4 of the renewal application, please *also* provide a redlined version of the proposed organizational chart, and clearly label each document to differentiate them.

[UCCS Organizational Chart 2022-2024](#)

Filename: UCCS_Organizational_Chart_2022-2024.pdf Size: 13.3 kB

Attachment I: Proposed Contract with Service Provider

Completed - Aug 15 2022

Instructions **UPLOAD IN PDF FORMAT**

If there is no such contract, upload the Attachment 1 template and label it N/A. If applicable, provide the school's **current NYSED-approved** contract with the educational service provider, charter management organization, or other entity that provides comprehensive management services for the next charter term. If the school plans to continue to contract with an educational service provider, charter management organization, or other entity that provides comprehensive management services during the next charter period, include the fully negotiated (but not executed) management contract, together with evidence that the school's attorney has reviewed the contract and the board has approved its execution subject to the Board of Regents' renewal approval. If the contract has yet to be negotiated, provide an explanation along with a timetable for that process to be completed. Such timetable should, in all instances, allow sufficient time for the NYSED CSO to review the completed contract prior to the time that the NYSED CSO must make its recommendation on the Application for Charter Renewal. If the school intends to begin or discontinue contracting with an educational service provider, charter management organization, or other entity that provides comprehensive management services for the next charter term, the school must submit information on these plans in response to the instructions in Section 4: Charter Revisions. Information regarding whether a contract may be deemed a contract for comprehensive management services may be found at [NYSED Definition of an Entity that Provides Comprehensive Charter Management Services](#). **Questions should be directed to the NYSED CSO at CharterSchools@nysed.gov.**

Please note: If the school's contract does not contain all of the terms and information required in Exhibit C of the charter agreement, the school must *also submit* a redlined version of the contract as part of section 4 of the renewal application and must clearly label each document to differentiate them.

[NYSED UCCS Attachment I](#)

Filename: NYSED_UCCS_Attachment_I.pdf Size: 84.1 kB

Attachment J: Enrollment and Admissions Policy.

Completed - Aug 1 2022

Instructions **UPLOAD IN PDF FORMAT**

Provide **ONLY** the school's **current NYSED-approved** enrollment and admissions policy unless the school is proposing revisions to the policy as part of section 4 of the renewal application. If a revision is proposed, please *also* provide a redlined version of the proposed policy, and clearly label each enrollment policy to differentiate them.

Please ensure the policy includes the full non-discrimination statement set forth in the [Uniform Application Form](#), along with information related to enrollment criteria, backfills, when and how to apply, enrollment preferences, weighted lotteries and set asides.

NEW: The policy must clearly state that notice of the date, time, and place of the lottery will be provided in accordance with Public Officers Law section 104, and the lottery will be held in accordance with section 119.5 of the Commissioner's Regulations.

You may upload both documents as separate files or as a single combined file.

[Enrollment Policy adopted 11](#)

Filename: Enrollment_Policy_adopted_11.9.211_2uoMp0w.pdf Size: 188.9 kB

Attachment K: Projected Enrollment Table

Completed - Aug 9 2022

Attachment K: Enrollment Table

Instructions:

Attachment L: Projected Enrollment Table.

Using the table below, provide the proposed student enrollment for each year of the proposed charter renewal term. The total number of students served must not exceed the maximum number of students approved in the school's current charter, and grades served must correspond with those approved in the current charter term. **Note: If the school is proposing an increase in maximum approved enrollment and/or a change in grades served, the school must request a material revision (see Section 4: Charter Revisions).**

Enrollment Table

(Leave unused cells blank)

Grades	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026	Year 4 2026-2027	Year 5 2027-2028
K	46	40	38	46	46
1st	46	46	40	38	46
2nd	46	46	46	40	39
3rd	46	46	46	46	40
4th	46	46	46	46	46
5th	46	46	46	46	46
6th	46	46	46	46	46
7th	38	46	46	46	46
8th	40	38	46	46	45
9th					
10th					
11th					
12th					
Ungraded					
Total	400.0	400.0	400.0	400.0	400.0

Attachment L: Certificate of Occupancy and Fire Inspection

Completed - Aug 1 2022

Instructions **UPLOAD IN PDF FORMAT**

Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). Except for schools in district space (co-locations), all schools must also provide a copy of the current annual fire inspection results, which should be dated on or after July 1, 2022.

Note: Do not submit a copy of your fire sprinkler or alarm inspection results. See [examples of required fire inspection reports required](#).

You may upload the CO and Fire Inspection Report as two separate files or as one combined file.

[Certificate of Occupancy](#)

Filename: Certificate_of_Occupancy.pdf Size: 77.5 kB

[Fire Code Inspection](#)

Filename: Fire_Code_Inspection.pdf Size: 430.9 kB

Attachment M: Fiscal Impact Table

Completed - Aug 16 2022

Instructions **UPLOAD IN PDF FORMAT**

[Attachment N: Fiscal Impact Table](#). Please complete the table below for each of the five years represented. Charter schools located in NYC should use the entire NYCDOE to gauge fiscal impact. *Please footnote your sources and assumptions.*

[Projected Fiscal Impact Upon District of location 22](#)

Filename: Projected_Fiscal_Impact_Upon_Distr_HUWHDgH.pdf Size: 6.4 kB

Attachment N: Narrative Outlining Innovative Aspects of the Charter School

Completed - Aug 14 2022

Instructions **UPLOAD IN PDF FORMAT**

Referencing the charter and key design elements, describe what makes the academic program of this school innovative and different from other options currently available in the district of location. What sets this school apart from others? These may be academic or operational components of the charter school.

Note: Limit this narrative to one page.

[UCCS Innovation Statement Renewal Application](#)

Filename: UCCS_Innovation_Statement_Renewal__BcjGvfm.pdf Size: 108.2 kB

Supplementary Information and Materials

Completed - Aug 16 2022

Instructions **UPLOAD IN PDF FORMAT**

When submitting the renewal application, schools may include additional information in the application that **supports** the school's renewal narrative. Optional supplementary information does not supplant the requirement to provide the information requested by the New York State Education Department Charter School Office. Please upload any additional information and/or materials here.

[Attachment 1 UCCS 2022-23 Assessment Calendar 2022-2023](#)

Filename: Attachment_1_UCCS_2022-23_Assessme_5bB8Pcc.pdf Size: 90.5 kB

[Attachment 2 Sample Report Card](#)

Filename: Attachment_2_Sample_Report_Card.pdf Size: 233.3 kB

[Attachment 3 RJEEd Program Booklet VIEWPRINT\(2\)](#)

Filename: Attachment_3_RJEEd_Program_Booklet__vHq5M0N.pdf Size: 1.1 MB

[Attachment 4 Monthly Financial Statement to the Board of Trustees \(1\)](#)

Filename: Attachment_4_Monthly_Financial_Sta_WIZyAE.pdf Size: 85.7 kB

[Attachment 5 Sample Quarterly Finance Document Presented to the BoT](#)

Filename: Attachment_5_Sample_Quarterly_Fina_5mCUKrF.pdf Size: 182.2 kB

[Attachment 6 Sample-Finance Committee Monthly Meeting Notes](#)

Filename: Attachment_6_Sample-Finance_Commit_8vC6o6G.pdf Size: 46.5 kB

[Attachment 7 Audit Letter](#)

Filename: Attachment_7_Audit_Letter.pdf Size: 460.3 kB

[Attachment 8 Sample-May Dashboard](#)

Filename: Attachment_8_Sample-May_Dashboard.pdf Size: 333.9 kB

[Attachment 9 UCCS Executive Summary of the Board Trustees Self Evaluation](#)

Filename: Attachment_9_UCCS_Executive_Summa_zqQLYKB.pdf Size: 118.9 kB

[Attachment 10 UCCS 2022-2023 Board Meeting Calendar and internal working calendar](#)

Filename: Attachment_10_UCCS_2022-2023_Board_Twzjuwf.pdf Size: 202.8 kB

[Attachment 11 UCCS Direct Indirect Professional Learning Calendar 2022-2023](#)

Filename: Attachment_11_UCCS__Direct_Indirec_V4z0m5g.pdf Size: 115.7 kB

[Attachment 12 UCCS 2022-2023 Professional Learning Summer Institute Schedule](#)

Filename: Attachment_12_UCCS_2022-2023_Profe_JYyb2dl.pdf Size: 141.1 kB

[Attachment 13 UCCS School Improvement Plan](#)

Filename: Attachment_13_UCCS_School_Improvement_Plan.pdf Size: 633.8 kB

[Attachment 14 Community Partner Letters of Support](#)

Filename: Attachment_14_Community_Partner_Le_LXse0j4.pdf Size: 785.7 kB

School Data/Info

Completed - Jun 22 2022

Note to Schools:

The Charter School Office will upload the following:

- [Fiscal/Data Summary](#) (including the similar schools methodology);
- Attachment 1: BM1 and BM9 data;
- Attachment 2: Charter School Fiscal Accountability Summary;
- Similar Schools Lists.

[Urban Choice CS A2 2020-21](#)

Filename: Urban_Choice_CS_A2_2020-21_IDCKezz.pdf Size: 515.9 kB

[Urban Choice CS A1 2022 2023 Prelim](#)

Filename: Urban_Choice_CS_A1_2022_2023_Prelim.pdf Size: 1.4 MB

[Urban Choice CS Annual Surveys 2020 2021](#)

Filename: Urban_Choice_CS_Annual_Surveys_202_Z4lxuqs.pdf Size: 488.5 kB

General Resources (CSO Only)

Incomplete

[Renewal SV Table of Contents](#)

- [2022-2023 REN SV Protocol](#)
- [2021-2022 Style Guide](#)
- [2021 NYSED CSO Monitoring Plan](#)
- Performance Framework ([2015](#) and [2019](#) versions)

2015 PF Templates (CSO Only)

Incomplete

- 2021-2022 REN SV Confirmation Letter Template
- REN 2015 PF REN SV Report Template (Liaison emails to consultant.)
- [REN 2015 PF Self-Evaluation Template](#)
- [Classroom Observation Worksheet template](#)

2019 PF Templates (CSO Only)

Incomplete

- 2021-2022 REN SV Confirmation Letter Template
- [REN 2019 PF 2022-2023 Action Plan Template](#)
- REN 2019 PF REN SV Report Template (Liaison emails to consultant.)
- [REN 2019 PF Self-Evaluation Template](#)
- [Classroom Observation Worksheet template](#)

Annual Reports (CSO Only)

Incomplete

Renewal SV Table of Contents

- 2021-2022 Annual Report
- 2021-2022 completed Annual Report reviewer form

Charter Application

Incomplete

- Most recent: Initial or Renewal

CSO Monitoring Visit Reports (as applicable) (CSO Only)

Incomplete

Renewal SV Table of Contents

- Latest Check-in(s)
- Latest Renewal
- Latest Mid-term

Site Visit Schedules and Logistics (CSO Only)

Incomplete

Midterm SV Table of Contents

- Site Visit Schedule
- Classroom Observation schedule

Draft REN SV Report and Factual Corrections

Completed - Feb 10 2023

You now have the opportunity to review the report/memo for factual correctness, such as staff titles, dates, numbers, or curricula titles. If you find examples of potential factual corrections that you would like reviewed, please email me a list indicating the report/memo page numbers and text references.

Responses are due to me by one week from today. Upon receipt, CSO will conduct a review and, as necessary, update the report/memo to incorporate factual corrections. I will then email you the final report/memo. If I do not receive factual corrections by the due date, I will still email you the final report/memo. After receipt of a final report/memo, you will have an opportunity to provide me with comments.

Form for "REN SV Report"

This is my form.

Using the draft REN SV report emailed to you, please address the questions below:

After reading the draft renewal site visit report, does the board wish to provide any factual corrections?

Yes

If yes, please include any factual corrections, such as staff titles, dates, numbers, or curricula titles. If you find examples of potential factual corrections that you would like reviewed, please upload a list indicating the report/memo page numbers and text references.

[Renewal Site Visit Factual Corrections.pdf](#)

Filename: Renewal Site Visit Factual Corrections.pdf Size: 1.8 MB

Final REN SV Report

Incomplete

Final REN SV Report and Evaluative Comments

Completed - Feb 23 2023

At this time, you have the opportunity to provide evaluative comments or responses to the final report/memo. Although it will not be revised, the final report/memo will include your response, as a separate document. If you choose to provide a response, please do so within one week from today.

In addition, and within three weeks of receipt of this final PDF renewal report, please submit a completed **Action Plan Based on Spring Renewal Report** via the CSO portal. The information the school provides in this action plan will serve as way to inform the CSO regarding steps the school is taking to meet or maintain meet 2019 Charter School Performance Framework standards; as well as assist the NYSED CSO in providing supports to the school and connect them with educators across the state that are working on similar problems of practice.

Evaluative Comments

After reading the final renewal site visit report, does the board wish to provide any evaluative comments?

Yes

If yes, please include any evaluative comments on school letterhead.

[Evaluative Comments to Final Report.pdf](#)

Filename: Evaluative Comments to Final Report.pdf Size: 1.5 MB

Using the [action plan template \(linked here\)](#), please upload a completed action plan:

[Action Plan Reply 2023.docx](#)

Filename: Action Plan Reply 2023.docx Size: 39.0 kB



**URBAN CHOICE
CHARTER SCHOOL**

1020 Maple Street, Rochester, NY 14611

585-288-5702

August 11, 2022

Dear Mr. Frank,

On behalf of the Board of Trustees of the Urban Choice Charter School (“UCCS”) and the community it serves, it is my privilege to submit UCCS’s application for a charter renewal. Since February 2022, when we shifted to a new model of school improvement support aligned with the 2019 Performance Framework, UCCS has significantly accelerated the development and implementation of key improvement strategies, highlighted below. UCCS’s work is rooted in principles of equity, which are embedded throughout our curriculum, pedagogy, culture and climate initiatives, talent development, leadership goals, and the board’s work to improve its oversight and governance. The bold actions we have recently taken to improve teaching and learning include:

- Reorganized the leadership team to focus on transformational instructional leadership;
- A three-year plan for creating a *Culture of Care* by using restorative justice principles;
- A new master schedule that intentionally builds in extended and uninterrupted instructional blocks and daily common planning time for teachers;
- Adjusting the type of Consultant Teachers Services (“CTS”) provided to an Integrated Co-Teaching (“ICOT”) service model in K-6th grade; and CTS for 7th and 8th grade;
- An annual professional development calendar to support implementation of the school’s instructional program; a consistent curricula and investment in teacher development;
- Engaged subject matter expert-consultants in the fields of Special Education, English Language Learners and mathematics;
- A coherent assessment system that utilizes formative and summative assessments with a process for examining data to monitor student progress and adjust/differentiate instruction;
- New and/or refined organizational structures and systems designed to provide intense support for the implementation of a high-quality curriculum and instruction; and
- Development and implementation of a UCCS school improvement plan aligned to the NYSED Performance Benchmarks.

The Board recognizes the need to instill a sense of urgency across the entire system, including within the Board itself. To that end, we have taken the following steps:

- Develop a strategic 2022-23 annual board calendar to ensure targeted, rigorous, and consistent professional learning opportunities for the Board;
- Completion of annual board self-evaluations, CEO mid-year and year-end evaluations, and evaluations of the former CMSP
- Using the Marzano District and School Leaders Evaluation Model;
- Established and implementing a *Board of Trustees Education Committee of the Whole* responsible for monitoring the school improvement work and attendant results in real time;
- Continual recruitment of Board members with a goal of nine by the end of 2022-23;
- Annual comprehensive board retreats; and
- Continual refinement of the enrollment policy to increase enrollment of students with disabilities and English language learners.

As we move beyond the acute phase of the pandemic, we are confident we have developed structures and support systems to address students unfinished learning and social-emotional well-being. We look forward to our renewal site visit with the Charter School Office so that our work can be observed in real time.

Sincerely,

Mubarak Bashir

Mubarak Bashir, Chair, Board of Trustees

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SECTION 1: ACADEMIC SUCCESS

Benchmark 1: Student Success

This Benchmark will be submitted by the October deadline.

Benchmark 2: Teaching and Learning

Urban Choice Charter School (UCCS) is committed to providing the highest quality education to the students we serve. Over the past several years we have navigated the challenges of COVID-19 and are now successfully engaging students in a student centered, equity driven environment. Based on our most recent revision to our 2019 Renewal Charter Application, we no longer work with an education partner organization and have taken bold measures to improve school leadership, transform instruction, and develop talent. The descriptions below highlight our work. In the area of Teaching and Learning, UCCS leadership continues to be laser focused on providing a guaranteed and viable curriculum to our students. Below are some of evidenced based teaching and learning practices we use combined with high quality structures and systems to enhance student learning in a highly inclusive equity driven environment:

They include:

- Reorganized the leadership team to focus on transformational instructional leadership that provides direct support to coaches, teachers, and students, including students with disabilities and English language learners.
- A three-year plan for creating a *culture of care* by using restorative justice principles and practices to improve the climate and culture of the school.
- A new master schedule that intentionally builds in extended and uninterrupted instructional blocks, including additional time for English language arts and mathematics in K-8th Grade. (This redesigned is coupled with professional development for teachers to understand how to effectively teach and use blocks to accelerate student learning.)
- Adjusting the type of Consultant Teachers Services (“CTS”) provided to an Integrated Co-Teaching (“ICOT”) service model in K-6th grade; and a highly collaborative co-teaching model in 7th -8th grades, which includes “pods” to ensure equitable access to grade-level curriculum, and to hold all teachers mutually accountable for student success
- Annual 2022-23 professional development calendar to support implementation of a consistent curricula and robust professional learning opportunities for teacher development that instills high expectations for all, builds a common instructional language among teachers, offers job embedded coaching, and provides time for participation in grade level meetings to co-plan lessons both horizontally and vertically.
- Engaged subject matter expert-consultants in the fields of Special Education, English Language Learners and mathematics.
- A coherent assessment system that utilizes formative and summative assessments with a process for examining data that provide meaningful, real-time information to monitor student progress and adjust/differentiate instruction.
- New and/or refined organizational structures and systems designed to provide intense support for the implementation of a high-quality curriculum and instruction including lesson plan development and support.

- Development and implementation of a UCCS school improvement plan aligned to the NYSED Performance Benchmarks.

1. Curriculum

a: Describe the documented curriculum in place at the school, explain how it is aligned to the NYSLS, describe how the curriculum is systematically review and revised.

In spring 2020, a full curriculum audit and a detailed plan for any necessary curricular changes was completed. Since that time, we have continued to make strides in the implementation of a NYSLS aligned curricula and will continue to monitor and improve the implementation of them. We provide students with a strong foundation in literacy and numeracy and have made curricular choices that create a coherent and rigorous academic program that provides teachers with the scope, sequence, and resources needed to ensure students are successful. Each curriculum is culturally responsive and ensures students see themselves in it. Below are summaries of our curricular implementation and plans for each core content area with a laser-focus on improving student achievement.

English Language Arts (ELA)

Over the past two years we have implemented Wit and Wisdom, a curriculum from Great Minds as our primary curriculum. The choice to implement a curriculum from Great Minds, as they worked with NYS in developing the Next Generation Learning Standards, has proven to be effective and fidelity to its implementation will continue to occur over the next several years. As we shifted to the Next Generation Learning Standards, we are confident that the gains our students made can be continued with Wit and Wisdom¹. Wit and Wisdom is a comprehensive K-8th Grade curriculum framework that helps students build rich layers of knowledge. The curriculum is intended to inspire teachers and students to experience complex texts, foster ideas, questions, and foster deeper thinking that sparks learning. Modules layer learning and focus on reading, writing, speaking, and listening skills. UCCS has invested in an on-site staff member to be a Wit and Wisdom certified trainer to ensure we have the most qualified individuals working with our staff on a regular basis. This individual will provide on-going professional learning and coaching in and outside of the classroom setting.

In addition, we will enhance phonics and reading instruction in K-2nd Grade using Magnetic Reading Foundations. In 3rd through 5th Grade, we will use Magnetic Reading as an additional resource to improve reading comprehension and access to grade level curriculum.

Given the status of the NYSED ELA Exam, we are using i-Ready² Diagnostic Assessment to monitor student performance and progress towards mastery of standards. Based on the i-Ready diagnostic assessments conducted in SY2021-22, we can document the effectiveness of our ELA curricular approach. The percent of students that were early on, mid and above grade level, doubled over the course of the year, from 12% to 27%. Also, students who were three or more grade levels below reduced by approximately 50% from 2% to 18%. This is illustrated in Figure 1.

¹ <https://greatminds.org/english>

² <https://www.curriculumassociates.com/products/i-ready>

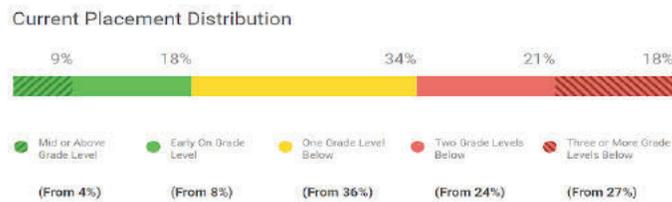


Figure 1

Mathematics

Eureka Math, also by Great Minds will continue to be implemented at UCCS. We believe it is a solid match to meet the needs of students. As with the ELA curriculum, Great Minds is a NYS partner that helped develop the math modules in EngageNY and is best aligned to the NYS Next Generation Learning Standards. The potential for increased student performance has been demonstrated through the diagnostic data results from i-Ready from 2021-2022 school year. Given the status of the NYSED ELA Exam, we are using i-Ready Diagnostic Assessment to monitor student performance and progress towards mastery of standards. While our proficiency data is higher than that of our local district's past performance, we need to continue to do better. In K-8th Grade, there was a reduction of students two or more grade levels below from 61% to 41%, a 20% decrease. Students that are early on, mid, or above grade level increased by 13%, from 3% to 16%. This is illustrated in Figure 2

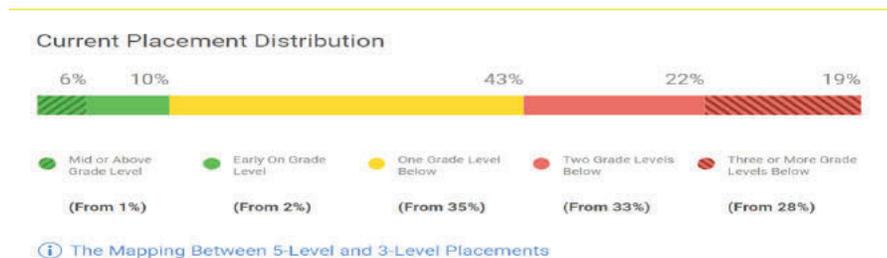


Figure 2

This data suggests that students have shown important gains. Looking ahead, we are confident that improved implementation and data review and reflection will continue this upward trend in student performance across all math skill areas and across grade levels.

Social Studies

UCCS uses a teacher- developed social studies curriculum that is aligned to the New York State Social Studies Framework. The social studies curriculum is inherently intertwined in the ELA curriculum, as students must perform the same skills to understand the content being delivered by staff. The instructional practices that lead to strong reading and writing such as reading closely through text annotation, making evidenced-based claims, and developing strong arguments, are all quintessential skills to developing a command of social studies topics as outlined in the NYS Social Studies Framework. Key elements in the planning and development of the units and lessons have meaningfully embedded concepts of social justice and equity. Furthermore, materials and resources selected ensure students see themselves in the curriculum. Overall, our approach to the implementation of the NYSED Social Studies Framework is to integrate it with the ELA curriculum. It is a

culturally relevant multidisciplinary approach that is applicable to the literacy skills needed in a practical and useful manner and is reflected in our in ELA shown above,

Science

UCCS continued to use the BOCES 4 Science instructional kits for all science instruction in K-4th Grade and Amplify in 5th-8th Grade. The BOCES Instructional kits are aligned to the New York State Science Standards and include alignment to the Next Generation 3-D science standards. As discussed with social studies, science is an integral component of reading comprehension. For students to be stewards of inquiry, they must engage in close reading practices, study, and evaluate evidence, and write arguments with evidence to support their thinking. This is the crux of what young scientists must do. The BOCES kits provided numerous opportunities to read closely, as well as evaluate evidence in a lab setting to draw conclusions about data and evidence from lab events. Beginning in 5th Grade, the team will continue to use Amplify as it is the most aligned to the NYSLs with teacher modifications made as needed. Amplify mirrors the processes of the BOCES 4 Science kits and focuses on three-dimensional learning through exploration, analysis, application, and explanation. Amplify has been developed specifically to align to the “5 Es” that are embedded in the NextGen Science Standards.

High School Regents Courses

UCCS is committed to providing students with an opportunity to accrue high school credit. This will include Algebra I and/or Earth Science over the course of the next renewal. An interdisciplinary team will review data and make recommendations for the best course of action on an annual basis. UCCS will continue to explore all options that will provide our students with exposure to high level courses prior to entering the high school setting.

Special Courses

All students participated in special courses throughout the year at UCCS. These special courses include the Arts and Physical Education and Health courses to satisfy the New York State requirements in grades K-8. All courses are aligned to the New York State standards and reflect the required activity minutes and units of instruction as set forth by the Board of Regents. Over the course of the renewal, we will work to integrate the special courses with the core curriculum to expand opportunities for authentic assessment of learning.

b. Describe process used to ensure the curriculum is aligned horizontally across classrooms at the same grade level and vertically across grades.

To ensure alignment both vertically and horizontally, we have intentionally added structures for collaboration among teachers. In the coming year, grade levels will be configured in “pods” and engage in a co-teaching service model. Each grade level will work collaboratively as a team that will include two general education teachers, a special education teacher, an SEL coach, teacher assistants and other respective support teachers. This will provide opportunities for teachers to plan lessons and differentiate instruction as a grade level so all students can access grade level curriculum.

For this collaboration to occur, our master schedule continues to include structured opportunities for teachers to discuss and analyze data, co-plan lessons, differentiate instruction and align curriculum both horizontally and vertically. Built-in opportunities include:

- Grade level teams meetings
- Daily common planning time

- Two-hour professional learning sessions two times per month.
- Subject area teacher meetings.
- Full Day professional learning days
- UCCS 10-Day Summer Learning Conference

The embedded time for teachers in the master schedule will be both structured and unstructured in partnership with the Instructional Leadership Team. The ILT includes the Principal and Assistant Principal, Director of Curriculum and Instruction, and Instructional Coaches to support planning and collaboration. Moving forward, this structure will improve communication between and among grade levels. Key collaboration practices include using data to guide discussions, conducting effective pre-work to focus on analysis during the meeting, and using meeting protocols to ensure equity of voice for all teachers/participants. We are confident that this structure will continue to improve communication between and among grade levels that will directly impact the quality and rigor of instruction.

Overall, grade level curriculum planning and implementation is aligned to New York State Learning Standards (NYSLS) and the co-teaching model ensures collaboration among the grade levels while ensuring appropriate RtI methodologies are used for all students. To deepen our curriculum planning and alignment, school leaders established model lesson plan structures and regularly reviewed lesson plans and provided constructive feedback. This ensures horizontal and vertical alignment of skills as related to the NYSLs and other benchmark goals as set forth by the school.

Further, we have a curriculum mapping repository, Chalk³ that supports vertical and horizontal alignment. Knowing the need for improved planning, Chalk will continue to be integral to our work with teachers. Chalk is user- friendly and allows teachers to collaborate and reflect on their lessons in real time. Teachers can make changes to subsequent lessons immediately upon receiving feedback from school leaders and share those plans with colleagues in the same grade level or component group.

Lastly, over the course of the past several years, UCCS has employed a continuous improvement model to align our curricula both horizontally and vertically to the NYSLs. Structures that ensure the use of data to assess the effectiveness and alignment of the curricula include:

- Weekly Grade Level Data Talk Meetings
- Instructional Leadership Team Meetings

c: Explain how the *curriculum is differentiated to provide opportunities for all students to master grade-level skills.*

As documented in our past renewal application, we use multiple strategies to provide *all* students with access to a rigorous grade level curriculum. We increased student support staff, including reading and intervention teachers to improve our tiered intervention program. We used the unit and lesson planning process to plan for ample opportunities for differentiation in the classroom. This included collaboration among the general education, special education and ELL teachers as needed. Teachers worked together to identify specific differentiation strategies and opportunities

³ <https://www.chalk.com/>

needed in every lesson plan to ensure all students had access to a rigorous grade level curriculum. This was anchored by the principal's review of units, lesson plans and classroom observations to monitor for quality implementation.

Moving forward, to improve the quality of instruction, we will continue to improve our tiered intervention program. Improvements to our Response to Intervention (RtI) practices, will include:

- Implement a co-teaching model in grades K-6th and 7th-8th Grade have a special education teacher assigned to the team/pod.
- Assign teaching assistants in K-8th Grade classrooms to support small group instruction and identified interventions.
- Provide a 6:1 student-teacher ratio for individualized instruction and support.
- Embed common planning time and Grade Level Data Meetings for all teachers/grade levels to review the effectiveness of the RtI plan for each student.
- Continue use of formative and diagnostic data from assessment systems and teacher-developed checks for understanding such as exit tickets, to monitor progress, make regular adjustments and differentiate as needed.
- Provide extended literacy blocks for K-4th Grade and extended blocks for 5th-8th Grade.
- Intensive ninety-minute blocks for mathematics K-4th Grade and extended blocks for 5th-8th Grade.
- Include interdisciplinary sixty-minute blocks for social studies and science that further supports reading instruction practices such as close reading, annotation, and citing evidence to support claims.
- Provide quality extended learning opportunities to include use of technology, such as Chromebooks for i-Ready personalized lessons, content area lessons, and/or integration of media such as videos to support and explain content.

2. Instruction

As we move past the impacts of COVID-19 on student achievement and actively address students' unfinished learning, UCCS continues to make substantial strides in building a coherent and rigorous academic program rooted in evidenced based instructional practices. UCCS teachers deliver purposeful lessons with clear objectives aligned to the New York State Learning Standards and curricula. We regularly and effectively use techniques to check for student understanding and include opportunities in lessons to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem-solving skills. Our master schedule reflects the importance of learning time and reduces transitions to maximize learning time. Teachers are given the tools to establish rituals and routines to create a consistent and nurturing environment that allows learning to flourish. Most importantly, UCCS places a heavy emphasis on relationships. We know that positive relationships with our students is key lever in building trust and creating a positive classroom environment that cultivates a love of learning and a culture of care.

a. *Describe the instructional strategies used to engage all students in high-quality, rigorous instruction in a bulleted list, identify strategies for each of their applicable to your school: ES and MS*

School-wide Instructional Practices

UCCS is committed to creating a common language among all educators on the use of several schoolwide instructional practices that align with the school's mission and educational program which include:

- Co-Teaching-As stated previously, UCCS is organized in a co-teaching model which is a collaborative approach to instruction so all students can be successful.
- Collaborative Groups-UCCS classrooms are designed to provide ample differentiation, including the use of a workshop model that uses centers and small groups with at least more than one adult in each room. Centers feature either hands-on activities or online lessons, and groups are facilitated by the teachers or teaching assistants to provide intense support, re-teach an element, or instruct students in advanced content. Ample opportunities are provided for students to use technology for instructional personalization and support.
- Cooperative Learning-Cooperative learning is a well-established technique to enhance classroom instruction across grade levels. Through cooperative groups, teachers can elect to make heterogeneous and homogeneous cohorts based on the performance target for the lesson. The flexibility of groupings allows staff to take a deeper dive into individualized student performance and show students how they can work with each other on specific skills to drive their own learning targets in any given subject.

Collaborative and Engaging Instructional Practices

One of UCCS's key design elements is to provide a supportive educational environment. UCCS is embarking on a key initiative to build relationships across the UCCS community. We value a collaborative environment focused on student success and powerful connections with adults. Following are instructional practices that our teachers use to engage students in such collaborative work:

- Strong Student-Teacher Relationships – A key aspect of engagement is the launch of our restorative practice framework that will build a culture of trust and caring. This will be discussed further in Benchmark 3. Importantly, we know relationships between students and teachers are at the heart of the UCCS mission and a vital part of any positive school experience. Staff set the tone for the day and participate in greeting students as they arrive at school daily. Strong relationships help facilitate goal setting for all students, so that everyone is part of the process in improving student performance.
- Collaborative Goal Setting - When students are engaged in setting their own learning targets and goals, they have a stronger motivation and connection to their personal growth. We have strong relationships with our families, so we can work together and provide a safe space for students to plan and set targets for their academic and personal growth. The implementation of our formative and diagnostic software and curriculum, such as i-Ready, is a part of this goal-setting process. The results are already beginning to show movement toward increased proficiency in math and reading for all grade levels.
- Checks for Understanding to inform Teaching and Learning - Teachers use checks for understanding such as exit tickets to engage with students and measure their understanding of a specific skill. These checks for understanding are an important tool for in-class differentiation and lesson planning. For example, an

exit ticket can be used as a formative assessment that the teacher uses to measure the day's learning/growth and plan for the next day of instruction. Information and data provided can also be used by a student to understand their own progress and help them set and achieve goals, with the support of their teachers.

- Academic Circles-Teachers engage in a process that is based on restorative justice, focused on building, and maintaining relationships. Everyone is equal and has an opportunity to speak to discuss lessons, for example “what was the author’s purpose or what emotions did the main character feel.

Consistent Instructional Tools

Across grade levels and subject areas, UCCS teachers use several instructional tools to provide consistent learning experiences:

- Graphic Organizers - UCCS teachers use graphic organizers as instructional aids across the content and grade level spans to help students chunk information, organize their thinking, and collect pertinent information in content lessons for future use.
- Standardized Rubrics - The use of standardized grading rubrics, which are shared with students to ensure they understand the expectations for assignments helps to focus instruction. UCCS uses peer to peer set rubrics for those times when students review each other’s work. The rubrics are aligned with NYSLS and the EngageNY rubrics to further reinforce what will be expected with NYS testing.
- Predictable Strategies for Students - In core subjects, teachers use the same basic, but effective, strategies to help students work toward success. These include TTQA (Turn the Question Around), CEEI (Claim Evidence Inference) and RWD (Read Write Draw).

b. Describe the process used for creating, revising, and sharing feedback on unit and lesson plans.

Lesson and unit planning factors in individual learning styles and levels of readiness first before designing a lesson plan. This method benefits a wide range of students, from those with learning disabilities to those who are considered high ability. Our approach to lesson planning includes teaching the same rigorous grade level material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.

Revision of lessons includes assessing

- Lessons based on students’ learning styles
- Shared interest, topic, or ability for assignments
- Student data

Opportunities for direct and job embedded feedback include:

- Principal feedback
- Chalk
- Peer observation
- Weekly Grade Level Data-Talk Meetings
- Classroom walkthroughs
- Half -Day Deep Dive Sessions (small and large group structures based on topic and need)

- Full Day UCCS Strategy Sessions. Teacher
- UCCS Two Week Summer Session

3. Assessment and Program Evaluation

a. Describe the school's assessment system, including formative, diagnostic, and summative assessments.

UCCS has a coherent assessment system that provides useful and meaningful formative and summative assessment data to inform teachers about each student they serve. UCCS *summative* assessments include authentic assessments, local unit assessments that are included in Wit and Wisdom, Eureka Math, BOCES 4 Science, and teacher developed social studies assessments to inform teachers and students what they have learned.

Our primary *diagnostic* assessments, i-Ready Diagnostic Assessment and Fountas and Pinnell, provide us with data that can help predict student performance on summative assessments and provides school leaders, board members and other critical stakeholders some predictive data on students' progress towards meeting proficiency on NYSED math and ELA Exams.

UCCS uses i-Ready data as a *diagnostic* tool every eight to ten weeks, with monthly standards mastery check-ins. i-Ready also serves as a method of tracking how students respond to interventions and provides RtI lessons and resources based on individual data targeting the areas where students need support.

Further, we place a major emphasis on the need for multiple forms of *formative* data to help teachers to make rapid adjustments to their teaching to best meet their students' needs. UCCS uses a variety of formative assessments, which are *not used* for grading purposes, to provide teachers with meaningful data to assess learning and differentiate instruction on a regular basis. Types of formative assessments we use include:

- Entry and Exit tickets to measure progress towards attainment or retention of essential content or standards
- Class assignments
- Low stakes quizzes and polls
- Dipsticks such as pair and share, sketch to represent knowledge, letter to a friend
- Student conferencing and interviews
- Art forms
- Misconception checks
- Rubrics and student self-assessment

Formative and authentic assessments are used for our equity-driven, standards-based grading quarterly report cards K-8th Grade. Using more authentic performance, teachers backward plan by asking what students will need to understand to effectively complete the task and what knowledge and skills will foster successful performance to focus and guide instruction for students to meet the NYSLS. Using an equity lens, student outcomes are not predictable by their demographic data and demonstrate that students feel respected and celebrated for who they are. (Attachment 1, Attachment 2)

⁴ https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

b: *Explain how the school uses Qualitative and Quantitative Data to Inform Instruction and improve student outcomes, evaluate the quality and effectiveness of the academic program, and modify the program accordingly.*

UCCS has consistently used qualitative and quantitative data to inform instruction, improve student outcomes and evaluate the quality and effectiveness of the academic program. Meaningful use of data provides us with an understanding of a student's progress towards achieving learning targets and can be easily monitored and communicated to students.

At UCCS, teachers and instructional leaders triangulate multiple sources of quantitative data (summative, diagnostic, and formative), as well as more qualitative data such as:

- Student responses to instruction
- Student work analysis
- Attendance

Structures are intentionally created for teachers to collaborate and work in teams to adjust instruction based on the data. As mentioned previously, UCCS has formalized structures to ensure that all forms of data are used to evaluate the quality and effectiveness of the academic program at the student and school level. Structures for data review include Grade Level Data Team Meetings, daily co-planning time for teacher teams, weekly Instructional Leadership Team meetings and Student Support Team meetings. We know that developing a culture of continuous improvement is essential to advancing student outcomes. For us to engage in such collaborative work and make meaningful decisions, we will use a process to conduct our meetings. The process, adapted from Harvard Graduate School of Education Data-Wise Improvement Process, will include multiple steps for our meetings that include creating working norms to gather data, develop, monitor, and adjust the plan for improvement.

These dedicated structures for data review will help us make meaningful decisions for all students including the disaggregation of data by the multiple sub-groups we serve including students with disabilities and English language learners. Data collected will inform us about trends in what is occurring at the class, grade, and school level. The Instructional Leadership Team, along with teacher leaders and subject area experts will make informed decisions regarding changes or modifications necessary. Our coherent assessment plan provides us with data as a key lever to assess all facets of our instructional program.

4. Support for Diverse Learners

a. *Describe the supports in place to meet the academic needs of all students, including SWDs, ELLS and Ed students. In a bulleted list identify supports for each of these: SWDs, ELLS, and Eds.*

Students with Disabilities

- UCCS is expanding its continuum of services and is implementing an Integrated Co-Teaching (ICOT) service model, dedicated to creating a high-quality inclusive learning environment in K-6th Grade, a special education teacher is assigned to work with the general education teachers as equal partners in co planning lessons

⁵ <https://datawise.gse.harvard.edu>

and delivery of instruction. This model allows for all students to benefit from review, practice, feedback, smaller student to teacher ratio, small group instruction, individualized attention, and more meaningful ways to participate and engage in learning. In 7th-8th Grade services are provided in a Consultant Teacher Service model.

- Our high-quality inclusive environments include:
 - Instruction and configuration of classrooms and activities that include both students with and without disabilities.
 - Special education and general education teachers intentionally plan teaching lessons to promote the participation and progress of students with disabilities in learning and social activities.
 - Individualized accommodations, supports and specially designed instruction are provided to students with disabilities to participate and progress in regular education classes and activities.
 - Evidenced-based services and supports are used to foster the cognitive, communication, physical and behavioral and social emotional development of students with disabilities.
- Teacher Assistants are assigned to K-8th Grade classrooms as an added support to ensure that quality in-class differentiation can take place.
- High quality documentation of all services and compliance requirements for every student with an active Individualized Education Plan (IEP) including monitoring whether students should be evaluated if Tier III interventions are not sufficient to get a child to grade-level expectations.
- Dedicated Coordinator of Student Support Services is in the organizational chart to ensure the quality and legal requirements on the IEP are met with fidelity. In addition, he/she meets with teachers to review all documentation, such as academic results, intervention history, i-Ready and state exam data on a regular basis to see if Tier III interventions are effective. In the event the team, by consensus, supports a CSE review, the staff will request a parent meeting first to discuss the situation, ensuring the parents fully understand their students' needs and what interventions have been tried, and to gather their insight and opinions about what to do next. This is not the first time a parent has heard from staff, as teachers communicate with families frequently and encourage parents to be actively engaged in the RtI process well before the attention of the CSE would be requested. After meeting with parents, it is not uncommon for the family members to decide to initiate a request for CSE review, which the school fully supports. In fact, it can be helpful for family members to be proactive and participate in the process, as the Rochester City School District (RCSD) often responds quicker to parent requests than those of charter school administrators. UCCS is meticulous about keeping records for all students with an IEP and following all legal mandates.

English Language Learners

- In the coming year, we have added an additional ENL teacher to our staff to better serve the wide range of our ELLs.
- Enhanced program services to include New York Team Toolkits (Teaching

ELLs for Academic Language Mastery-Grades 3-5 and On our Way to Reading-Newcomers-Grades PreK-3)

- Determine services based on student need-During enrollment, all families complete a Home Language Questionnaire and receive an individual interview when warranted. The results of this process determine if a student should take the New York State Identification Test for English Language Learners. The results of the exam determine whether services must be provided.
- Materials are translated into both Spanish and Punjabi.
- Provide an expert in the field of ELL instruction, to develop and work with our ELL students and consult to our general education teachers
- Use Sheltered Instruction Observation Protocol (SIOP), that provides a framework for our teachers to design and deliver lessons that make content comprehensible for ELLs. SIOP is a research-based, instructional model that is highly effective in addressing the academic needs of English learners. Within the SIOP approach, UCCS will continue to provide ELLs with individualized support from a certified ENL teacher.
- Provide both push-in and pull-out supports, along with resources and support materials for classroom teachers. The ENL teacher uses the New Language Arts Progression standards with an emphasis on using the content for the core classes and relying on teacher-developed curriculum when appropriate. The ENL teacher attends monthly meetings with other ENL/ESL professionals to stay aware of best practices and interact with a supportive community of practitioners.

Economically Disadvantaged:

- In the past school year, 100% of our students are Economically Disadvantaged. All aspects of our program are designed to meet and provide the tiered supports needed for each child to be successful.

b. Describe the school has systems to monitor the progress of individual students to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

UCCS's continues to focus on improving the implementation of RtI in our classrooms to serve diverse learners. We make sure that any new/revised curriculum can support differentiation and individualized learning. We continue to use cooperative groups to deliver, support and reteach concepts and skills during Tier I instruction. The schedule at UCCS has been intentionally designed to provide sufficient in-classroom support for students, with a daily integrated 30-minute block reserved for intervention support and enrichment. Again, the basic classroom staffing structure in each classroom, described above, helps ensure there are enough teachers and aides to truly provide students with targeted instruction based on their needs.

As discussed, UCCS uses formative and diagnostic assessments including i-Ready data as a Universal Screening/diagnostic tool every eight to ten weeks, with monthly standards mastery check-ins. i- Ready also serves as a method of tracking how students respond to interventions and provides RtI lessons and resources based on individual data targeting the areas where students need support. The lessons allow students to work on the skills they need to develop at their own pace, in addition to working with classroom teachers in small groups in Tiers I and II

(with differentiated groups established based on i-Ready data results). When a student enters Tier III services, teachers work closely with those students for more intensive support services. Tier II progress monitoring is conducted every other week and Tier III progress monitoring is conducted weekly. The progress monitoring is a check-in on the skill(s) identified in the data that each student must work on, and the progress monitoring method varies to include a variety of formative assessments in addition to i-Ready.

The data collected in Tiers II and III are analyzed and reviewed in a few different ways. For example, Grade Level Data Talk Meetings is a dedicated time when respective teachers (general education, special education, intervention and/or reading teachers), meet weekly with the coaches and school leadership to analyze data and compare i-Ready growth toward proficiency results. Targeted discussions inform future instruction and next steps for individual students. These meetings are focused on monitoring student progress and planning for differentiated individual and small group instruction. In addition, our planning and analytic platform, Chalk, is another tool for teachers to communicate and document lessons and strategies for differentiation with our diverse learners.

Benchmark 3: Culture, Climate, Student and Family Engagement

1: Measures of Culture, Climate, and Student Engagement

UCCS continues to use a multi-tiered system of supports (MTSS) as our theory of action to meet the needs of our students and build a positive school culture and climate. Combined with our academic programs described in Benchmark 2, we continue to use Positive Behavior Intervention Supports (PBIS), mental health supports, restorative practices, and social emotional learning (SEL) evidenced base practices to help every student meet their potential.

UCCS has developed two key school-wide approaches to addressing the culture, climate, and family engagement in our school. First, every staff member participates on a school-wide Solutions Team Framework (STF). Solution Teams are developed based on our multiple systems of support and include families and community stakeholders who come together to collaborate on how to best meet the needs of our entire school community. Below are the teams that we have used since our last renewal and will continue to be in place over the course of the next charter renewal.

- Academic Support Team: *Led by the Principal*, the team provides support to students' academic and behavioral needs, uses a defined referral process for student in need of additional support, examines student data, and develops a plan of action.
- Attendance Team: *Led by the CEO*, the team reviews all data related to daily attendance and chronic absenteeism, ensures fidelity to all attendance procedures, develops and implements attendance incentives and serves as the key support system that monitors and determines supports for students who are chronically absent
- Health & Safety Team: *Led by the Director of Operations*, the team creates and manage a safety team that ensures there is a safety chart in each classroom, protocols for safety drills, fire drills etc., and ensures compliance with all safety protocol and procedures.
- Family Engagement Team: *Led by the Director of Community and Parent Engagement* the team organizes and facilitates all family and community events, provides professional learning sessions for families, develops and administers family satisfaction surveys, and ensures family and community input is included in key school decisions.

- Student Success Team: *Led by the Assistant Principal*, the team organizes and helps facilitate student recognition ceremonies, ensures the Code of Conduct is adhered to, provides support with the implementation of restorative justice, and champions the SEL curriculum.
- Sunshine Club: *Led by the Director of Community and Parent Engagement*, the team celebrates, recognizes, and supports all staff members to ensure they are engaged in fully participating in the climate and culture of the school.

In addition to our Solutions Team Framework, UCCS has placed further emphasis on our Key Design Elements that emphasizes building relationships between and among students, families and staff. We have embarked on a school-wide multiyear effort to improve the culture and climate for *all* stakeholders using restorative justice principles and practices to create a culture of care, developed by Restorative Justice Education (RJEd)⁶. UCCS has engaged an expert in the field to work with us over the course of the implementation. The professional development is structured into three tiers which are delivered in sixteen modules that culminate in building a culture of care.

- Tier I: Principles of Restorative Justice and Practice-Includes basic restorative principles, collegial relationships, teacher and student relationships, community building circles and norms.
- Tier II: Reactive Restorative Practices for Minor Behavior Problems-Includes restorative conversations, classroom restorative circles and de-escalation and restorative assessment.
- Tier III: Reactive Restorative Practices for Major Restorative Problems-Includes de-escalation and restorative assessment, restorative pre-conference restorative pre-conferences. (Attachment 3)

a. *Describe the school's processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.*

Research tells us that chronic absence — missing 10 percent or more of school days a year for any reason—excused, unexcused absences and suspensions, can translate into students having difficulty learning to read by the third grade, achieving in middle school, and graduating from high school.⁷ We know the impact to our students is great if chronic absenteeism becomes a concern and as such, we have put several processes into place to address chronic absenteeism. Since our last renewal, data shows that chronic absenteeism that is due in large part to the impact pandemic, is a priority.

As such, we will continue with building on our strong school community culture. We have and will continue to use the STF Attendance Team. The Attendance Team has been in place to respond-in real time-to rising chronic absenteeism over the past several school years. The purpose of the Attendance Team is to directly address and mitigate absenteeism before it becomes “chronic”. The Attendance Team identifies students struggling with attendance issues, connects with the families to identify barriers, and works to resolve whatever issues are

<https://www.restorativejustice.com>

<https://www.attendanceworks.org>

impacting a child's attendance. Barriers our students face are often related to health problems, transportation, safety, and food insecurity. Working with our community partners is critical to helping to reduce chronic absenteeism.

The Attendance Team, which is led by the CEO our highest-level leader, meets at a minimum bi-weekly to monitor attendance school-wide. The role of the Attendance Team is to ensure interventions are in place and access to community and school-based resources are employed for students close to or are chronically absent. As a school we pay specific attention to building relationships and connections with students as a key lever in improving attendance. As such, the Attendance Team individualizes supports for each student struggling with attendance and assigns an Attendance Team member for daily check-ins and communication with the student's family. The Attendance Team documents and communicates concerns to families through home visits, conferences, phone calls and letters informing families in a timely manner of concerns, strategies, supports and incentives to help improve school attendance.

The Attendance team has data to support making active and timely plans for students. Data is held in PowerSchool, SWIS ⁸(our online platform that stores data classroom referrals), and Kickboard⁹ (our system for storing our PBIS Positive Paws program).

In the event data shows interventions put in place for students struggling are not working, the Attendance Team escalates the concern to the Student Success Team (SST). The SST consists of the Assistant Principal, Social Worker, SEL Coaches, the Coordinator of Student Support Services and other key UCCS individuals in the student's life. The SST collaborates to develop a more detailed plan of action to support the students, and their families being impacted by chronic absenteeism. The plan is monitored using qualitative and quantitative data and adjustments are made accordingly.

b. The school's processes and procedures in place to address out-of-school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.

As always, we are totally committed to reducing the number of out-of-school suspensions. As part of our multi-tiered systems of support, the school has employed the use of the multidisciplinary Student Success Team (SST). The SST has worked with our students to build relationships, proactive social emotional skills, and a safe and engaging school environment. Moving forward, we are enhancing our efforts to improve relationships and positive engagement with our students as described above with RJEd. It is our plan that this will reduce *any* out of classroom time. We will actively engage in using the restorative justice principles and invest time and resources so that our staff and students can build their understanding and implementation of this approach. The SST will champion our restorative approach across the school and will use it as our common language. We believe this approach will reduce incidences that may result in out of class time.

In addition to the implementation of the methods used by our SST, we continue to use evidenced

⁸ <https://www.pbisapps.org/products/swis>

⁹ <https://www.kickboardforschools.com>

based SEL curriculums. Getting Along Together (GAT)¹⁰ is used in K-4th Grade and 5th-8th Grade is FOCUS. Professional learning for these programs is provided by the Social Worker and the quality and fidelity of its implementation is monitored by the Student Support Team and the Principal.

Over the course of the renewal, we are continuing to build the school's spirit, identity, and branding of our school so students and family feel pride in our community. We are known as the "Wolves", our current mascot, and we will build some of our common language using that as our theme. We are planning to use this as a strategy for the upcoming year. We are introducing Wolf Dens, formerly known as the Help Zone. UCCS has decided to sustain the program practices internally and add the Wolf Den for each grade band as another feature in our overall approach to improve culture and reduce suspensions. The Wolf Den allows students the opportunity for self-regulation or to seek assistance from a trusted adult when faced with a difficult situation.

The Wolf Den is a room designed for students to access, when they need a calm setting, a cool down area, or when a peer or teacher-related concern results in the student needing assistance. This is not an in-school suspension room or otherwise punitive, long- or short-term isolation space. Visits to the Wolf Den are designed to be quick. The goal is to get to the root of the problem, de-escalate, and equip the student with a strategy to resolve the issue and get back into the classroom quickly. Strategies used in the Wolf Den include completing a "think it through" sheet or accessing a restorative practices strategy to resolve a conflict with a peer, typically with the help of an adult mediator. Staff who work in the Wolf Den are immersed in restorative principles and will lead workshops for students and staff in addition to working through individual challenges in the moment.

UCCS has also been using an Alternative to Suspension room as a strategy to reduce the number of out of school suspensions. Rather than making an out of school suspension, the school has opted to use the Alternative to Suspension (ATS), which is a strategy developed over the past several years. ATS offers an alternative consequence to out of school suspension. The ATS room is staffed by a dedicated staff member who has been trained in delivering workshops to address the inappropriate behavior. Of note, in the event of very extreme cases an out-of-school suspension may be called for following the UCCS Board of Trustees approved Code of Conduct.

c. Describe the school's process, as identified in its policies, procedures, and charter, that are in place to measure and evaluate school climate and culture.

Structures have continued to be in place to collect, gather and analyze data. Solution Teams, including the Student Support Team meet weekly, review relevant data, such as out of class time, absenteeism and/or academic performance data to support students, assess the effectiveness of our SEL curriculum, to develop support plans and to assess the effectiveness of our approaches. Systems for data collection include:

- School Wide Information System (SWIS) is a data collection platform to track and monitor progress in reducing classroom removals and suspensions.
- Kickboard data that collects data for our PBIS "Paws Program"

¹⁰ <https://www1.successforall.org/our-approach/targeted-programs/getting-along-together/wsdsw>

- OTIS¹¹-standards based grading system
- Chalk
- Evidenced based Student Voice survey which will be administered two times per year.
- Staff Surveys
- Parent/Family Surveys

2. Behavior Management and Safety:

a. Describe the school's approach to behavior management.

The school continues to build upon the systems in place from our previous Renewal Application. Fostering strong relationships between students and staff is a part of the UCCS mission to approach behavior management. We place an emphasis on building trust and maintaining a safe, secure and supportive environment. Consistent, school-wide approaches to behavior management provide students structure, predictability, and stability. As mentioned above, UCCS uses a Positive Behavioral Interventions and Supports (PBIS) framework to implement the evidence-based academic and behavioral practices. The rubrics for the PBIS system are posted within the classroom and monitored through Kickboard. Kickboard is our on-line platform used by teachers to log in data daily.

The school-wide expectations for behavior management and citizenry at UCCS are the Three R's: Respect, Resilience, and Responsibility. Based on the data collected in Kickboard, Paw dollars are earned and positive reinforcement is regularly provided in weekly and monthly celebrations. Monthly assemblies also recognize students' achievements.

In addition, we use the Getting Along Together (GAT) program, offered through the Success for All Foundation, for social emotional learning. GAT helps students with social and emotional (SEL) skills both within and outside of the classroom. There are three main strategies: 1) Thinking and cognitive skills; 2) Emotional management; and 3) Interpersonal and social skills. This program bridges behavioral management strategies and SEL.

GAT teaches students to use "I" messages, as well as techniques for self-regulation, most notably through the use of a "feelings thermometer" that helps students identify when they might be in danger of losing self-control and acting out. Specific GAT strategies related to behavior management that are used very effectively include Peace Path. Peace Path helps students resolve conflicts; after an incident, it provides structure for the students to discuss the incident, identify solutions, and work together to move forward.

GAT and FOCUS are emphasized intensively during the first two weeks of school and strategically throughout the year. In conjunction with the PBIS system and GAT programming, our safe and supportive setting is accomplished through the diligent implementation of a five-step disciplinary process, Principal and Assistant Principal establish oversight and takes a leadership role in student culture and discipline. The process is reinforced among all staff to ensure consistency, which is extremely important to effectiveness. The process provides a ladder of action steps, which corresponds with common vocabulary, used by all staff at all grades: 1)

¹¹ <https://otis.teq.com>

Verbal Warning/Private Conversation; 2) Referral; 3) Call home; 4) Removal from class.

As mentioned above, UCCS will use our “Wolf Dens” to mitigate behavioral issues and aid in self-regulation. When a student is unable to self-regulate or de-escalate a situation in the classroom and removal is necessary to problem-solve the situation, the student will report to the appropriate grade-level Den for additional support. This room, as mentioned above, is not an in-school suspension room, but a place for a student to meet with an SEL Coach and further work through their issues so that they may return to the classroom quickly and back on track.

The Code of Conduct clearly outlines the various methods of remedial strategies used when necessary and are followed with fidelity. Monitoring occurs at multiple levels and specifically by the Student Success Team.

b. Describe the systems in place to ensure that the environment is free from harassment and discrimination and that a safe environment is maintained.

As described in previous renewal applications, the school continues to build upon its PBIS program to ensure that all students can function in a safe, harassment and discrimination free environment. Once again, this notion is at the very core of the UCCS mission. The Dignity for All Students Act (DASA) is taken very seriously at our school. It is reflected in our Code of Conduct, which explicitly defines and prohibits all forms of discrimination such as bullying, harassment, hazing, and any other form of aggressive or violent behavior.

The school has been diligent in extending the policy to cover cyberbullying, physical, verbal, and psychological offenses. The Assistant Principal is the DASA coordinator. Students and staff members are encouraged to be “upstanders” and intervene in the early stages of an incident to prevent escalation. An upstander is someone who acts in defense of others by expressing opposition to bullying or by providing emotional support to the victim. Upstanders also get help and/or report incidents they witness. Students or members of the staff can file reports confidentially to the Assistant Principal. After a report is filed, an investigation is conducted, and appropriate consequences implemented.

Every effort is made to involve families immediately when a report is filed. The school’s standard report template is found online and in hard copy at the school; however, reports are received in a variety of forms and fashions if necessary (meaning a report does not need to be on the template to be taken seriously). Over the course of the charter term very few reports have been filed and found to be serious.

It should be noted that the positive school culture was one of the strengths documented in the 2020 renewal report from NYSED. This is attributable, we believe, to our focus on prevention, and if red flags are noticed the situation is dealt with swiftly. The School’s multi-tiered systems of support help to ensure the instances of bullying and harassment are minimal to non-existent. Consequences vary according to severity and age of student and may include social-emotional approaches as well as disciplinary approaches. The goal for any remedial consequence is to correct the behavior, educate the student(s) involved, prevent future incidents, and protect the victim or target(s). The Code of Conduct clearly outlines the various methods of remedial strategies used when necessary. An annual report is provided to the Board of Trustees to

summarize DASA complaints and action steps.

3: Family Engagement and Communication

a: *Describe how the school communicates and engages with families and the school community.*

The mission of the school is to demonstrate and maintain powerful relationships with students and their families.

School sanctioned communications and events that keep the community connected:

- UCCS News: Bi-Monthly newsletters for families are disseminated to share critical information and are available for download on the school's website.
- UCCS Website: Our website provides parents and community members with school information such as calendars, events, and school policies. Since our last renewal we have engaged a consultant to support maintaining our site and keeping it updated on a regular basis.
- Email, Phone and School Messenger: The messenger notification system sends out texts, emails or calls to parents to share important information such as weather alerts and school closings, and information on activities and events. Further, the school encourages parents to call or email teachers when necessary.
- Social Media: Facebook, Twitter and Instagram are used to engage the broader community. This is an area we are also improving since our last visit so we are regularly updating our community with information.
- Conferences: Parent-teacher conferences are scheduled at least two times per year, and additional meetings may be requested at other times throughout the year.
- Standards Based Report Cards: Standards Based Progress reports are issued four times per year, and in November and February the School enforces a mandatory in-person pick-up.
- OTIS: OTIS provides a portal that is integrated with our Student Information System and gives access to real-time information related to attendance and grades.
- Kickboard - Families are able to review student positive behavioral progress through this platform throughout the year.
- Classroom Visits: Parents are encouraged to visit classrooms through an open-door policy or through planning with the teacher or administration.
- Family Nights: We host regular family nights to build community with staff and stakeholders in the community. Family nights generally take place four nights per year.
- Family Engagement Team: The Family Engagement Team organizes and facilitates all family and community events, provides professional learning sessions for families, develops and administers family satisfaction surveys, and ensures family and community input is included in key school decisions.
- Parent Advisory Committee-Monthly with the CEO: The CEO and Director of Family and Community Engagement will arrange for monthly opportunities to meet with any interested families on current events and needs.

b. *Describe how teachers communicate with families to discuss students' strengths and needs.*

Teachers Communication with Families

As commented on in our previous reviews, this is an area of strength for the school, with families

in regular contact with their teacher throughout the school year, and through a variety of mediums. During the school year, teachers maintain communication with students' families through the following:

- OTIS: OTIS provides a portal that is integrated with our Student Information System and gives access to real-time information related to attendance and grades.
- Standards Based Report Card Pickup: Conferences were held at the school twice per year, with parents able to come to the school in person and review their child's progress with their teacher.
- Parent Conferences: Teachers are always available to meet parents upon request to discuss academic and behavioral intervention strategies that connect the school and home.
- Positive Paws: Teachers are required to make positive phone calls home to families.
- Attendance Team: Parents may be in contact with staff who serve on the attendance team to ensure that their student is coming to school regularly and avoiding chronic absenteeism. If a student or family is struggling, that student may be assigned a school adult, where they check in with staff daily.
- Weekly Take-Home Paw Folders: Teachers will send home weekly updates to families regarding school and classroom activities.
- Student Support Team: If a student is consistently struggling, a referral can be made to the Intervention Team for additional supports for the family. Parents can participate in reviews every two weeks to monitor progress with the team.

c. Provide the strategies the school uses to assess family and student satisfaction and explain how those results weigh into schoolwide decision-making.

As it relates to the successful implementation of the mission of the school, assessing student and family satisfaction is important to school leadership. A variety of methods are employed to ensure that the needs of the school community are being met which include:

- Parent Survey: This annual survey is administered to all families via Survey Monkey, with the data analyzed by the Director of Family and Community Engagement and school administration. This was particularly important when the school had to move to remote instruction and families needed to be paired with local community services, technology, and technological equipment from the school.
 - Student Voice Survey
 - Retention Rates: As mentioned above, the retention rate for the school is the key indicator in student and family satisfaction. In 2020-2021 we had 84% retention of all our students, whereas the RCSD retention rate was 69%. This is a strong indication that our community is satisfied with the service they receive at our school.
 - Parent Representative on the Board of Trustees: Our goal is to have a parent representative on the Board of Trustees who ensures there is a family connection to governance authority that provides oversight to UCCS.

Data is reviewed by Solution Teams, school leadership and the BoT to make informed decisions that impact the school.

d. *Describe the systematic process used to respond to family or community concerns.*

UCCS takes family and community concerns very seriously. There is a standard flow of communication when a concern is brought to different staff at the school. First, the Principal if necessary, and the parent(s) or staff member involved, and a dialogue ensues. During these meetings every effort is made to dig deep into the specifics of the complaint and establish common understanding and facts, using data whenever possible. During this meeting an action plan is immediately created to stabilize the situation and identify solutions to improve swiftly. If an on-going strategy is appropriate, everyone leaves the meeting knowing which staff member has been identified as the point person to maintain communication with parent(s) and follow through on the issue until it is totally settled. The Urban Choice strategy identifies follow-up as a critical part of the mediation process. The school uses home visits when necessary or appropriate to ensure parent voices are heard and every effort is made to act upon the issues that are raised. If the course of action outlined here and associated resolution is not sufficient in the opinion of a parent or staff member, that individual is able to use the process to elevate it to CEO. In the event the family doesn't feel there is a satisfactory solution, it would then be elevated to the Board of Trustees.

e. *Explain how school-level academic data is shared with the broader school community to promote transparency and accountability among families, students, and school constituents.*

The school is working hard to increase academic outcomes. We have always maintained positive and transparent communication with our stakeholders regarding our performance. The following was outlined in the previous renewal plan and is similarly described below, reflecting the fine-tuning that naturally occurs as we reflect and work towards perpetual school improvement:

- School Newsletter - The newsletter, which currently goes out in print format once every two months, is one such example where the school shares special events, important notices, and school level academic data. We are looking to transition to an email newsletter format in the coming year and include regular updates on schoolwide academic data.
- School Website - Increasingly, the school website is the “go to” destination for parents and community members to learn about the school and our activities. We have a web developer maintaining the school website. The website is critical to our communication strategy. We will continue to include information on schoolwide academic performance on the website.
- NYSED School Report Card: We post links to our NYSED academic report on our website.
- First Quarter Parent Conference: Teachers provide families updates on their child's NYSED performance if information is available.

f. *Describe how the school shares its New York State assessment participation rate compared to the district of location.*

UCCS will post clear participation rates on our school website to provide transparency to our community, including the comparison to RCSD. Pre-pandemic, we have always had over 95% participation rate on our NYSED assessments. We will continue this trend including our administration of the i-Ready Diagnostic assessments three times per year.

5. Social Emotional Supports

a. Describe systems and curriculum supporting social-emotional and mental health needs of student.

The school has continued to work diligently to meet the needs of our students and support their social-emotional and mental health. The Student Success Team and the school social worker have continued to train new staff on our SEL curriculum by implementing the (GAT) program for K-4th Grade and 5th-8th Grade Focus.

The GAT program has been part of the school culture and helps us to focus students' thinking so they can better understand their feelings and frustrations. It provides strategies to give students' a voice in the ongoing conversation about behavior management and expectations to support learning. The program includes a kit of Brain Games and provides a process to set goals and gather data to track their own improvements. There are exercises, lessons and themes introduced to support the creation of building-wide strategies for supporting students. All staff will continue to have training in GAT. The program helps students understand how to react appropriately to challenges and how to identify feelings. It teaches self-regulation skills in the classroom with role-playing.

Moving forward, the Wolf Dens (formerly the Help Zone), is a safe space for students to go to help to learn self-regulation. Using Brain Games from the GAT program, students can set targets and reinforce these same skills. Individual students can also receive support from the school's Student Success Team (SST). The SST is comprised of an Assistant Principal, Social Worker, and SEL Coaches. Together, the SST gets involved when teachers have behavioral or SEL concerns with a student. The SST reviews the situation including what has already been implemented and works with the student and family to gather additional information. The SST conducts home visits as needed and examines attendance, academics, behavior, and other key indicators of social-emotional health to create a support plan at school. The team also provides referrals and encourages families to pursue assistance outside of school. The SST meets weekly for each child to monitor progress. These meetings are focused on the action items and follow-up steps identified for each child and include data tracking to ensure strategies are working. Feedback from families also informs the process.

A key programmatic feature to identify "trusted adults" has helped with the identification of social and emotional needs for the SST to address. In response to the need for trust and emotional safety, the Social Worker and SEL Coaches worked to ensure each student in middle school (the strategy has since been extended down to grade five) identify three adults at school the student is comfortable with and will talk to. This program begins at the start of each school year. These adults may be on the teaching staff or working in the office; sometimes students identify leaders and other times a teaching assistant or office worker – there are no rules about with whom a student can connect. When a student is struggling and is reluctant to talk, one of the three trusted adults is called in to help facilitate the conversation. This has been a huge success at the school, and it will continue to be utilized throughout the next charter term.

UCCS uses multiple strategies to approach a student's social emotional learning. As previously stated, the school has embarked on embedding the principles and practices of restorative justice and creating a culture of care with our work with RJEd. As described previously, our three-year

journey to build our culture of care, is designed to intentionally support our students social and emotional growth.

b. Explain how school leaders collect and use data to track the social emotional needs of students.

School leadership continues to review data to determine trends and make recommendations to the Solutions Teams as needed. Data is regularly reviewed by the various teams we have in place, as described earlier, to ensure that students are receiving the appropriate supports throughout the school year. The Solution Teams often collaborate with the CEO and school leaders to identify a problem of practice through their observations and data reviews. The teams gather to discuss information and data regularly and establish strategies and supports for implementation.

Also, both the CEO and Assistant Principal review DASA concerns and data, with an eye toward identifying any trends that may emerge. With the implementation of the School Wide Information System (SWIS), leadership has been able to monitor classroom level trends in infractions and the time of day that incidents occur, further enabling leadership to drill down on the data and develop reflective intervention plans with the Solutions Teams. Further, this data analysis assists the school in being able to identify professional development supports for staff members, supports for students, and inform daily operations including classroom set-up and other specific activities that will help increase student engagement and learning.

Continuing our use of data to make meaningful decisions at the school, classroom, and student level, we will engage in dialogue that is targeted and results driven. As stated previously the process will include multiple steps in organizing our meetings to include creating working norms, gathering data and developing, monitoring, and adjusting a plan for improvement.

c. Explain how leaders' collection and use of data regarding the impact of programs to support social & emotional health.

The primary mechanism to ensure feedback and analysis of program impact has been frequent and intentional staff dialogue as described above. The various support teams and leadership teams have continued to have regularly scheduled meetings to delve into successes, challenges, and opportunities for improvement. Moving forward we will continue using, for example, anecdotal data, infractions data, behavioral referrals, referrals to social services agencies, crisis interventions, visits to the Wolf Dens, and ATS. Both the Board of Trustees and leaders have kept a close eye on ATS data, knowing it is important for keeping students in school and learning rather than being suspended. School support staff track referrals to outside agencies, and follow-up and follow-through with students, families, and services providers to ensure needs are being met and staff evaluate the efficacy of the strategy. The Student Success Team is often called upon to provide data and feedback on SEL-focused challenges, opportunities, and programming. We will continue to be tireless in our efforts to provide and/or access services for our students to experience success.

d. Describe how the school provides staff with professional development opportunities to support the social emotional and mental health of students in a culturally responsive manner.

Improving teacher capacity to engage in a culturally responsive manner that supports our

students social and emotional and mental health is paramount. We have used multiple structures for this to occur including the use of the social worker and Student Success Team who provide professional learning on a regular basis to our teachers.

Currently and moving forward we have added additional professional learning opportunities for teachers to improve their support to students including:

- Multi Year Restorative Justice Principles and Practices: Creating a Culture of Care professional learning plan.
- Moving from Behavior Interventionists to grade-band SEL Coaches.

e. Describe the processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational programs.

The school social worker is required to identify any student who is McKinney-Vento eligible. Identification may occur upon initial entry into the school or referral to the social worker.

Examining and assessing supports needed must occur in real-time to ensure students and their families receive the support they need to be fully engaged in the school. The social worker is required to inform the UCCS Leadership Team.

f. Identify the McKinney-Vento Coordinator and describe the process in place for the staff to identify this person.

The school social worker is the identified individual most qualified to support McKinney-Vento eligible students and their families to access community and school supports. The social worker is identified to our staff in the beginning of each school year.

g. Describe the health and food services provided to students attending the school.

UCCS students receive a free breakfast and lunch at the school daily. Families must fill out the Family Meal application in accordance with federal and state regulations. Food service will continue throughout the duration of our charter.

UCCS has a Licensed Practical Nurse (LPN) onsite at the school to provide medical services to all students. These services include hearing and vision screenings. We also re-initiating the Smile Mobile sponsored by the University of Rochester after services were suspended due to COVID.

Section 2: Organizational Soundness

Benchmark 4: Financial Condition

1. *Summarize the school's financial history, including the history of net assets, adequate cash flow to sustain operations, support for the academic program, and consistent operation within budget.*

The Urban Choice Charter School (UCCS) has always been financially sound, operating within the budget parameters as approved by the Board of Trustees. The school has annual audits and reviews any findings to improve their financial policies and procedures.

History of Net Assets

The school continues to operate in a fiscally responsible manner.

2018-2019: \$2,208,457	2019-2020: \$2, 289,260	2020-2021: \$3,166,190
Audited	Audited	Audited

Adequate Cash Flow and Sustainability

UCCS has always been solvent, paying bills on time, making payroll, rent, utilities, as well as providing for all of the educational and social-emotional components of our program. As can be seen in the Teaching and Learning Section, we have the necessary number of teachers to support our programs and as can be seen in the Culture, Climate, and Student and Family Engagement Section, we provide significant staffing towards the support of students outside the class setting. Further, we continue to offer a full benefit package, including a 403(b)-retirement plan for all our staff, which impacts our ability to retain staff.

Support of Academic Program

At UCCS, the Board approves an annual budget, with a full range of qualified teachers including general education teachers, special education teachers, special area teachers English language learner teachers, intervention teachers, reading teachers, coaches, instructional coaches, SEL coaches, social worker, teaching assistants and support staff of approximately 59 for 400 students in K-8th Grade. Our leadership structures are designed to provide staff with the support and supervision needed. All teacher assistants, social worker, and SEL coaches are supervised by the Assistant Principal who reports directly to the principal. All school leaders and teachers are supervised by the principal who is supervised by the CEO.

We also are very intentional about ensuring our staff and teachers have all the necessary equipment and supplies our students need. No student or teacher is expected to buy their own supplies or provide their own technology. Students are provided with 1:1 devices (Chromebooks) necessary to complete their work, including software and printers. We very carefully compare prices when purchasing equipment and furniture, as aligned with our Fiscal Policies and Procedures, and are thus able to operate in a fiscally responsible manner. Included in the budget are all the recommended curricula materials, technology systems, and consulting funds to cover all pedagogical/social-emotional learning costs.

Budget Consistency

As shown in the Net Assets above, we continue to budget consistently by following our Policies and Procedures. Every year, the Board of Trustees approves the Annual Budget, which has always been submitted to NYSED CSO in the Annual Report. Throughout the year, Board members receive a monthly update outlining expenditures and revenues. Our external audits are always submitted by the deadline. A 2022-2023 budget was approved by the Board of Trustees in May 2022.

2. *Describe how the board provides fiscal due diligence and financial stewardship of the school.*

The Board of Trustees (BoT) is based on a model explained in the NYSED Board of Regents Statement on the Governance Role of a Trustee or Board Member. Based on this document, the BoT role is one of governance, not management, and ensuring that the following are met: 1. Duty of care, 2. Duty of loyalty, and 3. Duty of obedience.

The *Duty of care* as it pertains to the oversight of the fiduciary responsibilities includes strong

Financial Policies and Procedures which are approved by the BoT annually. The BoT works with the external auditors, ensuring that the auditors are familiar with and understand these Policies.

While the BoT develops the policy and oversees the auditors, it is the CEO who implements the policies into the daily work of the school. Some of the best practices included in the Policies and

Procedures include:

- 2 bids on any item costing over \$10,000; 3 bids on anything over \$25,000
- Monthly budget reports at every Board meeting
- BoT vote on every contract over \$20,000
- Two signatures on every check over \$5,000
- Review of bank statements by Inero & Co and a member of the finance committee
- Review of payroll by CEO and member of Finance Committee
- Minutes of the Finance Committee
- CEO Approval of vacation accrual monthly
- Internal controls as relates to credit card purchases, among many other safeguards.

Duty of loyalty pertains to fiscal workings of the school and the development of a Conflict-of-Interest Policy. All BoT Members complete their Financial Disclosure Statements annually and have all signed the UCCS Conflict of Interest Policy. The Policy is updated annually and voted on by the BoT. There is a clear procedure for any BoT, staff, family, or community member to report any perceived or actual conflict of interest.

Duty of obedience refers to ensuring that the funds of the school are dedicated to the overall mission of the school. Line items on the budget directly align to the educational and social-emotional programs. The BoT, CEO, and school leadership team have spent significant time reviewing all programs and staffing in the school with the goal of improving student outcomes. As stated above there are enough teachers, support staff, and supervisors to meet the needs of the school. To reinforce the quality of the program, the organization and the reporting structure at the school has been modified to include one Principal, an Assistant Principal, Director of Curriculum and Instruction and Coordinator of Student Support Services to best support the academic program.

3. *Provide several examples of how the board has provided long-term fiscal direction to the school.*

The BoT has long understood that it would be more financially viable, in the long term, to purchase a building than to continue to renovate space owned by others for use by the school. To this end, the BoT has been interested in a building to purchase and the required funding. In 2019, we pursued purchasing and funding for our current location. After many negotiations, the owners decided to sell the building to UCCS. Due to the 2020 one-year renewal of our charter, however, the bank withdrew their offer to fund the project. After more negotiations, the owners of the building agreed to rent to UCCS with the option to buy. If the school is renewed, National Heritage Association (NHA) will sell the building to the school. Obtaining a building is a major decision that aligns with our goal of consistency and fiscal responsibility; therefore, we continue to be in contact with NHA. In addition, the BoT has a five-year long-term financial plan which we submit to the NYSED CSO.

4. *Describe how the board monitors the school's financial condition on a monthly basis.*

Inero & Co. provides day-to-day bookkeeping services, including, but not limited to, budgeting, accounts payable, receivables, general ledger, preparing FS10's, grant and contract tracking, payroll, payroll taxes, as well as preparing the monthly BoT reports for review, reporting on the revenues and expenditures through the end of the prior month. The CEO and Director of

Operations are responsible for collecting information at the school level and submitting it to Insero & Co. They are also responsible for implementing the Fiscal Policies and Procedures at the school level and for supervising these activities and monthly reporting the BoT Finance Committee.

5. *Provide several examples of the documents the board reviews as part of the process to monitor the school's financial condition.*
(Attachment 4, Attachment 5, Attachment 6)
6. *Provide any additional information the school wishes to convey regarding its financial condition.*

Benchmark 5: Financial Management

1. *Describe several of the most challenging fiscal issues the school has encountered over the current charter term and how they were, or are, being resolved.*

UCCS is entering its 18th year of operation. At this point, we are financially stable and thus have not faced any financial challenges. Previous reports indicate changes in curriculum and management were not financially sound. Since that time, this has been resolved. We have consistent curricular programs and an internal structure that supports student success that is included in our financial plan.

The CEO and Director of Operations oversee all financial disbursements at the school, the implementation of the Fiscal Policies and Procedures, and train staff on the Fiscal Policies and Procedures to strengthen our internal controls

2. *Describe several internal controls and procedures the school has changed over the current charter terms. For each, include the reason for the change and the outcome, if applicable.*

No findings were indicated on the audit report. We will continue to meet and exceed standards in this area (Attachment 7)

3. *Please see Attachment E: Proposed Budget*
4. *Discuss how the school incorporates the NYSED Charter School Audit Guide in the school's financial management and audit procedures.*

The CEO reviews the Guide to ensure alignment with the school's Financial Policies and Procedures. The Guide is reviewed by the CEO to understand the school's responsibility in an audit and the internal controls to be overseen all year long which will result in a clean audit. The BoT has also reviewed the document and the Finance Committee of the BoT assures alignment with the controls, policies, and audit of the school. The external auditors have a copy of the Guide and follow it while conducting every audit. The Guide is particularly useful for all stakeholders in understanding the differences in auditing for a charter school as opposed to other not-for-profit organizations. This includes not only the templates and formats for submission of audits, but an understanding of education and charter law as it applies to audits. For example, the fact charter schools must follow the FASB (Financial Accounting Standards Board), while other schools must follow GASB. The Guide is useful for all stakeholders.

Benchmark 6: Board Oversight and Governance

While the Board has very strong oversight of financial issues and budgeting, NYSED has found significant deficiencies in our last site visit regarding the oversight of the academic, personnel, and social-emotional programs at the school during its last charter renewal process.

The Board has undergone significant changes over the past year and engaged in strategies to improve oversight and governance.

1. *Describe how the board recruits and selects board members with skills and expertise that meet the needs of the school; and describe the reason(s) for any board turnover which has occurred over the charter term.*

The board regularly reviews and identified the areas of board expertise needed to meet the needs of the school. The board's priorities include: (1) members with experience in leadership and governance; (2) subject matter experts (currently needed are members with human resources, fundraising, and K-8 expertise); and (3) board diversity, specifically members who identify as people of color, members who live in the community served by the school, and parent representation.

To that end, there are three primary ways the board has approached board recruitment:

- (1) The Director of Family and Community Engagement is charged with identifying potential board members who have children enrolled at UCCS. The board has recently interviewed a parent who is new to UCCS and has experience serving on a charter school board. The board envisions this will be an ongoing responsibility of this administrator's job.
- (2) The Board currently includes two members who have participated in Rochester's African American Leadership Development Program, sponsored by the United Way. Through this program, these members made connections with other leaders of color in various industries throughout Rochester, and they are leading the recruitment of new members who have expertise in specified areas of need.
- (3) All board members are responsible for identifying potential new board members through their external professional affiliations, and the board members' obligations to this are discussed at every board meeting in the Chairperson's Report.

Over the past year, the board lost two board members: one member who served as the parent representative; and one member who was recruited (and ended up being employed by) UCCS's now-former Comprehensive Management Services Partner ("CMSP"). The parent member stopped attending board meetings for unknown reasons, and the CMSP-connected member stopped showing up to board meetings at the same time UCCS terminated the CMSP contract. The board chair made repeated attempts, through phone, text messages and emails, to contact both members to find a way to keep them engaged and on the board, but neither responded. Thus, while the board can deduce why these two members chose to leave the board, the board has no confirmation of such.

2. *Describe how the board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.*

The board is acutely aware of its need to improve its own performance, as well as that of the school and, following the termination of its Agreement with its CMSP, has taken several strategic steps to move in this direction.

This summer, the board held a full day retreat co-facilitated by the school's turnaround/school improvement consultant and its attorney. The retreat agenda was driven by the board's need to exercise stronger oversight coupled with the urgent need for significant school improvement

work. In preparation for the retreat, board members reviewed the 2019 Performance Framework; the 2021 CSO Renewal Report and, in particular the CSO's findings regarding Benchmark 6: Board Oversight and Governance; verbal feedback provided by the mid-term site visit team (July 2022) during the debrief with school leadership; and concerns that have been raised over the past years by CSO relative to the board's sense of urgency related to school improvement. Strategic planning and continuous improvement were embedded in each of the agenda items which included: (a) 2021-22 CEO Evaluation; (b) 2021-22 Board Self-Evaluation; (c) 2022-23 School/CEO Goals; (d) 2022-23 Board Goals; (e) 2022-23 Board Calendar. The board's retreat work is serving as the anchor for the school's next strategic plan.

3. *Describe the ways in which the board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. School goals are set forth in the school's charter and progress towards these goals is reported each year by the charter school in the Entry 3 Progress Toward Goals section of the Annual Report.*

The board actively oversees the management of the school's programmatic, fiscal and charter obligations through its monthly board business meetings, special board meetings as needed, its finance committee, and regular reports from its accountants.

In Spring 2022, the board also submitted a significant charter revision request which was approved by the Regents at its June 2022 meeting. This approval allowed for a major reorganization at the school by removing a CMSP and replacing it with very targeted and strategic supports. Specifically, the board requested that the school bring on individual consultants who had deep expertise in very targeted areas: school turnaround/improvement; special education programs and services; and English language learner programs and services. Already, those changes have produced dramatic results and are accelerating the school's academic progress towards meeting its goals.

4. *Explain the processes and procedures for reviewing and updating school policies.*

The board has added policy review to its annual board calendar and will be reviewing existing policies over the course of three fall board meetings. The board's attorney will facilitate the review process, advise on revisions and updates, and draft updated and new policies for the board and CEO's review. The board and CEO will be assisted by the school improvement consultant where appropriate regarding best practices for academic and school culture and climate-related policies. The school's attorney will also assist the school with submitting charter revision requests to CSO as needed, provide board training related to policy implementation, and advise the board of new or any missing policies the school needs. All policies are expected to be reviewed and finalized prior to the end of the 2022 calendar year.

5. *Describe the performance-based evaluation in place for the board to evaluate itself, the school, partners, and providers.*

The board uses the McKinsey & Company Nonprofit Board Self-Assessment Tool – Long Form¹² tool to evaluate itself. The tool is performance-based and is designed to serve multiple purposes:

- To identify the areas of board performance that are strongest and those that need improvement
- To identify priority areas for the board to focus on over the next 1 or 2 years

¹² <https://www.northwestcf.org/sites/default/files/pdf/McKinsey%20Board%20Assessment%20Tool.pdf>

- To allow different views to emerge – the difference between responses given by two groups of board members or by the board and senior staff can be tracked and used to start a discussion.

The board used the Tool (along with the 2019 Performance Framework and 2021 Renewal Report) to complete its 2021-22 self-evaluation and to establish its 2022-23 board goals.

To evaluate the school, the board interviewed several stakeholder groups, including teachers and staff, and learned to interpret and analyze i-Ready student performance data. The board regularly reviews school-based data that includes, in addition to student performance metrics, enrollment, chronic absenteeism, suspensions and removals, stakeholder survey results, and other school-health performance metrics. With a regular cadence, the board requests additional information be provided at each subsequent meeting, requests adjustments to the data dashboard, and makes recommendations to the CEO on how she can improve the board’s ability to effectively oversee and monitor the school on an on-going and real-time basis. Finally, the board conducted a thorough evaluation of the CEO using the Open Schools Project Rubric along with interviews with various stakeholder groups, review of survey data. (Note: for the 2022-23 school year, the board will use the Marzano School District Leader Evaluation tool¹³, which is evidence-based and provides a better framework for monitoring professional growth over time.)

To evaluate its former CMSP, the board measured the extent to which the Provider had met each and every one of the terms of the CMSP Agreement (on a 1-4 scale), provided comments for all contractual provisions that had not been started and/or completed, provided the Provider with a copy of the evaluation, and met with the Provider to share and discuss same.

6. *Describe how the board regularly and systematically assesses the performance of the school leader(s) against clearly defined goals and makes effective timely use of the evaluations. Note whether the board hired outside consultants, used its own expertise, or took other steps to evaluate and monitor school leadership.*

During the first year of the charter term, the board completed a mid-year, informal evaluation of the CEO by interviewing multiple stakeholder groups, requesting the CEO provide the board with updated data and information relative to the school’s performance, culture and climate, teacher satisfaction, and student discipline, and provided feedback on the same.

For the year-end evaluation, the CEO had established annual student performance goals for the 2021-22 school year, but the board did not have the opportunity to review and approve those goals prior to the start of the 2021-22 school year because its CMSP did not “approve” them (and so would not advance them to the board). However, at the end of the year (and following the termination of the CMSP Agreement) the CEO provided the board with those original goals and the board requested that the school improvement consultant assist with the interpretation of the student performance data against the original goals.

The board also used the year-end evaluation to develop criteria upon which it will award the CEO a discretionary bonus pursuant to the terms of the CEO’s employment contract. Specifically, the board identified opportunities for improvement and proposed avenues for

¹³ <https://www.marzano-center.com/evaluation/district-leader/>

receiving support in those areas. The board relies on the school improvement consultant and its own leadership expertise to conduct the CEO evaluations.

7. *Describe the process in place used by the board to maintain full awareness of its legal obligations to the school and stakeholders, including handling conflicts of interest.*

The board continues to regularly use its attorney to assist it with meeting its legal obligations and advise of any conflicts of interest. The board's attorney attends board meetings, has regular contact with the board chair, and is now facilitating regularly scheduled board trainings relative to its governance and legal obligations.

8. *Describe the process in place used by the board for conducting and publicizing monthly board of trustees' meetings at the charter school.*

UCCS is fully compliant with the Open Meetings Law. All agendas, meeting minutes, and other Board materials are on the school's webpage. Prior to every Board meeting, the Executive Assistant sends out meeting notices, uploads the prior month's minutes, the current agenda, and the meeting time, date, and location to the website one week prior to the meeting.

9. *Describe the process in place followed by the board and/or school to promote parental and staff involvement in school governance.*

The Board strongly and regularly encourages staff involvement at board meetings and has a practice of requesting teachers share any feedback at its monthly board meetings. The board then follows up on the feedback and, at the following month's board meeting, reports out on what it did in response to the feedback. This has created a regular feedback loop between the board and staff relative to issues related to school governance and the board's oversight role. (Attachment 8, Attachment 9, Attachment 10)

Benchmark 7: Organizational Capacity

1. School Leadership:

a. *Describe the school leadership team and explain how it obtains staff commitment to a clearly defined mission and set of goals, allowing for continuous improvement in student learning. School goals are set forth in the school's charter and progress toward these goals is reported each year by the charter school in the Entry 3 Progress Toward Goals section of the Annual Report.*

The Leadership Team has been improved to best support the school mission and vision. The Team consists of the CEO, Principal, Assistant Principal, Director of Family and Community Engagement, and Director of Operations. The team meets once a week to discuss critical school and student needs. The agenda is saved as a Google Doc so that every member of the team can add an agenda item. At the beginning of each meeting, agenda items are organized in order of priority.

The CEO oversees the Leadership Team weekly meetings. Each member of the team updates the other members on issues in their areas.

Each member of the Leadership Team represents a different aspect of the school as follows:

- Director of Family and Community Engagement provides insights and updates relative to family and community needs, events and communication.
- Principal, who supervises the entire school leadership team, represents all aspects of the school and instructional team.
- Assistant Principal, provides insight to the SEL curriculum and school climate
- Director of Operations represents facilities and operations.

Between meetings, the group communicates mainly through email and texts so that everyone is aware of all activities in the building. Whenever there is an immediate need (concerned parent, severe student behavior, lack of response from CSE, etc.) the impacted member of the Leadership Team reports directly to the CEO or with other relevant Leadership Team members. Critical incidents such as these, are discussed at the weekly Leadership Team meetings to ensure all issues are resolved and if not, everyone is aware that there are problems and contribute to the problem-solving process.

The cohesiveness and strength of our Leadership Team is very important for our goal of improving student outcomes. Everyone in the school must take an “all hands-on deck” approach so all aspects of the school are supported including the condition of our facility, the needs of families, our school climate, curriculum and instruction and the systems and data tracking to inform our decisions. Towards this end, the Leadership Team members meet with their respective staff regularly. If any concerns are raised, this is taken to the Leadership Team and discussed. The Leadership Team also regularly reviews the school-wide data, such as assessment data, parent surveys and enrollment, which allows us to identify weaknesses and strengths as a school. Individual student data is analyzed by the smaller groupings (grade level, content level, behavior, etc.) and their responses are reported to the Leadership Team.

In addition, we have strengthened the focus on teaching and learning. The principal supervises and organizes the Instructional Leadership Team (ILT) who also meet on a weekly basis. Each member of the Instructional Leadership Team provides strengths, needs and opportunities for improvement as follows:

- Assistant Principal, provides insight to the SEL coaches, SEL curriculum, Wolf Dens, Paw Points, school climate, etc.
- Director of Curriculum and Instruction provides updates on the needs of teachers regarding access to resources, curriculum, classroom observations, etc.
- Instructional Coaches, provides insight to teacher practice, needs and professional learning
- Coordinator of Student Support Services provides knowledge of the special education and English language learner programs, student needs and compliance etc.
- Instructional Coaches provide direct and indirect support to teachers on building the quality of the implementation of the curriculum and instructional practices.

The ILT is critical to the improvement of classroom practice and improving student outcomes. Meetings and notes are also documented and stored in a Google Doc which is shared with the CEO.

b. Define the roles and responsibilities for leaders, staff, management, and board members.

The Board of Trustees is responsible for the oversight of the entire school: fiduciary, operations, academic programming, social-emotional learning programming, and legal, including the external auditors and the outsourced accounting services. This oversight is governed by Policies and Procedures in a variety of areas that address the functioning of the school. The BoT assigns responsibility for the day-to-day implementation of these Policies and Procedures to the CEO of the school. The BoT is responsible for the hiring and termination of the CEO as well as the evaluation of the CEO. The CEO reports to the BoT every month.

The CEO is responsible for implementation of the BoT Policies and Procedures into the culture and daily activities of the school as well as all educational and social-emotional programs at the school level. The CEO reports directly to the BoT on all areas of school functioning as outlined on the monthly BoT Dashboard, which includes student outcomes, finances, compliance, facilities, human resources, among other issues that arise. The CEO is responsible for hiring his/her direct supports, which include direct reports of the Director of Operations, Principal, Director of Family and Community Engagement. The CEO, working with his/her direct reports then hires all the other staff in the building. Each of the CEO's direct reports is responsible for their area of expertise as outlined on the Organizational Chart. (See Attachment H).

As reflected in the Organizational Chart, the principal is responsible for all aspects of the instructional program. The ILT (Assistant Principal, Director of Curriculum and Instruction, Coordinator of Student Support Services, Coaches) and all teachers are direct reports to the Principal in the Organizational Chart.

This is designed to ensure all aspects of teaching and learning are addressed in real time to improve student outcomes.

c. Describe how school leaders communicate with all members of the school community, including staff, parents/families, students, and other stakeholders. The response should summarize how school leadership solicits feedback, how school leadership shares important information regarding individual student and school-wide performance, and how school leadership shares information about school initiatives and programs.

We believe in continuous improvement and are actively using a continuous improvement cycle to collect feedback and school data.

The BoT and school Leadership Team solicit feedback from our school community in a variety of ways including:

- Annual Parent Survey
- Annual Staff Survey
- Student Voice Survey
- Parent Advisory Committee
- CEO Monthly Meetings
- Parent Teacher Conferences

Data collected from UCCS surveys and the in-person structures in place are analyzed by the Leadership Team, ILT and the respective Solution Teams. Ultimately, recommendations flow to the Leadership Team to inform our policies and practices, to communicate to the BoT and to develop a plan of action as needed. and a variety of that provide critical information that is used to improve our school.

Communication among all levels of the organization is held in the highest regard., particularly around student growth and performance. At the school and community level, we have vastly improved our website to include all information about UCCS. It includes posting of policies, procedures, Open Meeting Law information, Board minutes/agendas, and student performance data which links to our NYSED Report Card, current events, school calendar, etc. Our website

developer works with the CEO to ensure all required and relevant data is on the website.

Communication with families is multi-faceted and uses multiple methods of communication. For school related information, for example, we use our school website, social media, School Messenger including robocalls, text messages and emails, UCCS Family Community monthly newsletter, weekly home/school student folders. We also communicate with families on the individual student level via our student information platforms including OTIS, which provides families on their child's standards-based report card and/or 1:1 contact with their child's teacher. Teacher to family communication occurs daily, weekly via calls, text emails, home/ student folders or in-person particularly during parent conferences.

Communications with the Board of Trustees consists of the CEO reporting officially to the Board of Trustees monthly, monthly phone calls with Board members regarding student performance agenda items for the meeting, and weekly phone calls with the Board Chair. The CEO and Board Chair have regular communication to ensure that all issues are dealt with in a timely fashion. Any issues that require a Board vote are discussed during the next Board meeting. The CEO attends every Board meeting and serves on the Governance, Facilities, and Finance Committees. The BoT has implemented an Education Committee of the Whole to reinforce understanding of all aspects of student performance data and actions taken to improve outcomes. The CEO also presents a monthly dashboard with relevant school and student data to inform their discussion and decisions.

Communication with staff is a key to a high performing school. As such, the principal sends out a morning daily bulletin every day outlining the plans for the day, who is out, and who is substituting in which classes. Every morning there are school announcements highlighting the character trait of the week and other relevant school activities. Weekly, there is an all staff meeting where staff can discuss issues that occurred throughout the week and the Leadership Team can update the entire community.

Included in the communication structures is the communication between and among staff. We have not left this to chance and have implemented a structure for this to occur. Teachers have scheduled time where they communicate in and across grade levels in the coming year to specifically discuss student data and develop engaging lesson plans.
(Attachment 11, Attachment 12)

d. Describe the process used to successfully recruit, hire, and retain key personnel, and make decisions – when warranted – to remove ineffective staff members.

Recruitment: UCCS continues to do their own recruitment through posting jobs on the website, local newspapers, hiring websites, word of mouth and community partnerships and relationships. Given the current teacher and staff shortage, we have a system in place so that our communication with each applicant is prompt, friendly and best represents the culture of the school well.

Hiring: Each resume is initially reviewed to determine if the individual has the correct certification for the position which he/she is applying. If not, the Executive Assistant writes a letter explaining that the person will not move forward in the process. If the person does have the correct certification, the resume is then sent to the Leadership

Team. The Leadership Team reviews the resume for appropriateness and if the Team determines the individual should be interviewed, the Executive Assistant checks the resume for accuracy and contacts references. An interview is then set up. If the person does well in the interview and it is determined he/she will be an asset to our students, they are offered a position. Once the person accepts, Insero & Co and BeneCare work with CEO and Director of Operations to complete the hiring process. The Hiring Committee includes the CEO, Principal, Assistant Principal, and additional members based on the position we are seeking to fill.

Retention

UCCS implemented a retention bonus structure to build consistency and retain high quality staff. Teachers were provided a bonus in the 2021-2022 school year. We will continue this strategy moving forward. It is included in the approved 2022-2023 annual budget.

In addition, the CEO meets with a UCCS Staff Advisory Team. The Staff Advisory Team is representative of all aspects of the school and provides an opportunity to have their voices heard and included in school decision making. Overall, we have several strategies to encourage our teachers to stay at UCCS. Besides high-quality professional learning, time to plan and collaborate we recognize our teachers efforts regularly.

Termination: When this happens, and after all supports have been provided for improvement, termination may be the only option. The process for termination is integrated into the staff handbook that outlines a step-by-step process in the event termination may/will occur and ensuring that staff understand the expectations of the school.

2. Professional Climate:

a. Describe how the school is fully staffed with high quality personnel to meet all educational and operational needs, including the areas of finance, human resources, and communication.

UCCS is diligent in our efforts to recruit teachers who are certified and qualified. However, UCCS also looks at other indicators of qualified teachers, such as certified teachers moving from another state, teachers who have worked in private schools for years, or teachers who have significant experience in areas that are important to the school such as music and art. Of the 28 classroom teacher positions in the building, 27 positions are filled. Of these 27 positions 78% are NYSED certified. Of the 6 uncertified teachers, 2 are in the Science and Math content areas but are highly qualified.

Regarding non-instructional staff, we also work diligently to hire quality staff for those positions. In the event a full-time person is not warranted for the size of our school, or the position is difficult to fill, we engage experts in the fields needed including, finance, website development and maintenance, pay-roll etc.

b. Describe the structures in place for collaboration among teachers.

As mentioned throughout the application, collaboration and communication among teachers is critical to improving the quality of teachers and improving student outcomes. UCCS teachers have scheduled times in the master schedule to collaborate daily, illustrated in Attachment B. In the coming year we have created co-teaching structures with built-in daily schedules that allow for common planning time and Grade Level Data Meetings. Collaboration time for teachers will

be both structured and unstructured. It was essential that teachers have such time not only because it is best practice, but it is essential for co-teaching gives them an opportunity to plan effective lessons, assess pacing of the lessons, review classroom data and differentiate lessons as needed.

Collaboration time is also included in our professional learning plan where throughout the month teachers can engage across grade bands, discuss common strengths, and needs in instructional practices and improve the art of teaching among their peers.

c. Describe how the school ensures that staff has the requisite training, skills, expertise, and professional development necessary to meet students' needs, including how school leaders monitor the effectiveness of professional development initiatives.

Professional learning is one of the key levers to building the capacity of our teachers. Over the course of the school year, we have developed structures, expanded our internal capacity, and engaged experts to provide the highest quality professional learning opportunities for our staff. The structures of our learning sessions for example, 1:1, small group, and whole group sessions, provide opportunities for us to create a common language for curriculum and instruction, as well as differentiate our sessions based on teacher's level of need.

Examples of professional learning opportunities include:

- Peer coaching
- Mentoring
- Peer observation
- Weekly Grade Level Data-Talk Meetings
- Classroom walkthroughs
- Modeling lessons
- Model classroom organization
- Early Release Day Professional Learning Sessions (small and large group structures based on topic and need)
- Full Day Professional Learning Sessions
- UCCS Summer Institute

The usefulness of our professional learning plan will be monitored by the ILT at their weekly meetings using teacher feedback, anecdotal notes and student growth and performance data.

d. Describe the systems in place to monitor and maintain organizational and instructional quality, including a formal process for teacher evaluation geared toward improving instructional practice.

Over the course of the past year, we have implemented the use of a digital curriculum mapping system, Chalk. Moving forward maintaining fidelity to the system with teachers, coaches and instructional leaders will ensure that we UCCS has an NYSED aligned curriculum both vertically and horizontally.

Teachers, coaches, and instructional leaders will enter their lesson plans directly on the system, aligning their lessons to the scope and sequence of the curriculum for the entire school. The principal and the ILT will review and make comments directly on lesson plans regularly. This will increase the efficiency of administration's feedback to teachers and provides an overarching curriculum where every teacher knows exactly what is being taught in each grade and content area. This will continue to enhance the consistency of instruction and alignment to the standards which will lead to higher performance outcomes for students.

In addition to monitoring the curriculum and its outputs using Chalk, combined with the rigorous review and feedback of lesson plans, we will continue to use Charlotte Danielson Framework for Teaching to guide and evaluate teachers. The Framework will give teachers clear expectations and evidenced based practices that are unmistakable in a high performing teacher. Professional learning sessions, classroom observations and walkthroughs will be aligned to the Domains in the Framework. Teachers will be evaluated, using this tool, by the principal.

e. *Describe the mechanisms in place to solicit teacher feedback and gauge teacher satisfaction.* The UCCS Leadership team will assess the teacher feedback and teacher satisfaction survey development tools that are currently on the market. The Leadership Team will focus on those areas most important to the school: teacher satisfaction, teacher understanding of the mission of the school, teacher opinion about implementation of initiatives, etc. Surveys will be completed annually at a minimum. Informal feedback will happen on a regular basis during professional learning sessions, grade level meetings, monthly staff advisory meetings on a regular basis to inform our practice and adjust as needed for teachers to be better able to perform.

3. Contractual Relationships (if Applicable) Non-Applicable

a. *Describe how the board of trustees and school leadership establish effective working relationships with the charter management organization or comprehensive management organization.*

N/A, the school is no longer engaged with a partner.

Section 3: Faithfulness to Charter and Law

Benchmark 8: Mission and Key Design Elements

1. *Provide your current NYSED-approved mission statement.*

“The mission of the Urban Choice Charter School is to provide Rochester students with a safe, supportive, and intellectually challenging educational environment. We believe that strong student-teacher relationships are essential to student motivation, engagement, and achievement. This philosophy, in combination with authentic efforts at family involvement, and the effective teaching of a rich, rigorous, and engaging curriculum, enable our students to build a strong foundation for college and career readiness, exceed state achievement standards and defy the demographic challenges of poverty.”

2. *List your current NYSED-approved key design elements.*

- Key Design Element #1: Supportive Education Environment
- Key Design Element #2: Rich, Rigorous, Engaging Curriculum
- Key Design Element #3: Extended Learning Opportunities
- Key Design Element #4: Authentic Family Involvement
- Key Design Element #5: Data Informed Instruction
- Key Design Element #6: Focused Professional Development
- Key Design Element #7: School Culture

3. *Describe how school stakeholders, including leadership, staff, the board of trustees, parents, and students, demonstrate a common and consistent understanding of the school’s mission and key design elements outlined in the charter.*

UCCS is committed to the school’s mission and believes that a quality education should be available to all children regardless of circumstances. It is our goal that students, families,

staff, community partners and the Board understand the meaning of the mission and Key Design Elements. A common understanding of both strengthens student outcomes.

We know building this common language takes time and effort. One strategy to build our common language has been to expand our capacity to communicate with all stakeholders. Over the past year, we have engaged a website developer to ensure the UCCS website messages our mission and key design elements. In addition, we include information around student performance via a link to the NYSED Report Card knowing it is our obligation to be transparent and authentic with our community. We are mission driven and actions such as these and others lead us towards a common goal.

4. *Describe how the school has fully implemented the mission and key design elements in the approved charter and in any subsequently approved revisions.*

Key Design Element #1: Supportive Education Environment

UCCS has a rigorous supportive education environment in which the social-emotional and educational needs of each child is met through a variety of offerings. We have created a more highly inclusive environment and adjusted the type of Consultant Teachers Services (“CTS”) provided to an Integrated Co-Teaching (“ICOT”) service model in K-6th Grade with a teacher assistant in each classroom; in 7th -8th Grade, we are continuing our Consultant Teacher Services with a highly collaborative co-teaching team that ensures equitable access to grade-level curriculum for all students and holds every teacher mutually accountable for student success. The structural changes ensure that each student, including our English language learners are fully engaged and have equal access to high quality grade level curriculum.

Key Design Element #2: Rich, Rigorous, Engaging Curriculum

As outlined in Benchmark 2, we are improving the quality of implementation in our selected NYSLS aligned curricula including Eureka Math and Wit and Wisdom in K-8th Grade that are horizontally and vertically aligned; created a master schedule that intentionally builds in extended and uninterrupted instructional blocks, including additional time for English language arts and mathematics in K-8th Grade; outlined the elements of an effective instructional block to promote student engagement; provided materials in each of the curricula to differentiate for all students to enable mastery of grade level skills and concepts; added curriculum specifically designed to better meet the needs of our English language learners; and are beginning to develop plans for project based learning.

Key Design Element #3: Extended Learning Opportunities

UCCS has an expanded learning day and is in session for over seven and one-half hours. Our master schedule ensures time is used wisely and focuses on improving Tier I instruction and giving ample opportunities for individualized instruction and intervention. In addition, we offer a summer program that provides instruction and enrichment. UCCS also partners with a community-based organization, Urban League, to provide our after-school program for students 6-8th Grade. We are adding the 5th Grade students for the upcoming school year. The program involves tutoring and modules that address finances and other life skills. Strategies for students to participate included weekend food backpacks and financial incentives. Students are also offered an opportunity for on-line tutoring sponsored by Roc Kids Connect. (Attachment 14)

Data that directly triangulates different programs to student performance data to pinpoint

efficacy is challenging. Our approach is to monitor each program closely and make decisions based using multiple data sources identifying leading and lagging indicators.

Key Design Element #4: Authentic Family Involvement

UCCS values our families and sees them as equal partners in their child's educational journey. We have devoted a full-time leadership level position to help guide our work in this area, Director of Family and Community Engagement.

UCCS has returned to in-person-highly attended parent events. We will continue to host, with our Board, parent conference and report card day meetings, academic fairs, arts celebration and family nights. The family nights range from a make it and take it night (ELA and Math games), minute to win it, science experiment night to a family bingo night. During these interactions with families, we will continue to discuss our mission and key design elements of our charter and what this means to the students and families. We also offer families the opportunity to attend optional CEO monthly meetings or participate on our Parent Advisory Committee and this provides families with opportunities to engage in critical discussions about improving our school. Lastly, we have platforms available for families to access information in real time to support their child and participate in the school community for example, Kickboard and OTIS.

Key Design Element #5: Data Informed Instruction

Data driven decision making is a core element of our school transformation and turnaround strategy. We have a coherent assessment system that utilizes formative and summative assessments using a process for examining data to provide meaningful, real-time information to monitor student progress and differentiate instruction. Structures for collaboration and deep data dives are included in the school's master schedule and professional learning calendar. Allotted time gives teachers an opportunity to meet in their grade band to discuss student data and progress. Teachers will receive professional development in the use of i-Ready to identify trends and root causes.

Key Design Element #6: Focused Professional Development

Professional learning is another key element of our school transformation and turnaround strategy. We have an annual professional learning calendar to support the quality of instruction. Robust professional learning opportunities are provided in a variety of ways. We include job embedded coaching, Grade Level Data Team Meetings with the ILT, Early Release and Full Day Professional Learning Sessions and Summer Institute on topics related to our school improvement plan.

In addition, we engage experts in the fields of math, ELA, special education, ELL instruction, restorative practices and principles and culture and climate to improve our school.

Key Design Element #7: School Culture

We use a multi-tiered system of supports as our theory of action to address the needs of the whole child. School culture and climate are critical areas in our efforts to improve student achievement. UCCS has continued to commit resources to the whole child through data collection and progress monitoring of the students' social emotional health collected through our SWIS and Kickboard platforms. PBIS, our Paw Points program is implemented across the grade levels. Our human capital investment includes a social worker and four SEL coaches. To further strengthen our support to students, we use GAT and FOCUS as our programs for social and emotional learning. A major investment moving forward, is our three-year plan to create a culture of care by using restorative justice

principles and practices to improve the climate and culture of the school for students, staff, and families.

To ensure commitment to the Key Design Elements, we have aligned our school improvement plan to them and the Charter School Performance Framework. (Attachment 13)

Benchmark 9: Enrollment, Recruitment, and Retention

1. *Discuss trends in enrollment of special populations over the current charter term.*

The table below is the comparison to RCSD and the trend over the years.

Table 1

Enrollment Data: Students with Disabilities-English Language Learners-Economically Disadvantaged								
	2017-2018		2018-2019		2019-2020		2020-2021	
Student Status	UCCS	RCSD	UCCS	RCSD	UCCS	RCSD	UCCS	RCSD
ELL	5%	17%	%	17%	%	17%	%	18%
SWD	12%	22%	12%	21%	13%	23%	13%	22%
ED	91%	92%	90%	91.3%	99%	90%	100%	89%

The population of our students who are considered Economically Disadvantaged (ED) continue to meet and/or exceed the RCSD ED population. While we have implemented multiple strategies to increase the enrollment numbers for students with disabilities and English language learners, we haven’t had the desired outcomes. We have seen, however, a significant increase in the number of applications in these groups of students.

2. *If the school is not yet serving proportions of special student populations that are comparable to the district of location (or primary sending district), explain, in detail, the recruitment and retention strategies and program services that were implemented over the current charter term to attract and retain SWDs, ELLs, and ED students.*

We are proud of the significant improvements we have made in recruiting students with disabilities (SWD) and English language learners based on the data we have collected. The table below is evidence of our progress.

Table 2

Application Data: Students with Disabilities and English Language Learners				
School Year	Applications: ELLs	% of Total Applications	Applications: SWD	% of Total Applications
2020-2021	14	.3%	67	13%
2021-2022	56	18%	66	21%
2022-2023	80	21%	97	28%

Over the past the significant changes we have made include:

- On-going participation in the Common Application system with other Rochester Charter Schools.
- Developed and implemented structures that provide opportunities for families to indicate whether their child has an IEP or are speakers of another language on the Common Application.
- Adopted a new Board policy that gives “weights” to students with a disability and/or English language learners which can be seen in Attachment J.

In addition to the above, we have integrated several strategies into our forthcoming recruitment and enrollment procedures to encourage all families to apply to UCCS, including:

- Expanded our continuum of services for students with disabilities
 - Improvements to our service to ELLs including the use of the SIOP approach to support language learners throughout our curriculum
 - Added special education teachers
 - Added an additional ENL teacher
 - Added new ENL curriculum
 - Collaborated with area pre-K programs to recruit students, specifically children who are receiving early intervention services and will transition to kindergarten with an IEP.
 - Ensured all recruitment materials are translated into Spanish and Punjabi, and use Google translate on our website for ease of access.
 - On-going outreach to area organizations that serve ELL and immigrant populations.
3. *Describe the process currently used to evaluate recruitment and retention outreach strategies and program services for each of the three categories of students, and what strategic improvements will be made in the next charter term.*

The information above indicates the trends in recruiting students with disabilities, English language learners, and students who are Economically Disadvantaged. Data used to identify ongoing trends will continue to be evaluated by the Leadership Team and the Board of Trustees. We will continue to use the application data collected from our Common Application platform, as well as internal data that is included in our student management system. Our evaluation process will consist of reviewing the number of students who complete an application to enroll and the number of students from these groups who actually enroll to determine if the weighted lottery is producing the desired results.

4. *Discuss how the above recruitment and retention efforts (identified in prompt #2) resulted in an increase in enrollment for SWDs, ELLs and ED students, using the data provided by the NYSED CSO.*

We have increased our applications for students with disabilities and English language learners substantially over the past three years. This year, 2022-2023 applications increased by approximately 50% for SWDs and almost 200% for ELLs.

Data is forthcoming for this year to determine if this will impact enrollment. Once school begins, we will do a thorough data analysis of our school and by each grade. Early indicators tell us that the applicants don't always match where open seats are available in the school and are placed on our waiting list.

According to the NYSED CSO data, however, it is important to note that we retained more of our students with disabilities than RCSD. The retention of our Economically Disadvantaged students is significantly higher as well, for example 85% compared to RCSD's 69%. Unfortunately, our enrollment and retention of our English language learners is resulting in our desired goals.

5. *Describe in detail the recruitment and retention strategies and program services that will be implemented in the renewal term to attract and retain SWDs, ELLs and ED students.*
- UCCS will continue to develop strategies to strengthen our outreach and recruitment of these

groups. For all identified groups of students, we will continue to review and focus on the programmatic aspects of the educational and social-emotional learning programs at the school. For ELLs, this entails providing a welcoming safe environment for learning to take place which is enhanced by our supportive, individualized instruction where lessons are differentiated based on English language ability. Within these classrooms, all areas of language need to be developed (speaking, reading, writing, and listening). Materials in the class should be age and content appropriate regardless of English ability. English language learners must have the opportunity for meaningful interactions with their English-speaking peers and thus most instruction should be through a push-in model. Implementing this will entail the ENL teacher testing every ELL student in the building and ordering the correct texts and materials for each student.

For students with disabilities, they require the same supportive environment with push-in services offered as much as possible. UCCS's supportive classroom environment makes this possible. We believe that moving to a ICOT model will be a significant factor in recruiting and enrolling students in the future.

Benchmark 10: Legal Compliance

1. *Describe how the school ensures substantial compliance with applicable state and federal laws and the provisions of its charter.*

UCCS works with its school attorney on an ongoing basis to ensure it is compliant with all applicable laws, and the CEO is responsible and accountable for ensuring compliance with the provisions of the school's charter. The board and CEO receive regular updates from the school's counsel as well as from the Northeast Charter Schools Network/New York Charter Schools Association, and from NYSED's Charter School Office. Particularly since Covid, the latter two entities have been invaluable resources for providing regular guidance and the school has greatly benefitted from those efforts. The school also participates in facilitated Rochester-based charter school leader meetings where targeted information related to common issues is provided.

Throughout the upcoming year, board and CEO training will include a focus on the various key provisions of the charter to ensure that there is a deep understanding across the school's leadership teams as to what is required by the charter. This will allow the board to analyze the specifics within the charter itself to ensure that the school is in fact implementing all aspects of the charter and any revisions in an effective manner.

2. *Describe any corrective action taken, when needed, for issues that have arisen, and the safeguards implemented to maintain compliance with all legal requirements.*

The board took significant corrective action when it terminated the contract with the CMSP in February 2022. Specifically, it was exceedingly clear that, if the school remained in that partnership, there would be little to no school improvement work completed at the end of the charter term. Terminating the Agreement was a significant and very difficult decision for the board and the board recognized the attendant risks. However, the board felt strongly that it was necessary to protect the best interests of its students. In order to safeguard those interests, the board ensured that there was an alternative and better plan in place prior to its vote to terminate the CMSP agreement, and the school has since developed and is implementing a strong school improvement plan.

The school took corrective action when it replaced the school's instructional leader. Student academic growth data on the mid-year i-Ready assessments indicated that students were not making expected growth and the CEO recognized that, without a strong instructional leader, the school was not going to make sufficient progress. The new instructional leader has extensive experience as a school principal and principal supervisor, as well as overseeing extensive school turnaround efforts at several urban K-8 and high schools. In the short time since her arrival, the school has laid a very strong foundation for accelerating student achievement, as discussed in other sections of this application.

The board took corrective action when it reviewed 2021 application data for students with disabilities and English language learners and amended its enrollment policy to give additional weights for those applications. In the previous year, one of the school's renewal conditions was the adoption of a weighted lottery which the board enacted. However, the board determined that the weights needed to be adjusted upwards for the 2022 lottery. The data from this change indicate that the school had significantly more applications from these two subgroups in the 2022 lottery and is awaiting final enrollment data so it can gauge the impact on 2022-23 enrollment.

3. *Summarize any formal complaints filed over the course of the charter term*
There were no formal complaints filed during the current charter term. (There was one complaint filed last school year by a parent who alleged her daughter was being bullied. This was not a formal complaint, and the matter was handled by the board chair and CEO to the parent's satisfaction.)

4. *List material and non-material charter revisions that were requested by the school and approved by the authorizer over the current charter term.*

Since the beginning of the charter term, the school has requested the following revisions, all of which were approved by the authorizer:

- Amendments to the enrollment policy to increase weights for the lottery; and
- Removal of the CMSP requirement and a reorganization of the school's leadership structure.

5. *Describe how the school assures, on an ongoing basis, that its facility meets applicable state and federal requirements, is safe and secure, and is programmatically accessible to all persons with disabilities.*

In July 2020, the school relocated to a new school building, still within the Rochester City School District boundaries. This new facility is fully compliant with all ADA requirements and has passed all local, State and federal occupancy requirements. (The Certificate of Occupancy and the Fire Inspection are both included in Attachment M.) The facility is equipped with the following safety features: The school has a fob system for exit and entry, all visitors must sign in, there are security cameras throughout the school, and if a child was to attempt to leave the school unescorted, alarms would sound. Additionally, the school leaders have made extensive outreach to the Rochester Police Department and have developed a collaborative working relationship with RPD.

6. *Describe the school's plan to address outstanding teacher certification issues. (N/A)*

Section 4: Charter Revisions

- **Material Charter Revisions:** No material revisions requested at this time.
- **Non-Material Charter Revisions:** No non-material revisions requested at this time.

URBAN CHOICE CHARTER SCHOOL 2023-2024 SCHOOL CALENDAR

First/Last Day of School
Half Day of School for Students/PD for Staff
No School for Students PD for Staff
Holiday/Recess
New York State Testing
Early Release Day @ 2:15 pm

JULY 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					

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			

(T=21/S=21) 147 hrs. of instruction

1/1 Winter Recess No School

1/5 Early Release 2:15 pm

1/11 Board of Trustees Meeting

1/15 Holiday—No School

1/19 Early Release 2:15 pm

(T=9)/ S=0)

7/4 Holiday
7/13 Board of Trustees Meeting
8/10 Board of Trustees Meeting
8/21-8/25 All Staff PD
8/29-8/31 All Staff Prep Days

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		

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		

(T=16/S=16) 112 hrs. of instruction

2/2 Early Release 2:15 pm

2/8 Board of Trustees Meeting

2/16 Early Release 2:15 pm

2/19-2/23 Mid-Winter Recess - No School

(T=19/S=18) 126 hrs. of instruction

9/1 No School for Staff

9/4 No School Holiday

9/5 Teacher Prep Day

9/8 First Day of School

9/14 Board of Trustees Meeting

9/15 Early Release 2:15 pm

9/28 Open House

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

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						

(T=21/S=21) 147 hrs. of instruction

3/1 Early Release 2:15 pm
Parent-Teacher Conferences

3/14 Board of Trustees Meeting

3/15 Early Release 2:15 pm
Parent-Teacher Conferences

(T=21/S=20) 140 hrs. of instruction

10/6 No school for students/
All Staff PD

10/9 Holiday—No School

10/12 Board of Trustees Meeting

10/20 Early Release 2:15 pm

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				

(T=17/S=17) 119 hrs. of instruction

4/4-4/8 Spring Recess- No School

4/11 Board of Trustees Meeting

4/26 Early Release 2:15 pm

(T=18/S=18) 126 hrs. of instruction

11/3 Early Release 2:15 pm
Parent/Teacher Conferences

11/7 No school for students/
All Staff PD

11/9 Board of Trustees Meeting

11/11 -No School Holiday

11/17 Early Release 2:15 pm
Parent/Teacher Conferences

11/22-1/24 Thanksgiving
Recess - No School

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	

(T=22/S=20) 140 hrs. of instruction

5/3 No school for students/
All Staff PD

5/10 Early Release 2:15 pm

5/9 Board of Trustees Meeting

5/14 No school for students/
All Staff PD

5/27 Holiday - No School

(T=16/S=16) 112 hrs. of instruction

12/1 Early Release 2:15 pm

12/7 Board of Trustees Meeting

12/15 Early Release 2:15 pm

12/25-1/2/29 Winter Recess - No School

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						

(T=14/S=13) 91 hrs. of instruction

6/7 Early Release 2:15 pm

6/13 Board of Trustees Meeting

6/16 Holiday—No School

6/20 Last Day of School for
Students

6/21 Last Day of School for Staff

Yearly Totals: T= 194 S=180

	<u>Kindergarten</u> KA [REDACTED] (SWD)	<u>Kindergarten</u> KB [REDACTED]	<u>First Grade</u> 1A [REDACTED] (SWD)	<u>First Grade</u> 1B [REDACTED]	<u>Second Grade</u> 2A [REDACTED]	<u>Second Grade</u> 2B [REDACTED] (SWD)
9:00-9:20 1 st Period	Student Arrival Breakfast and Morning Announcements	Student Arrival and Breakfast and Morning Announcements	Student Arrival and Breakfast and Morning Announcements	Student Arrival and Breakfast and Morning Announcements	Student Arrival and Breakfast and Morning Announcements	Student Arrival and Breakfast and Morning Announcements
9:20 am 1 st Period	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)
10:05 am 2 nd Period	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)
10:50 am 3 rd Period	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)
11:35 am 4 th Period	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)
12:20 pm 5 th Period	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:05 pm 6 th Period	MATH	Math	MATH	Math	P.E. (A Day) Music (B Day)	P. E. (A Day) Art (B Day)
1:50 pm 7 th Period	Math (A Day) Art (B Day)	Music (A Day) Math (B Day)	Art (A Day) P.E (B Day)	P.E. (A Day) Music (B Day)	MATH	MATH

2:35 pm 8th Period	Music (A Day) P. E. (B Day)	P. E. (A Day) Art (B Day)	MATH	MATH	MATH	MATH	MATH
3:20 pm 9th Period	iReady/WIN (A Day) MATH (B Day)	MATH (A Day) iReady/WIN (B Day)	iReady/WIN (A Day) Music (B Day)	iReady/WIN (A day) Art (B Day)	Art (A Day) iReady/WIN (B Day)	Music (A Day) iReady/WIN (B Day)	
4:05 pm 10th Period	SEL Block	SEL Block	SEL Block	SEL Block	SEL Block	SEL Block	
4:20 pm	Dismissal		Dismissal		Dismissal		Dismissal

	<u>Third Grade</u> 3A [REDACTED]	<u>Third Grade</u> 3B [REDACTED] (SWD)	<u>Fourth Grade</u> 4A [REDACTED]	<u>Fourth Grade</u> 4B [REDACTED] (SWD)	<u>Fifth Grade</u> 5A [REDACTED]	<u>Fifth Grade</u> 5B [REDACTED] (SWD)
9:00-9:20	Student Arrival and Breakfast and Morning Announcements	Student Arrival and Breakfast and Morning Announcements	Student Arrival and Breakfast and Morning Announcements	Student Arrival and Breakfast and Morning Announcements	Student Arrival and Breakfast and Morning Announcements	Student Arrival and Breakfast and Morning Announcements
9:20 am 1st Period	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	MATH	ELA (Reading, Writing, Phonics)	MATH	ELA (Reading, Writing, Phonics)
10:05 am 2nd Period	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	MATH	ELA (Reading, Writing, Phonics)	MATH	ELA (Reading, Writing, Phonics)
10:50 am 3rd Period	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	MATH	ELA (Reading, Writing, Phonics)	MATH
11:35 am 4th Period	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	ELA (Reading, Writing, Phonics)	MATH	ELA (Reading, Writing, Phonics)	MATH
12:20 pm 5th Period	Lunch/Recess	Lunch/Recess	P. E. (A DAY) Music (B DAY)	Music (A DAY) P. E. (B DAY)	P. E. (A DAY) ART (B DAY)	ART (A DAY) P. E. (B DAY)
1:05 pm 6th Period	Music (A Day) P.E. (B Day)	Art (A Day) P. E. (B Day)	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:50 pm 7th Period	MATH	MATH	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SCIENCE

2:35 pm 8th Period	MATH	MATH	SCIENCE	SOCIAL STUDIES	SCIENCE	SOCIAL STUDIES
3:20 pm 9th Period	SOCIAL STUDIES (A Day) SCIENCE (B Day)	SCIENCE (A Day) SOCIAL STUDIES (B Day)	iReady/WIN/ RESOURCE	iReady/WIN/ RESOURCE	Art (A Day) iReady/WIN (B Day)	Music (A Day) iReady/WIN (B Day)
4:05 pm 10th Period	SEL Block	SEL Block	SEL Block	SEL Block	SEL Block	SEL Block
4:20 pm	Dismissal		Dismissal		Dismissal	Dismissal

	<u>Sixth Grade</u> 6A Open	<u>Sixth Grade</u> 6B ██████████ (SWD)	<u>Seventh Grade</u> 7A ██████████ A DAY	<u>Seventh Grade</u> 7A ██████████ B DAY	<u>Seventh Grade</u> 7B ██████████ A DAY	<u>Seventh Grade</u> 7B ██████████ (SWD) B DAY
9:00-9:20	Student Arrival and Breakfast and Morning Announcements					
9:20 am 1 st Period	MATH	ELA (Reading, Writing, Phonics)	MATH	SCIENCE	SCIENCE	MATH
10:05 am 2 nd Period	MATH	ELA (Reading, Writing, Phonics)	PHYSICAL EDUCATION	HEALTH	ART	MUSIC
10:50 am 3 rd Period	MUSIC (A DAY) P. E. (B DAY) PLANNING	P. E. (A DAY) MUSIC (B DAY) PLANNING	MATH	SCIENCE	SCIENCE	MATH
11:35 am 4 th Period	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:20 pm 5 th Period	ELA (Reading, Writing, Phonics)	MATH	ELA	SOCIAL STUDIES	SOCIAL STUDIES	ELA
1:05 pm 6 th Period	ELA (Reading, Writing, Phonics)	MATH	ELA	SOCIAL STUDIES	SOCIAL STUDIES	ELA
1:50 pm 7 th Period	SOCIAL STUDIES	SCIENCE	SOCIAL STUDIES	ELA	ELA	SOCIAL STUDIES
2:35 pm 8 th Period	SCIENCE	SOCIAL STUDIES	ART	Ready/WIN/ RESOURCE	MATH	SCIENCE

3:20 pm 9 th Period	Health (A DAY) PLANNING iREADY/WIN/ RESOURCE (B DAY)	iREADY/WIN/ RESOURCE (A DAY) HEALTH (B DAY)	SCIENCE	MATH	iREADY/WIN/ RESOURCE	PHYSICAL EDUCATION
4:05 pm 10 th Period	SEL BLOCK	SEL BLOCK	SEL BLOCK	SEL BLOCK	SEL BLOCK	SEL BLOCK
4:20 pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

	<u>Eighth Grade</u> 8A [REDACTED] (SWD) A DAY	<u>Seventh Grade</u> 8A [REDACTED] (SWD) B DAY	<u>Eighth Grade</u> 8B [REDACTED] A DAY	<u>Eighth Grade</u> 8B [REDACTED] B DAY
9:00-9:20	Student Arrival and Breakfast and Morning Announcements	Student Arrival and Breakfast and Morning Announcements	Student Arrival and Breakfast and Morning Announcements	Student Arrival and Breakfast and Morning Announcements
9:20 am 1 st Period	ELA	SOCIAL STUDIES	SOCIAL STUDIES	ELA
10:05 am 2 nd Period	PHYSICAL EDUCATION	HEALTH	MUSIC	ART
10:50 am 3 rd Period	ELA	SOCIAL STUDIES	SOCIAL STUDIES	ELA
11:35 am 4 th Period	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:20 pm 5 th Period	MATH	SCIENCE	SCIENCE	MATH
1:05 pm 6 th Period	MATH	SCIENCE	SCIENCE	MATH
1:50 pm 7 th Period	SCIENCE	MATH	MATH	SCIENCE
2:35 pm 8 th Period	SOCIAL STUDIES	MUSIC	PHYSICAL EDUCATION	SOCIAL STUDIES

3:20 pm 9 th Period	iREADY/WIN/ RESOURCE	ELA	ELA	iREADY/WIN/ RESOURCE
4:05 pm 10 th Period	SEL BLOCK	SEL BLOCK	SEL BLOCK	SEL BLOCK
4:20 pm	Dismissal	Dismissal	Dismissal	Dismissal

Master schedule highlights:

K-2

180 min of ELA per day
90 min of math per day
45 min of intervention every other day
Art, music and PE every other day
15 min of SEL every day

3rd

180 min of ELA per day
90 min of math every day
45 min. of science every other day
45 min of SS every other day
45 min of P.E. every other day
45 min of music or art every other day
15 min of SEL every day

4th

90 min of ELA every day
90 min of math every day
45 min of science every day
45 min of SS every day
45 min of P.E. every other day
45 min of music or art every other day
45 min every day of intervention and i-ready
15 min of SEL every day

5-6

90 min of ELA every day
90 min of math every day
45 min of science every day
45 min of SS every day
45 min of P.E. every other day
45 min of music or art every other day
45 min of health every other day for half the year
45 min every other day of intervention and i-ready
15 min of SEL every day

7-8

45 min of ELA every day
45 min of ELA enrichment every other day
45 min of math every day
45 min of math enrichment every other day
45 min of science every day
45 min of science enrichment every other day

45 min of SS every day
45 min of SS enrichment every other day
45 min of P.E. every other day
45 min of music or art every other day
45 min of health every other day for half the year
45 min every other day of intervention and i-ready
15 min of SEL every day

UCCS COMPLAINT POLICY

In accordance with Sec. 2855(4) of the Education Law, a parent or any other individual or group may bring a complaint to the Board of Trustees alleging a violation of the provisions of Article 56 of the Education Law, or of the charter of the School, or of any other provision of law relating to the management or operation of the School. The complaint must be in writing and set forth in reasonable detail the nature of the complaint and the facts relevant thereto.

The complaint should be addressed to the Chair of the Board of Trustees. Upon receipt of a written complaint, the Board of Trustees will promptly refer it to the Chief Executive Officer of the School for review and investigation. The Board of Trustees may authorize the Chief Executive Officer to provide a written response directly to the complainant, subject to further review by the Board; or, in the alternative, the Board may request the Chief Executive Officer to submit a report, including a detailed statement of facts and conclusions, to the Board of Trustees. The Board of Trustees shall consider the complaint at its meeting next following the date of receipt of the report of the Chief Executive Officer, but if that date is within ten days prior to the date of the next meeting of the Board of Trustees, the Board may defer consideration of the complaint until the following meeting. The Board of Trustees may, in its sole discretion, invite the complainant to present additional information at its meeting.

The decision of the Board of Trustees shall be in writing and delivered to the complainant within ten days of its review. The decision shall include notice of the right to seek further review from the Charter authorizer, as described below.

Complaints that are not about a violation of a term of the Charter or a specific law, and any other complaint that can be resolved at the School level, should be submitted directly to the Chief Executive Officer of the School. Upon receipt of the complaint, the Chief Executive Officer will investigate the allegations and will respond in writing or in person within ten business days. If this response does not resolve the complaint, the individual or group may submit the complaint, in writing, to the Board of Trustees which will act as a review body for any complaints that are not satisfactorily resolved by the Chief Executive Officer. The Board will also review directly any complaints that involve the Chief Executive Officer.

Complaints to the Chief Executive Officer may be delivered by mail to the following address:

Chief Executive Officer
Urban Choice Charter School
1020 Maple Street
Rochester, NY 14611

Complaints to the Board of Trustees or requests for Board of Trustees review may be delivered by mail to the following address:

Urban Choice Charter School
Attn.: Board of Trustees Executive Assistant
1020 Maple Street
Rochester, NY 14611

If the complainant believes that the Board of Trustees has not adequately addressed a complaint, the individual or group may present the complaint to the School's Charter Authorizer, the New York State Board of Regents. Requests for review must be sent by email to charterschools@mail.nysed.gov or in writing and should be mailed to:

Charter Schools Office
NYS Education Department
89 Washington Avenue
Albany, NY 12234

copy of this Complaint Policy will be provided to (1) newly enrolled families; (2) all enrolled families when revised; (3) upon request; and (4) at any other time UCCS deems appropriate. Additionally, this Complaint Policy is posted and available on UCCS's internet site, www.urbanchoicecharterschool.org



URBAN CHOICE CHARTER SCHOOL

Urban Choice Charter School Code of Conduct

Redefining Urban Education

**Urban Choice Charter School
545 Humboldt Street
Rochester, NY 14610
Phone: (585) 288-5702
Fax: (585) 654-9882
www.urbanchoicecharter.org**

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I. Introduction

The Board of Trustees of Urban Choice Charter School (sometimes “UCCS” or the “School”) is committed to providing a safe educational environment to enable its students, staff and community members to grow as responsible, productive and involved citizens. The Board of Trustees is also committed to maintaining a climate of mutual respect and dignity within the school to promote learning in a safe environment. Responsible behavior by students, teachers, other personnel, parents and all visitors is essential to achieving this goal.

The Board of Trustees recognizes that our expectations for acceptable conduct while at school and at school-related functions must be clearly defined and communicated to our constituents, as should the possible consequences for unacceptable behavior. The Board also recognizes the need, when necessary, to ensure the prompt and fair administration of discipline. To that end, the Board of Trustees of UCCS adopts this Code of Conduct in accordance with all relevant New York State and federal laws and regulations.

Unless otherwise indicated, this Code of Conduct applies to all students, school personnel, parents and other visitors when on school property or attending a school function. A copy of this Code of Conduct will be provided to (1) newly enrolled families, (2) all enrolled families when revised, (3) upon request, and (4) at any other time UCCS deems appropriate. Additionally, this Code of Conduct is posted and available on UCCS’s internet site, www.urbanchoicecharter.org.

A. Statement of Philosophy

The goal of the Code of Conduct is to provide a learning environment free of disruption and interruption, where all students can fully engage in social/emotional growth and achieve academic success. The focus of this Code of Conduct is not punishment, but to promote the development of self-discipline. Students learn from experiences, both positive and negative in nature. These learning opportunities, when addressed in a timely and appropriate fashion, will facilitate the development of the individual towards self-discipline. Students will learn their role in the larger school community. Learning opportunities arise also out of negative experiences. When students disrupt the educational environment, or endanger the safety of others, their

conduct is dealt with seriously. Attention to code of conduct violations ensures a level of safety for all students, as well as provides parameters of acceptability. The Urban Choice Charter School believes students benefit when boundaries are clear and discipline is consistent. This policy reflects the broader philosophy of the Urban Choice Charter School.

“Have high expectations with shared accountability.”

B. Positive Behavioral Intervention and Supports

The school has established a positive school climate in both the elementary building and the middle school. Students are praised for making good choices and the staff goes out of their way to teach the students the value of being good. There are *teaching moments* throughout the day and Urban Choice staff is encouraged to take advantage of these. There are other practices within the school that promote positive behavior.

The school has established a weekly activity in grades K-6, **Friday Celebration**, to celebrate the achievements of the students throughout the course of the week. The celebration is reflective, not only of the student’s academic achievements, but also of the ability of the student to follow school rules.

The Urban Choice Charter School utilizes Positive Behavioral Interventions and Supports (PBIS) which provides for teachers and staff a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. Rubrics are posted within the classroom and are available for review by the students throughout the course of the day. When behavior violations occur, teachers will implement their respective protocol.

The discipline policies and practices within this Code of Conduct align with and promote social/emotional growth. The goal is not to punish, but rather to teach students that their actions impact others and that strengthening relationships and community lead to better outcomes. Students benefit from policies and programs that align discipline with restorative

practices encouraging students to learn how to trust, form relationships, accept accountability for their actions and repair any harm caused. Students are encouraged to build positive relationships, recognize and regulate their emotions, develop empathy and self-reflect to better handle challenging situations in a productive way. A restorative discipline approach helps students learn from their mistakes; understand how their behavior negatively affected others; acknowledge and respond to repair the resulting harm; and act differently to prevent future harm.

When a staff member sees a student exhibiting extraordinarily good behavior they may give the student a **3Be's ticket**. These cards are collected by the classroom/homeroom teachers and placed in a drawing for daily prizes as well as monthly “larger” prizes. All of the teaching staff use a system called “Class Dojo” which recognizes students’ good behavior choices as well as those areas that need work. It is easily displayed electronically in the classroom and available for parents to view via the internet. Its summary is provided as part of the report card packet each marking period.

C. Enforcement

All administrators shall be responsible for enforcing this Code of Conduct.

When an individual is engaged in prohibited conduct that does not pose any immediate threat of injury to persons or property, it will be the responsibility of the building administrator to inform the individual that the conduct is prohibited and to try to persuade the individual to stop. The administrator shall also inform the individual of the consequences for failing to stop and provide the individual with an opportunity to respond and to explain his actions. If the person’s conduct poses an immediate threat of injury to the student or others, the building administrator shall take immediate steps to intervene and may summon police assistance if necessary.

II. Definitions

For purposes of this Code of Conduct or Code, the following definitions apply:

- Alcohol/drugs/controlled substances mean any illegal, intoxicating, addictive, mood altering,

or potentially harmful substance including, but not limited to: alcohol, inhalants, controlled substances, marijuana, cocaine/crack, LSD, PCP, amphetamines, heroin, steroids, look-alikes, and any of those substances commonly referred to as “designer drugs.” For purposes of this definition there is also included prescription and over-the-counter drugs when used inappropriately.

- Applicable law means any federal, state or local law, regulation, rule or order applicable to the situation so described.
- Bullying is defined as the repeated deliberate intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another that takes place on school property, at any school-sponsored function or on a school bus, or that takes place off of school grounds but that is designed to or has the effect of interfering with one’s ability to attend school and/or to be educated in a safe, non-hostile environment.

Bullying may include, but is not limited to, actions such as:

- verbal taunts;
 - name-calling and put downs, including put-downs based on religion, sexuality, disability, appearance, ethnicity, race or gender;
 - being punched, pushed, or physically attacked;
 - abusive and/or threatening text messages, instant messages, emails or social media postings;
 - spreading rumors;
 - extortion of money or possessions; and
 - purposeful exclusion from peer groups within school.
- Color refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.
 - Certified professional staff means all teachers, counselors, speech pathologists, and other certified or licensed individuals who are employed by the School.
 - Collaboration means inviting the input of others whenever possible.
 - Debriefing means a process in which those involved in a critical incident reflect upon interventions utilized to deescalate/manage crisis, and brainstorm if alternative strategies would have yielded different outcomes, support staff members who respond and are

impacted by crisis situations.

- Disability means any restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical.
- Disruptive student means a student under the age of 21 who substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom.
- Ethnic Group means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and/or ideology that stresses ancestry.
- Firearm as defined by the Gun-Free School Act (18 USC Section 921) means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; any firearm muffler or silencer; or any destructive device (i.e., any explosive, incendiary, or poison gas, including bombs, grenades, rockets or other similar devices).
- Gender means the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women (Masculine and feminine denote "gender").
- National Origin means a person's country of birth or ancestor's country of birth.
- Parent means parent, guardian or any other person in parental relation to a student.
- Race means a group of persons related by a common descent or heredity. For purposes of enumeration, the U.S. Census Bureau uses terms such as: "White/Caucasian," "Black/African American/African-descent," "Asian," "Bi-racial," "Hispanics/Latinos," etc. to describe and classify the inhabitants of the United States.
- Religion means the specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.
- Religious Practice means practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.
- Restorative Justice means a restorative practice involving the primary stakeholders in determining how best to repair the harm done by an offense. The three primary

stakeholders in restorative justice are victims, offenders and their communities of care, whose needs are, respectively, obtaining reparation, taking responsibility and achieving reconciliation.

- Restorative Practices mean a framework that includes several key proactive and responsive elements that are linked in such a way to ensure ongoing development of healthy relationships and prevent harm. When a student’s actions violate the dignity, safety, or well-being of others, by connecting the person responsible for the harm with those who have been harmed, in order to reach a resolution that guides, and assists the person responsible for the harm in accepting responsibility, apologizing for the harm, making meaningful reparation and improving the relationship between the parties.
- Sex means the biological and physiological characteristics that define men and women (“male” and “female” denote sex).
- Sexual orientation means the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both sexes is characterized as bisexual or pansexual.
- School day means any day of required pupil attendance. Unless preceded by the word “calendar,” “day” means a school day.
- School function means any school-sponsored extracurricular event or activity.
- School personnel means all individuals who are employed by the School or who volunteer to assist the School in the operation of its programs and the delivery of its services.
- School property means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of the school.
- Student means any individual enrolled in the School and individuals under the age of 21 who have not yet graduated from school as contemplated under applicable law.
- Student support service personnel means staff that provides educationally related services to students, including social workers and the school nurse.
- Title IX Policy means the Title IX Policy and Grievance Procedure that governs sex-based complaints of discrimination or harassment that occur in an educational program or activity.
- Weapon means any weapon or “firearm” as defined by School policy. The term “weapon”

also means any dangerous or deadly instrument which can cause death, injury, or damage to a person or property including, but not limited to: any other gun, BB gun, pellet gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun (i.e., a device which looks like a pistol, both in terms of shape and color, but is not capable of becoming a firearm as defined above), dagger, dirk, razor, stiletto, switchblade knife, utility knife, pilum ballistic knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, chukka stick, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause, or in an effort to cause, physical injury or death.

- Weight (aside from the obvious meaning in the physical sciences), is used in reference to a person's size.

III. Rights and Responsibilities

The Urban Choice Charter School is committed to safeguarding the rights given to all students under applicable law. The School's aim .

A. Student Rights

The School is committed to safeguarding the rights given to all students under applicable law. The School's aim is to provide an environment in which a student's rights and freedoms are respected, and to provide opportunities, which stimulate and challenge the student's interests and abilities to his or her highest potential. These opportunities will be available as long as the student pursues these interests and studies in an appropriate manner, and does not infringe upon the rights of others. In addition, to promote a safe, healthy, orderly and civil school environment, all students have the right to:

- Take part in all school activities on an equal basis regardless of race, color, weight, creed, national origin, religion, religious practice, gender, sexual orientation, disability, or any other categories of individuals protected against discrimination by federal, state, or local law;
- Present their version of relevant events to school personnel authorized to impose

- a disciplinary penalty in connection with the imposition of a penalty;
- Access School rules and, when necessary, receive an explanation of those rules from school personnel;
- Expect a school environment that is conducive to learning; and
- Be treated respectfully by those in the school community.

B. Student Responsibilities

All students have the responsibility to:

- Contribute to maintaining a safe and orderly school environment that is conducive to learning, and to show respect to other persons and to property;
- Be familiar with and abide by all School policies, rules and regulations dealing with student conduct;
- Attend school every day unless they are legally excused and be in class, on time, and prepared to learn;
- Work to the best of their ability in all academic and extracurricular pursuits, and strive toward their highest level of achievement possible;
- Complete homework regularly and turned in on time;
- Respond to directions and directives given by teachers, administrators and other school personnel in a respectful, positive manner;
- Work to develop mechanisms to control their anger;
- Ask questions when they do not understand;
- Seek help in solving problems that might lead to disciplinary action;
- Dress appropriately for school and school functions;
- Accept responsibility for their actions;
- Conduct themselves as representatives of UCCS when participating in or attending school-sponsored extracurricular events, and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship; and
- Respect one another and treat others fairly in accordance with this Code of Conduct.

C. Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, school staff, administrator, or other appropriate school personnel. Any student observing a student possessing a weapon, alcohol/drugs/controlled substance on school property or at a school function will report this information immediately to a teacher, the Principal or designee.

All school personnel who are authorized to impose disciplinary action are expected to do so in a prompt, fair and lawful manner. School personnel who are not authorized to impose disciplinary action are expected to promptly report violations of this Code to his or her supervisor, a teacher or an administrator.

It is essential that all victims of bullying and persons with knowledge of bullying report the harassment immediately to a school administrator, teacher, or school personnel. Individuals have the right to report an incident of bullying without fear of reprisal or retaliation at any time. The administrator must notify the appropriate law enforcement agency of those Code violations that constitute a crime and affect the order or security of a school as soon as practical.

For grievances arising out of claims of sex-based discrimination or harassment, the Title IX Policy must be followed.

D. Transportation

Urban Choice is committed to making communication between the home and the school as efficient as possible. Families should first contact the school if there is a problem with student pick up or drop off. The school will call the bus company. If a parent or guardian wants to speak to someone at the bus company directly, they should call 585-336-4000.

E. Searches and Interrogations

The Board of Trustees is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the School's Code of Conduct. Students are not entitled to any sort of

“Miranda- type” warning before being questioned by school officials, nor are school personnel required to contact a student’s parent before questioning the student. However, school personnel should tell all students why they are being questioned.

In addition, the Board authorizes administrators to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the Code of Conduct.

An authorized school official may conduct a search of a student’s belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

Those authorized officials may also search a student or the student’s belongings based on information received from a reliable informant. Individuals, other than school personnel, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. School personnel will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student’s belongings, the authorized school official should give the student an opportunity to acknowledge that he or she possesses physical evidence of a violation of law or the Code, and give the student an opportunity to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practical, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched. Any searches of a student’s person must be conducted in the privacy of an administrative office by and in the presence of at least two School administrative staff and/or faculty of the same gender as the suspect student.

F. Student Lockers, Desks and Other School Storage Places

The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

G. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

- Name, age and grade of student searched;
- Reasons for the search;
- Name of any informant(s);
- Purpose of search (that is, what item(s) were being sought);
- Type and scope of search;
- Persons conducting search and his or her title(s) and position(s);
- Witnesses, if any, to the search;
- Time and location of search;
- Results of search (that is, what items were found);
- Disposition of items found; and
- Time, manner and results of parental notification.

The Principal shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The Principal shall clearly label each item taken from the student and retain control of the item(s), until the items is properly disposed of or turned over to the police.

H. Police Searches and Interrogation of Students

UCCS officials are committed to cooperating with police officials and other law enforcement

authorities to maintain a safe school environment. Police officials, however, have limited authority to interrogate or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to interrogate or search a student or to conduct a formal investigation involving students only if they have:

- A search or an arrest warrant; or
- Probable cause to believe a crime has been committed on School property or at a school function; or
- Consent from a school official.

Before police officials are permitted to interrogate or search any student, the building administrator shall first try to notify the student's parent to give the parent the opportunity to be present during the police interrogation or search. If the student's parent cannot be contacted prior to the police interrogation or search, the interrogation or search shall not be conducted. The building administrator or designee will also be present during any police interrogation or search of a student on school property or at a school function.

IV. Educational Partners

The Urban Choice Charter School was founded on the belief that students need to be inspired to reach their full potential. This inspiration can come from many places including the outside community. For many students, it may take more than one individual to impact them. It may take many individuals, groups and experiences. For this reason, UCCS has embraced educational partners who will have a positive effect on our students and their families. The way we collectively develop positive relationships among the School, students, families and the community is a direct link to determining student success.

A. Parents and Guardians

All parents and guardians are expected to:

- Recognize that the education of their children is the responsibility of the parents, students and the school community;
- Send their children to school as required by New York State law;

- Make certain their children’s attendance at school is regular and punctual, and all absences are properly excused;
- Insist their children be dressed and groomed in compliance with school rules of sanitation and safety, and in a fashion that will not disrupt classroom procedures;
- Maintain communication with the School and the School Nurse concerning the medical needs and conditions of their children attending school;
- Know and understand the rules their children are expected to observe at school and accept responsibility for their children’s actions;
- Convey to their children a supportive attitude towards education and UCCS;
- Teach their children, by word and example, respect for the law, for the authority of the school and for the rights and property of others;
- Become acquainted with the UCCS staff, curriculum and activities. Attend parent-teacher conferences, meetings and school functions concerning their children;
- Provide accurate family information (e.g., address, phone numbers, emergency contacts, legal custody orders), and inform school officials of changes in the home situation that may affect student conduct or performance;
- Help their children deal effectively with peer pressure;
- Build good relationships with teachers, other parents and their children’s friends;
- Provide a place for study at home, and ensure homework assignments are completed and turned in on time;
- Demonstrate dependability, integrity and other standards of ethical conduct;
- Ensure their children are familiar with the Code of Conduct and comply with the relevant portions of the Code of Conduct; and
- Comply with the relevant portions of the Code of Conduct for parents, visitors, etc.

B. Staff Members

All staff members are expected to:

- Promote a safe, orderly and stimulating school environment, and support active teaching and learning;
- Maintain the confidentiality of all personal information and educational records

concerning students and their families;

- Demonstrate dependability, integrity, and other standards of ethical conduct;
- Follow the chain of command for various administrative procedures referenced in this Code of Conduct;
- Know and comply with all school policies and rules; and
- Be fair, firm and consistent in enforcing school rules in classrooms, hallways, restrooms, school buses, on the school campus and at all school-sponsored activities.

C. Teachers

All teachers are expected to:

- Maintain a climate of mutual respect and dignity which will strengthen students' self-concept and promote confidence to learn;
- Demonstrate a personal enthusiasm for teaching, concern for student well-being, achievement and educational progress, and respond appropriately to the individual needs of each student;
- Know and comply with all school policies and rules;
- Promote a safe, orderly learning environment;
- Be fair, firm and consistent in enforcing school rules in classrooms, hallways, restrooms, school buses, on the school campus and at all school-sponsored activities;
- Communicate regularly with students, parents and other teachers concerning growth and achievement, their expectations for students and their classroom discipline plan;
- Be knowledgeable in effective behavior management techniques and the non-violent crisis intervention philosophy and techniques;
- Maintain the confidentiality of all personal information and educational records concerning students and their families;
- Demonstrate dependability, integrity and other standards of ethical conduct;
- Report issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is

lawfully on school property or at a school event. Reports of sex-based harassment must be made to the Title IX Coordinator.

- Follow the chain of command for various administrative procedures referenced in this Code of Conduct; and
- Help students deal effectively with peer pressure and emerging personal, social and emotional problems.

D. Building Administrators

All building administrators are expected to:

- Promote a safe, orderly and academically stimulating school environment that supports active teaching and learning;
- Organize school schedules and teaching assignments;
- Require effective classroom management and instruction;
- Ensure that a building-wide behavior management system is created and supported when required to meet the needs of students enrolled in their building;
- Be knowledgeable about effective classroom behavior and building management techniques, and non-violent crisis intervention philosophy and techniques, and assure their utilization in the building;
- Maintain the confidentiality of all personal information and educational records concerning students and their families;
- Demonstrate dependability, integrity, and other standards of ethical conduct;
- Follow the chain of command for various administrative procedures referenced in this Code of Conduct;
- Include the Title IX Coordinator in any incidents of discrimination or harassment that are sex-based;
- Be fair, firm and consistent in all decisions affecting students, parents and staff; and
- Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

E. Board of Trustees

All members of the Board of Trustees are expected to:

- Make appointments of the administrators and school personnel who will carry out the essential functions of the School;
- Adopt and review at least annually the Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation;
- Conduct Board meetings in a professional, respectful and courteous manner;
- Carry out the duties and responsibilities set forth in this Code of Conduct and comply with all other relevant portions of the Code; and
- Be aware of and compliant with the Code of Ethics for Trustees.

V. Student Dress Code

Urban Choice Charter School allows students to have some freedom regarding their attire so it does not require formal uniforms. The school does however have a Student Dress Code. All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. **Students who come to school without proper attire will not be allowed to enter class. Parents will be called and students will receive a Power School write-up.** Students and their parents/guardians have the primary responsibility for acceptable student dress and appearance. Teachers and all other school personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

The student's homeroom teacher and the Principal may ask a student to change his or her attire.

As per the Reopening Plan, face coverings are required for anyone who is medically able to wear one. Reusable and cloth masks are acceptable, including any color, school, college or sports logo or student name. Neck gaiters, scarves and bandanas are not allowed, nor is any reference that may be disruptive to the learning environment.

A. Elementary School (Grades K-6)

Elementary students may wear any color pants, shorts, or shirts as long as they are not jeans (including blue jeans, black jeans, jean shorts, jean skirts). Shirts/blouses may be patterned or plain; however no logos or writing is permitted. Dresses and skirts may be worn but must be appropriate length (knee). Students may wear sweatshirts and sweatpants as long as they are plain (no logos, pictures or writing). Sneakers are always permitted and encouraged (students have recreation daily). Students should refrain from wearing halter tops, spaghetti straps, tops that show the stomach, or tops/pants that are too tight or too baggy, as well as head gear (bandanas, hairnets, hats or other related headgear). Flip flops and sandals are not permitted as they may pose a safety concern as well.

B. Middle School (Grades 7-8)

Students in Grades 7-8 must wear polo shirts in red, black or white only. Shirts must be plain/solid with no stripes, designs, wording or logos. UCCS polo shirts are acceptable. Pants, shorts, capris or skirts must be tan khaki-style only. Shorts and skirts must be appropriate length (within one inch of knee/ends of fingertips). Hoodies are allowed in red, black or white only with no stripes, designs, wording or logos. UCCS hoodies are the only acceptable logo hoodies. Students must have their shirts or blouses tucked in at all times. Belts are strongly recommended and all clothing must fit properly and look presentable at all times (no halter tops, spaghetti straps, tops that show the stomach, or tops/pants that are too tight or too baggy; as well as head gear such as bandanas, hairnets, hats or other related headgear). Sneakers are permitted and encouraged. Flip flops and sandals are not permitted as they may pose a safety concern as well.

VI. Electronic Devices and Cellular Telephones

A. Authorized Usage

Teachers and other school personnel should exemplify and reinforce acceptable student behavior, including possession/use of electronic devices, and help students develop an understanding of appropriate appearance and conduct in the school setting.

The School feels that as students get older they should become more independent and take more responsibility for making good choices regarding their personal belongings. Electronic devices and cell phones in particular, now play a role in their daily routines. Urban Choice Charter School accepts this and will allow these items under specific guidelines:

1. Handheld Games

Electronic (handheld) games are not allowed. They may be permitted on special occasions with permission from the teacher.

2. Cell Phones

Cell phones may be used for personal music and games only during the lunch period. Cell phones are never allowed out at any other time and will be taken if they are used. On rare occasions, a student may use a cell phone with teacher permission. Cell phones may be taken from students and held securely if students are going on a trip or other places where they can become a distraction. ***Students may never take a picture with their phones while at school.***

3. Music Players

Music players (including cell phones that play music) are permitted during lunch only. They are not permitted at any other time. On rare occasions, teachers may give students permission to listen to music on a cell phone or ipod.

All of these devices may be taken by a staff member. Parents will always be called when a student has one of the above confiscated.

B. Consequences for Unauthorized Usage

Regardless of grade/age, any cell phone, electronic game, music player or any other item brought from home can be confiscated by any staff member if the item is being used at an inappropriate time. Before this is done, the student will be given one warning.

Items that are taken will be given to the student's classroom/homeroom teacher to hold until the end of the day. The incident will be recorded as a write-up. Parents will be called. The item will be returned after the parent has been contacted. The teacher must have a direct conversation with the parent; leaving a message at home is not sufficient. The parent/guardian must acknowledge the incident.

If a second incident occurs during the year, the classroom/homeroom teacher must notify the Principal. An in-school parent conference must take place. The item is held until this meeting happens.

As with any behavior related incident, referrals or any other disciplinary documentation that is completed will be tracked. Repeated incidences could lead to further disciplinary action.

VII. Prohibited Student Conduct

The Board of Trustees expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, school personnel and other members of the school community, and for the care of school facilities and equipment as provided in all applicable New York State and federal laws and regulations.

The best discipline occurs when students assume and accept responsibility for their own behavior, as well as for the consequences of their misbehavior. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on students' ability to grow in self-discipline. Effective forms of student discipline include a restorative approach that help students understand their behavior and how it impacts others and the school community, at large. Students are supported in repairing relationships and/or damage caused by their behavior. Restorative practices will focus on proactive skill-building of social competencies and the inclusion of student voice and accountability.

The development of the whole child is an essential responsibility of UCCS teachers and administrators. The teaching and support of prosocial skills and emotional competencies is the foundation for student academic and personal growth. Educators must ensure that behavioral standards are taught, consistently modeled and reinforced proactively in a way that recognizes a student's individuality and supports the building of positive relationships throughout the school community. Students are provided varying types and intensity of supports needed to meet those expectations.

The Board recognizes the need to make specific and clear all expectations for student conduct while students are on school property or engaged in a school function. The Code of Conduct is intended to communicate expectations of conduct to ensure safety and respect for the rights and property of others while upholding the dignity of all involved. There may be additional classroom rules and or procedures to be aware of regarding student conduct. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct. It will be ensured that all students are treated equitably under discipline policies.

Students may be subject to disciplinary action, up to and including suspension or expulsion from school and referral to appropriate law enforcement agencies, when they engage in the type of misconduct on school property or at a school function that is disorderly, insubordinate, disruptive, violent, or threatens the safety, morals, health or welfare of others. Misconduct also includes academic misconduct and misconduct while on the school bus.

A. Disorderly and/or Disruptive Conduct

Examples of disorderly and/or disruptive conduct may include, but are not limited to:

- making inappropriate and/or unreasonable noise;
- using language or gestures that are profane, lewd, vulgar or abusive;
- inappropriate shows of affection;
- engaging in any willful act which disrupts the normal operation of the school community;
- misusing computer and/or electronic communications, including the unauthorized use of computers or unauthorized use of personal electronic devices/equipment;
- endangering the health and safety of other students or staff or interfering with classes or School activities by means of inappropriate appearance or behavior as per this Code of Conduct; or
- loitering or trespassing on school premises.

B. Insubordination

Examples of insubordination may include but are not limited to:

- failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect;
- leaving school property or a school function without permission;
- skipping an assigned class or detention; or
- persistent tardiness

C. Violent Conduct

Examples of violent conduct may include, but are not limited to:

- committing or attempting an act of violence, such as hitting, kicking, punching or scratching, upon a teacher, administrator or other school employee;
- committing or attempting an act of violence, such as hitting, kicking, punching, scratching, or sexually assaulting another student or any other person lawfully on school property;
- possessing a weapon (as defined in this Code). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function;
- displaying what appears to be a weapon (as defined in this Code);
- using or threatening to use any weapon, or any object as a weapon (as defined in this Code);
- intentionally damaging or destroying, or threatening to damage or destroy the personal property of a student, teacher, administrator, other school employee or any person lawfully on school property, which include but is not limited to graffiti, vandalism, or arson;
- intentionally damaging or destroying or threatening or attempting to destroy school property;
- fighting and/or using any form of physical force against another person;
- instigating, initiating or encouraging a fight or the use of any form of physical force

- against another person; or
- any form of sexual touching

D. Conduct that Endangers the Safety, Morals, Health or Welfare of Others

Examples of such conduct may include, but are not limited to:

- lying, deceiving or giving false information to school personnel;
- stealing School property or other property of other students, school personnel or any other person lawfully on school property or while attending a school function;
- defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.);
- discrimination based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, or disability as a basis for treating another in a negative manner on school property or at a school function;
- harassment, by the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being based on a person's actual or perceived race, color, weight, national origin, political

affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog, or service dog, disability, sexual orientation, gender, or sex.

- bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, “play” fighting, extortion for money, overt teasing, etc.
- “internet bullying” (also referred to as cyber-bullying) including the use of instant messages, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees;
- Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature;
- displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior;
- hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club, or team;
- selling, using, possessing or distributing obscene material;
- possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products or illegal and/or controlled substances, counterfeit or designer drugs, or paraphernalia for use of such

drugs or be under the influence of any such substances on School property or at a school function. “Illegal substances” include, but are not limited to: inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as “designer drugs”;

- inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs;
- possessing, consuming, selling, attempting to sell, distributing, or exchanging “look-alike drugs”; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.;
- gambling and gaming;
- inappropriate touching and/or indecent exposure;
- initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher; or
- violating gender privacy when using school restroom facilities.

E. Misconduct on the Bus

Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Misconduct on the bus that in any way endangers student safety or causes the driver to be distracted will be subject to discipline. Excessive noise, pushing, shoving, fighting, harassment, and discrimination will not be tolerated.

F. Academic Misconduct

Examples of academic misconduct include but are not limited to:

- plagiarism;

- cheating;
- copying;
- altering records;
- accessing other users' email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications;
- non-compliance with homework/class work procedures;
- assisting another student in any of the above actions;
- violating the School's Acceptable Use Policy for technology; or
- encouraging another person to violate this Code of Conduct.

VIII. Tobacco & Vaping-Free School Environment

UCCS recognizes its responsibility to promote the health, welfare and safety of students, staff, and others on school property and at school-sponsored activities. In light of scientific evidence that the use of tobacco is hazardous to health, and to be consistent with school curriculum and federal and state law, it is the intent of UCCS to maintain a tobacco-free environment.

“Tobacco” means any cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product including electronic cigarettes (including vaping); nicotine and vaping juice, as well as spit tobacco, also known as smokeless, dip, chew, and snuff, and any other spit tobacco product in any form.

No person is permitted to use tobacco in any way at any time, including non-school hours, on school property, grounds, or at any school-sponsored event or activity off campus. Tobacco use in vehicles located on school property is also prohibited. Distribution, sale, or advertising of tobacco, including any smoking or vaping device is also prohibited on school property, grounds, and at any school-sponsored event. This policy remains in effect at all times.

No student is permitted to possess tobacco or vaping devices on school property, grounds, or at school-sponsored events or activities off campus. Possession of nicotine and other liquids used for vaping is also prohibited.

Signs communicating this policy shall be prominently posted and properly maintained where tobacco use and smoking are regulated by this policy.

Enforcement of this policy shall be equitable and consistent in accordance with the Code of Conduct and employee personnel policies. Student violations of this policy will lead to disciplinary action up to and including suspension from school and will also result in confiscation and discarding of prohibited items. Student participation in a tobacco cessation program and/or tobacco education class may be allowed as an alternative to discipline. Parents/guardians will be notified of violations involving their child(ren) and subsequent actions taken by the school. Employee violations of this policy will lead to disciplinary action in accordance with personnel policies and may include verbal warning and/or written reprimand. Violations by others will result in appropriate sanctions as determined by the Board of Trustees or school administrators.

IX. Student Discipline

Please note throughout Section VIII, if a student is a student with a disability or a student presumed to have a disability, the provisions outlined in Section XI “Discipline of Students with Disabilities,” below, also apply.

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students’ ability to grow in self-discipline.

A. Considerations for Imposing Disciplinary Penalties

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. Emphasis will be placed on helping students take responsibilities for their actions, learn pro-social strategies to use in the future, and understand that further consequences will be implemented if they continue to cause harm to others. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- the student’s age;

- the nature of the offense (including its impact on others) and the circumstances which led to the offense;
- the student's prior disciplinary record;
- the effectiveness of other forms of discipline;
- information from parents, teachers and/or others, as appropriate; and
- other extenuating circumstances

As a general rule, discipline will be progressive. This means that generally a student's first violation will usually merit a lesser penalty than subsequent violations, taking into account all factors relevant to the severity of the current violation. The particular circumstances of a violation may, however, warrant a severe form of disciplinary action even if it is the student's first offense.

In any and all disciplinary measures, the Urban Choice Charter School is committed to protecting the rights of each and every student under all applicable laws and regulations.

B. Reporting Violations

All UCCS staff authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. Staff not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who will in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

For grievances arising out of claims of sex-based discrimination or harassment, the Title IX Policy must be followed.

Any weapon, alcohol or illegal substance found will be confiscated immediately, if possible, followed by notification to the parent/guardian of the Code violation and of the possible disciplinary sanction for such violation, which may include expulsion and referral for prosecution.

As soon as is practical, the Principal must notify the appropriate local law enforcement agency and parents/guardians of those Code of Conduct violations that constitute a crime and which in his/her judgment substantially affect the order or security of the school. This report will be made

no later than the close of business the day the building administrator learns of the violation. The notification may be made by telephone or a direct report followed by a letter mailed on same day. The notification must identify the student and explain the conduct that violated the Code of Conduct which constitutes or may constitute a crime.

C. Penalties

Students who are found to have violated the Code of Conduct maybe be subject to the following penalties, either alone or in combination. As students move further along the ladder, the consequences potentially get more severe with expulsion (permanent removal from school) being the final result if behavior does not improve.

The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

- Verbal warning: any member of UCCS staff, bus drivers, and other authorized individuals at school functions.
- Written "write-ups": any member of UCCS staff, bus drivers, and other authorized individuals at school functions.
- Written notification to parent: teachers, administrators, coaches and student support personnel.
- Phone calls to parents: teachers, student support personnel, coaches and administrators.
- Escorting students to class: any UCCS staff member
- Loss of privileges: teachers, student support personnel, coaches and administrators.
- Academic penalty: teachers (as related to academic misconduct e.g. giving a zero on an assignment for cheating)
- Confiscation of items: teachers, student support personnel, coaches and administrators
- Community and/or volunteer service: administrator, teachers, student support personnel, and coaches

- Participation in self-help group activity: administrators, teachers, student support personnel, and coaches
- Letter of apology: teachers, student support personnel, coaches and administrators
- Payment of damages or restitution: administrator
- Detention: administrators, teachers
- Suspension from transportation: administrator
- Suspension from athletic participation: coaches, administrators
- Suspension from social or extracurricular activities: administrator
- Suspension of other privileges: administrator
- Alternative to suspension (ATS): administrator
- Removal from classroom by teacher: teachers, administrator
- Short-term (ten days or less) suspension from school: Principal
- Long-term (more than ten days) suspension from school: Principal following a hearing, with right to appeal to Board of Trustees
- Expulsion from school: CEO, following a hearing conducted by the CEO or designee, with an automatic appeal to the Board of Trustees
- Referral to appropriate law enforcement agency: administrator

D. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed as well as a determination of whether a student is a student with a disability or a student presumed to have a disability under applicable state and federal law.

In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty. As students move further along the ladder, the consequences potentially get more severe with expulsion being the final result if behavior does not improve.

1. Transportation Discipline and Suspension

Bus behavior is viewed as part of *in school* behavior. If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the Transportation Department's attention. Only the Transportation Department or Principal can suspend a student from the bus.

The school is aware that adult supervision on the bus is not as intensive as supervision in the school setting and students who are not problems at school can have behavior issues on the bus. For this reason, all referrals are discussed with both the classroom teacher. This ensures that someone inside the school investigates the situation to ensure that discipline is warranted.

Students who become a serious disciplinary problem may have transportation privileges suspended by the Principal or transportation provider. In such cases, the student's parent or guardian will become responsible for seeing that the student gets to and from school safely. A student subjected to a suspension from transportation is not entitled to a full hearing. However, the student and the student's parent or guardian will be provided with a reasonable opportunity for an informal conference with the Principal or Transportation Department to discuss the conduct and the penalty involved.

2. Suspension from Athletic Participation, Extra-Curricular Activities and Other Privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing. However, the student and the student's parent or guardian will be provided with a reasonable opportunity for an informal conference with a school official imposing the suspension to discuss the conduct and the penalty involved.

3. Teacher's Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom

management techniques. Such techniques may include directing the student to sit in a designated area of the room (“time out”) or to briefly leave the classroom to gain an opportunity to regain composure/self-control under the supervision of another adult. Time-honored classroom management techniques do not constitute disciplinary removals for purposes of this Code of Conduct.

On occasion, a student’s behavior may become disruptive. A substantial disruption of the educational process or substantial interference with a teacher’s authority occurs when a student demonstrates *a persistent unwillingness to comply with the teacher’s instructions or repeatedly violates the teacher’s classroom behavior rules*. Examples include but are not limited to:

- repeated instances of speaking loudly or disrespectfully to the teacher or others;
- repeatedly speaking out of turn;
- repeatedly leaving his or her seat without permission;
- physical contact with another person;
- throwing items, etc.; or
- displaying or using an electronic device and refusing to put away after directed to do so.

If the student poses a danger or ongoing threat of disruption, the teacher will contact the administration immediately.

The teacher may request that the disruptive student be removed from the classroom. Thereafter, the teacher must complete a write up explaining the reason for the removal and must meet with the Principal as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the PowerSchool entry. The teacher shall also provide the student with an explanation of the basis for the removal and provide the student with an opportunity to respond.

Within 24 hours after the student’s formal removal, the Principal must notify the student’s parents, in writing, that the student has been removed from the class and provide the reason. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the building administrator to discuss the reasons for the removal.

4. Alternative to Suspension (ATS)

The Board recognizes that the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. Accordingly, the Board authorizes building administrators and designees to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in “Alternative to Suspension.”

A student subjected to ATS is not entitled to a full hearing. However, the student and the student’s parent or guardian will be provided with a reasonable opportunity for an informal conference with the teacher and school official imposing the alternative to suspension to discuss the conduct and the penalty involved.

5. Suspension

Suspension from school is a significant penalty, which may be imposed only after compliance with all due process requirements are met.

The Board has placed primary responsibility for the suspension of students with the Principal.

Any staff member may recommend to the Principal that a student be suspended for any violation of the Code of Conduct that creates a substantial risk of disruption to the educational process or endangers the safety, morals, health or welfare of others. All staff members **must** immediately report conduct which is listed under the category of violent conduct (Section VII [C] of the Code). All recommendations and referrals shall be made in writing or PowerSchool entry unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension and in no event later than the end of the next school day.

The Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, will gather the facts relevant to the matter and record them for subsequent presentation if necessary.

The Principal will then notify the student of the charges against him and provide an explanation of the evidence that's been gathered. He will also provide the student with an opportunity to present his side of the story.

Immediately thereafter, the Principal (or his designee) will telephone the parent to report the suspension and request that he/she pick up the student. The Principal will also notify the parent in writing of the charges and invite the parent for an informal conference to review the evidence, ask questions, and present the student's view of the event.

(i) Short-Term Suspension

When the Principal proposes to suspend a student for five days or less, the Principal must immediately notify the student verbally. If the student denies the misconduct, the Principal must provide an explanation of the basis for the proposed suspension. The Principal must also notify the student's parents in writing that the student is or will be suspended from school. The written notice must be provided by personal delivery, or sent by express mail, or some other method that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to suspend, to the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which the suspension is and shall inform the parents of the right to request an immediate informal conference with the principal. Where possible, both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish. The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent within 10 business days of the date of the superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. The Board will make its decision solely upon the record before it. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the final decision.

Any required notice to parents and an informal conference shall be in the dominant language or mode of communication used by the parent.

(ii) Long-Term Suspension and Expulsion

When the Principal determines that a suspension for more than ten days may be warranted, he or she shall give notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The CEO shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and, if the student is found to have committed the acts which are the subject of the hearing, the hearing officer will review record information, including disciplinary records and anecdotal information of past instances of misconduct, to determine the appropriate penalty. Following the dispositional phase of the hearing, the hearing officer will provide recommendations as to the appropriate measure of discipline to the CEO. The report of the hearing officer shall be advisory only, and the CEO may accept, reject or modify all or any part thereof. The CEO will prepare a

written decision.

An appeal of the decision of the CEO may be made to the Board of Trustees. The Board will make its decision based solely upon the record before it. All appeals to the Board of Trustees must be in writing and submitted within 10 business days of the date of the CEO's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board of Trustees may adopt in whole or in part the decision of the principal

6. Students Who Bring a Firearm to School

Any student found guilty of bringing a firearm (as defined by the Gun-Free Schools Act; 18 U.S.C. § 921) onto school property will be subject to suspension from school for at least one calendar year, subject to special protections for students with disabilities.

7. Students Who are Repeatedly Substantially Disruptive of the Educational Process

Any student, including a student with a disability whose conduct is not a manifestation of his disability(as described below) who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will receive a disciplinary referral and be placed in ATS for at least one day. For purposes of this Code of Conduct, "repeatedly substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) and this Code on four or more occasions during a semester, as applicable. If the proposed penalty is the one-day or more in ATS, the student and the student's parent will be given the opportunity for an informal conference.

E. Referrals

The School may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment because:

- the student is habitually truant and not attending school as required by part one of Article 65 of the Education Law; or

- the student engages in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.

X. Alternative Instruction

When a student is removed from class by a teacher or suspended from school, the Principal will take immediate steps to provide alternative means of instruction for the student.

During any period of suspension, a student with a disability shall be provided all services to the extent required under all relevant New York State and federal laws and regulations including the Individuals with Disabilities Education Act (20 U.S.C. §§ 1400 et seq.). Nothing in this section shall be construed to confer a greater right to services than is required under such New York State and federal laws and regulations.

XI. Discipline of Students with Disabilities

The Board of Trustees recognizes that it may be necessary to suspend or remove students with disabilities to address disruptive or problematic behavior. The Board also recognizes that students with disabilities enjoy procedural protections before discipline is imposed that would amount to a change of educational placement. The Board is committed to ensuring that the procedures followed for suspending or removing students with disabilities are consistent with all applicable New York State and federal laws and corresponding regulations.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. Definitions

For purposes of this Section, the following definitions apply:

- Suspension means a disciplinary exclusion from school in accordance with this Code of Conduct.
- Removal means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an

interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.

- IAES means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications described on the student's current individualized education program (IEP) and additional services to address the behavior which precipitated the IAES placement.
- Student with a Disability means a student who has an Individualized Education Program (IEP) prepared by a Committee on Special Education and also a student with a disability who is found to be eligible for a Section 504 Plan.
- Student Presumed to Have a Disability means a student presumed to have a disability as defined in 20 USC § 1415.

B. Authorized Suspensions or Removals of Students with Disabilities

School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows.

The Principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

The Principal may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days (inclusive of any period in which the student has already been suspended or removed for the same behavior) if a the Principal or a Hearing Officer designated by the Principal determines that the student has engaged in behavior that warrants a suspension of more than ten days and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

The Principal may order additional suspensions of not more than ten (10) consecutive days in

the same school year for separate incidents of misconduct, as long as those removals, taken together, do not constitute a change of placement.

C. Change of Placement

A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

- for more than 10 consecutive school days; or
- for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they accumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed, and the proximity of the suspensions or removals to one another.

School personnel may not suspend or remove a student with a disability for conduct related to the disability if the imposition of the suspension or removal would result in a disciplinary change in placement – that is a suspension for more than ten consecutive days or ten days is total based on a pattern of suspension or removal.

However, UCCS may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances, or inflicting serious bodily injury.

D. Special Rules Regarding the Suspension or Removal of Students with Disabilities

If a student with a disability is charged with a violation of the Code of Conduct that might be punishable by a long-term suspension or expulsion, UCCS will provide Parents with the procedural safeguards notice prescribed by the Commissioner of Education. Such notice shall accompany the notice of the disciplinary hearing. The student's parent shall also be advised that the Student will be referred to the Committee on Special Education of the Student's home district

or, if the Student has a Section 504 Plan, to the School's 504 Team, to determine if the conduct that is subject to discipline is a manifestation of the student's disability.

The parents of a student with a disability subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of students without disabilities.

E. Special Rules for Violations Involving Weapons, Drugs or Serious Bodily Harm

If a student with a disability is charged with a violation of the Code of Conduct that might warrant suspension of more than ten days or expulsion, the CEO will conduct a hearing as described above (Long-term suspension and Expulsion). The student will also be referred to the Committee on Special Education of his or her home district or to the School's 504 Team, for a review of the conduct. The Committee may determine that the conduct was a manifestation of the student's disability., but whether or not the conduct was a manifestation of the Student's disability, he will not be allowed to return to class if he has been found guilty at the hearing of any of the following: carrying or possessing a weapon to, or at, school, on school premises, or to or at a school function, or possessing or using illegal drugs or selling or soliciting the sale of a controlled substance while at school; or inflicting a serious bodily injury upon another person while at school, on school premise, or at a school function. Under these circumstances, the CEO may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days.

For purposes of this provision, the following definitions apply:

- Weapon means the same as "dangerous weapon" under 18 U.S.C. § 930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except a pocket knife with a blade of less than 2 ½ inches in length."
- Controlled substance means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and

state law and regulations applicable to this policy.

- Illegal drugs means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
- Serious Bodily Injury means an injury or illness that involves: (1) a substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days of school at a time, if maintaining the student in his or her current educational placement is substantially likely to result in injury to the student or others.

Under other circumstances, if the student's conduct is a manifestation of his or her disability, the student will return to class after ten days of suspension unless the CSE changes the student's placement following regular CSE procedures.

Like all long-term suspension hearings, hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase. The penalty phase shall be conducted in the same manner as the penalty phase of a hearing involving a nondisabled student except that the CEO will also consider the student's special education records and a report from the Committee on Special Education ("CSE") of the Student's home district with respect to the relationship between the conduct that is the subject of the hearing and the student's disability.

- During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided those services and modifications described on the student's current individualized education program (IEP) and additional services to address the behavior which precipitated the IAES placement.

F. Working with Committees on Special Education

The Urban Choice Charter School shall assist a student's home district's Committee on Special Education to:

- Conduct functional behavioral assessment to determine why the student engages in a particular behavior, whenever the CSE determines that the conduct that was subject to the disciplinary hearing was a manifestation of the student's disability, and to develop, review or implement a behavioral intervention plan for the student.
- If a behavioral intervention plan has already been developed and implemented, UCCS will work with the CSE to review the plan and, if necessary, modify it to address the behavior that was the subject of the disciplinary hearing.
- Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever the student's conduct would be subject to suspension in excess of ten days if the student did not have a disability.

G. Protections for Children with Special Educational Needs who Do Not Have IEP's

The parents of a student who has a 504 Plan or who has not yet been found to be eligible for an IEP may assert protections provided for students with disabilities if the School had knowledge, or had a basis for knowledge, that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The principal or CEO imposing a suspension shall be responsible for determining whether the student is a student presumed to have a disability for discipline purposes.

Students with 504 Plans will be referred to the School's 504 Team for a determination of whether the conduct which is the subject of the disciplinary proceeding was a manifestation of the student's educational disability.

Other students who do not have IEP's may be referred to the Committee on Special Education of their district of residence if school officials are deemed to have had knowledge of a possible

disability prior to the time the behavior occurred. They will be deemed to have had such knowledge if:

- The parent of the child expressed concern in writing to supervisory or administration personnel or to a teacher that the child might be in need of special education;
- The parent of the child requested an evaluation of the child; or
- A teacher of the child or other School personnel expressed specific concerns to the Principal or other supervisory personnel about a pattern of behavior demonstrated by the child.

The School will not be eligible for the special protections accorded to students with disabilities if:

- The Committee of Special Education had previously conducted an evaluation and determined that the student is not a student with a disability, and provided Parent with notice of its finding.
- The School determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations; or
- The parent or guardian refused to allow the Committee on Special Education to conduct an evaluation.

If the School is not “deemed to have knowledge” of the student’s disability prior to taking disciplinary measures against the student, the student may be disciplined in accordance with the Code of Conduct in the same manner as a student without a disability. However, if a request for an individual evaluation is made while such student is subjected to a disciplinary removal, the CSE shall conduct an expedited evaluation. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the School, which can include suspension.

H. Expedited Due Process Hearings

An expedited due process hearing shall be conducted by the School District in which the student resides under the following circumstances:

- A parent objects to the results of an evaluation of a child during the time period in

which the child is subjected to suspension or removal, except that, during the pendency of the review, the child shall remain in the educational placement determined by the suspending authority;

- The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel believe that it maintenance of the current educational placement creates risk of injury to the student or others; or
- The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding the disciplinary placement.

During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, controlled substances, or infliction of serious bodily injury, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability the student shall remain in the IAES pending the decision or the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.

If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

The timeline for an expedited due process hearing conducted by the school district of the student's residence is 15 business days of receipt of the request for a hearing. The impartial hearing officer may grant specific extensions of such time period, but he or she must mail a written decision to the District and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

XII. Referrals to Law Enforcement and Judicial Authorities

The Principal will refer matters which in his/her judgement substantially affect the order or security of the School to the appropriate law enforcement agency and/or to the Family Court.

XIII. Corporal Punishment

No UCCS employee or agent of UCCS shall use Corporal punishment against a student. Corporal punishment is any act of physical force upon a student for the purpose of punishing that student.

However, in situations where alternative procedures and methods cannot reasonably be used, restraint involving reasonable physical force may be used to:

- Protect oneself, another student, teacher or any person from physical injury.
- Protect the property of the school or others.
- Remove a student whose behavior interferes with the orderly exercise and performance of School functions, powers and duties, if that student has refused to refrain from further disruptive acts.

Whenever a school employee restrains a student, the employee shall, within the same school day, make a report to the Principal describing in detail the circumstances and the nature of the action taken.

XIV. Visitors to the School

The School is committed to providing an orderly, respectful environment that is conducive to learning. The maintenance of public order on school property and at school functions is the responsibility of all members of the school community. All visitors on school property or at school functions are expected at all times to conduct themselves in a manner which reflects proper respect for public property and the rights of others. A visitor is defined as anyone who is not a student or staff member of the Urban Choice Charter School, including parents, guardians and family members.

The School reserves the right to request any visitor to leave the School's campus and buildings for violations of this Code or any other action that endangers the safety, morals, health or welfare of others. Moreover, the School reserves the right to treat any unauthorized entry in violation of a request to leave a criminal trespass, and to pursue any available civil or criminal remedies.

A. Sign-In Procedures

The receptionist will watch the person enter the building and come to the office by watching the indoor camera. There is a sign just inside the door communicating same.

- All visitors must ring the monitor. The door is always locked.
- The receptionist sees the visitor in the camera and asks them "Who is it?"
- The visitor must state their name or they will not be allowed in.
- Once the person states their name, the receptionist will let them enter: if the person is expected and if the person is known.
- If the person is unknown, the receptionist will ask "Who are you here to see?"
- The person may or may not be allowed in at this time.
- Visitors are told to sign in.
- The receptionist will see the person enter by watching the indoor camera. There is a sign just inside the door telling them the same.
- The reception area is very large and visible as visitors approach.
- All visitors must sign the visitors sign in book. The sign in sheet includes name, time of visit and the reason for their visit.
- Visitors are given visitor tags that attach to their pockets, etc.
- If visitors have not been previously announced, the staff member is notified of the visitor.
- Visitors may be walked to the destination or someone may greet them. *Visitors are not allowed to walk alone to the destination unless they are a parent/guardian.*
- All visitors have to walk by the reception desk when they leave.
- They sign out indicating the time they left.
- Visitor tags are returned.

B. Prohibited Conduct

No person, either alone or with others, shall:

- Disrupt the orderly conduct of classes or school programs and activities;
- Intentionally injure any person or threaten/attempt to do so;
- Use profane, lewd, vulgar, abusive language or gesture;
- Intimidate, harass or discriminate against any person, on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, age, gender, sexual orientation, sex or disability;
- Possess or use weapons, display what appears to be a weapon or threaten to use a weapon in or on school property or at any school function, except in the case of law enforcement officers;
- Possess, consume, sell, distribute, exchange or be under the influence of alcoholic beverages or controlled substances on school property or at a school function;
- Intentionally damage, destroy or attempt to damage or destroy school property, or the personal property of a school employee or student, which is lawfully on school property;
- Distribute or wear materials on school property or at school function that are obscene, advocate illegal activity, obstruct the rights of others or are disruptive to the educational program;
- Enter any portion of the school building without proper authorization or remain in any school building or facility after it is closed, or loiter on or about school property;
- Incite or encourage others to commit any acts which are prohibited in this Code;
- Refuse to comply with any directive of identifiable UCCS official;
- Gamble on school property or at school functions;
- Violate the traffic laws, parking regulations or other restrictions on vehicles; or
- Violate any federal or state statute, local ordinance or school policy while on school property or at a school function (e.g. smoking, indecent exposure, etc.).

C. Consequences

Visitors who violate this Code shall be subject to the following penalties:

- Visitors will have their authorization to remain on school grounds and/or at school functions withdrawn and they will be directed to leave the premises. If they refuse to leave, they shall be subject to ejection. Authorization for their attendance at future school functions may also be rescinded.
- Faculty members shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a and subject to any other legal or contractual rights that they may have.
- UCCS employees, other than teachers, shall be subject to disciplinary action as the facts may warrant in accordance with their legal or contractual rights.
- Any additional staff member not described above shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

XV. Dissemination and Review

The Board will work to ensure that the community is aware of this Code of Conduct by:

- Having copies of the Code available upon request from the school office.
- Providing copies of a summary of the Code to all families at the first Parent meeting held at the beginning of each school year.
- Mailing a summary of the Code of Conduct written in plain language to all parents of students before the beginning of the school year and making this summary available later upon request.
- Having the Code of Conduct on the school web site.
- Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the Code as soon as practicable after adoption.
- Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- Mailing copies of the code available for review by students, parents and other community members.

The Board of Trustees will sponsor an in-service education program for all staff members to ensure the effective implementation of the Code of Conduct. The principal may solicit the recommendations of UCCS staff, particularly teachers and leadership team members, regarding in-service programs pertaining to the management and discipline of students.

The Board of Trustees will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the Code's provisions have been and whether the Code has been applied fairly and consistently.

The Board may appoint an advisory committee to assist in reviewing the Code and the school's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, building administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students, and any other interested party may participate.

Urban Choice Charter School

City of New York
 Contact Email: info@urbanchoic charter.org
 Contact Phone: 917-288-2393
 Term: 1/1/2023 to June 30, 2027

PROJECTED BUDGET

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Total Revenue	7,130,940	7,130,940	7,018,336	7,018,336	6,900,906
Net Income (Before Cash Flow Adjustments)	2,241,991	2,241,991	2,241,991	2,241,991	2,241,991
Total Paid Student Enrollment	393	393	393	393	393

Per Revenue: 18,145.01
 Per Enrollment: 18,145.01
 Per Enrollment: 18,145.01
 Per Enrollment: 18,145.01
 Per Enrollment: 18,145.01

REVENUE

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Per Revenue	18,145.01	18,145.01	18,145.01	18,145.01	18,145.01
Per Enrollment	18,145.01	18,145.01	18,145.01	18,145.01	18,145.01
Per Enrollment	18,145.01	18,145.01	18,145.01	18,145.01	18,145.01
Per Enrollment	18,145.01	18,145.01	18,145.01	18,145.01	18,145.01
Per Enrollment	18,145.01	18,145.01	18,145.01	18,145.01	18,145.01

REVENUE FROM FEDERAL FUNDING

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
IDEA Special Needs	48,000	48,000	48,000	48,000	48,000
IDEA Special Needs	48,000	48,000	48,000	48,000	48,000
IDEA Special Needs	48,000	48,000	48,000	48,000	48,000
IDEA Special Needs	48,000	48,000	48,000	48,000	48,000
IDEA Special Needs	48,000	48,000	48,000	48,000	48,000

LOCAL AND OTHER REVENUE

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Local Revenue	1,511,877	1,511,877	1,511,877	1,511,877	1,511,877
Other Revenue	730,114	730,114	730,114	730,114	730,114
Total Local and Other Revenue	2,241,991	2,241,991	2,241,991	2,241,991	2,241,991

EXPENSES

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Administrative Staff	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Instructional Staff	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Operational Expenses	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Capital Expenses	500,000	500,000	500,000	500,000	500,000
Other Expenses	241,991	241,991	241,991	241,991	241,991
Total Expenses	5,143,931	5,143,931	5,143,931	5,143,931	5,143,931

NET INCOME

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Net Income	2,241,991	2,241,991	2,241,991	2,241,991	2,241,991

DETAILED DESCRIPTION OF ASSUMPTIONS

Item	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Description
Administrative Staff	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	Administrative Staff (see 1) - 2% raise through 2025
Instructional Staff	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	Instructional Staff (see 1) - 2% raise through 2025
Operational Expenses	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	Operational Expenses (see 1) - 2% raise through 2025
Capital Expenses	500,000	500,000	500,000	500,000	500,000	Capital Expenses (see 1) - 2% raise through 2025
Other Expenses	241,991	241,991	241,991	241,991	241,991	Other Expenses (see 1) - 2% raise through 2025
Net Income	2,241,991	2,241,991	2,241,991	2,241,991	2,241,991	Net Income (see 1) - 2% raise through 2025

	2022	2021	2020	2019	2018	2017
Security	1,480	1,480	1,480	1,480	1,538	1,595
TOTAL FACILITY OPERATION & MAINTENANCE	2,000	2,000	2,000	2,000	2,037	2,094
DEPRECIATION & AMORTIZATION	257,271	257,271	257,271	257,271	257,271	257,271
Building and Equipment	5,500	5,500	105,529	105,529	105,529	105,529
TECHNOLOGY AND ASSOCIATION	5,500	5,500	105,529	105,529	105,529	105,529
RESOLUTION RESERVE & RESERVE / CONTINGENCY	7,288,449	7,288,449	6,851,426	6,566,881	6,472,990	6,358,462
TOTAL EXPENSES	23,281	23,281	669,381	666,666	113,861	186,189
NET INCOME	394	394	394	394	394	394
ENROLLMENT	394	394	394	394	394	394
Revenue per Pupil	18,628	18,628	17,451	17,458	16,729	16,278
EXPENSES PER PUPIL	18,527	18,527	17,433	17,425	16,583	16,533
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Total Operating Activities	5,500	5,500	105,529	105,529	105,529	105,529
Other	5,500	5,500	105,529	105,529	105,529	105,529
Example - Student Property and Equipment Expenditures	(4,200,000)	(4,200,000)	-	-	-	-
Other	(4,200,000)	(4,200,000)	-	-	-	-
Example - Add Expired Proceeds from a Loan or Line of Credit	3,000,000	3,000,000	(207,000)	(207,000)	(207,000)	(207,000)
Total Financing Activities	(1,199,500)	(1,199,500)	(100,471)	(100,471)	(100,471)	(100,471)
Example - Add Expired Proceeds from a Loan or Line of Credit	(1,172,499)	(1,172,499)	26,928	26,928	26,928	26,928
Total Investing Activities	2,827,501	2,827,501	2,827,501	2,827,501	2,827,501	2,827,501
Net Income and Cash Flow Adjustments	2,628,431	2,628,431	2,628,431	2,628,431	2,628,431	2,628,431
Beginning Cash Balance	2,628,431	2,628,431	2,628,431	2,628,431	2,628,431	2,628,431
ENDING CASH BALANCE	5,256,862	5,256,862	5,256,862	5,256,862	5,256,862	5,256,862

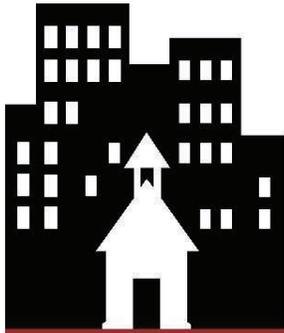
Security Building

Being annual down to 84% increase with a new facility of \$4,200,000 over 30 years.
 School needs to include an extra amount of \$4,200,000 by December 31st of 2022-2023

Original enrollment is slightly lower than claimed above

Purchase of new building and renovations

Financing of new building
 Principal payments - minimum 4.37% interest with equipment over 30 years
 Assume 2022-2023 Actual cash flow is reduced \$1M and \$80K for reserve balances



URBAN CHOICE CHARTER SCHOOL

Urban Choice Charter School Bylaws

Adopted April 4, 2022

Redefining Urban Education

**Urban Choice Charter School
545 Humboldt Street
Rochester, NY 14610
Phone: (585) 288-5702
Fax: (585) 654-9882
www.urbanchoicecharter.org**

ARTICLE I: NAME

The name of the Corporation is the Urban Choice Charter School (the “Corporation”).

ARTICLE II: MEMBERSHIP

The Corporation has no members as that term is defined under Section 102(a)(9) of the New York Not-for-Profit Corporation Law (“NPCL”).

ARTICLE III: BOARD OF TRUSTEES

1. **Powers:** The Board of Trustees (the “Board”) shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable provisions of the Education Law and the NPCL, the Corporation’s Charter and these Bylaws. The Board shall have final authority and responsibility for policy and operational decisions of Urban Choice Charter School, though the Board shall delegate day-to-day decision-making authority to the Chief Executive Officer of the Corporation, who shall have authority and responsibility for the educational and administrative activities of the Corporation. The Chief Executive Officer shall report to the Board and perform such other duties as the Board may properly direct.

- A. Without limiting the general plenary authority of the Board, the Board shall have all the powers enumerated in these Bylaws, including, but not limited to, the following specific powers:

1. To elect and remove Trustees;

2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgement, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;.
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
7. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
8. To indemnify and maintain insurance on behalf of any of its trustees, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the NPCL and the limitations noted in these Bylaws; and
9. To adopt and annually review a Code of Ethics which shall set forth the standard of conduct expected of trustees, officers, employees and agents, and which shall include a Conflict of Interest Policy containing provisions for disclosing, addressing and documenting conflicts of interest which may affect matters brought before the Board. Standards for disclosure and recusal shall

be in all respects consistent with the provisions of §§ 800-806 of the General Municipal Law, to the same extent as such sections apply to public school districts. The Conflict of Interest Policy shall contain specific provisions for addressing Related Party Transactions, as such term is defined in § 101(24) of the NPCL and in the Conflict of Interest Policy adopted pursuant to this section.

B. Number of Trustees: The number of Trustees of the Corporation shall not be less than five (5) and shall not exceed fifteen (15). One to four Trustees shall be parents, guardians, or grandparents of students currently at the School. The “Entire Board” shall consist of the number of Trustees, within these limits, elected by the Board.

C. Election of Trustees:

1. Election: The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.
2. Eligibility: The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. Trustees, officers or employees of any single organization shall hold no more than 40% of the seats comprising the Board. A Trustee may not serve on more than one other charter school board of trustees.
3. Interested Persons: Not more than 40% of the persons serving on the Board may be Interested Persons. An “Interested Person” is: (1) any person who will be or are currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor,

descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4. Term of Office:

- a.** The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
- b.** The terms of office of the Trustees shall be three (3) years, exclusive of any partial year served by a new Trustee. No Trustee shall serve more than three consecutive three-year terms exclusive of any period during which a Trustee was filling a Board vacancy. No Trustee may return to the Board until two years have passed to ensure that new Board members continue to join the Board.
- c.** The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
- d.** A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.
- e.** A Trustee's term of office shall not be extended beyond 60 days that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

- 5. Time of Elections:** The Board shall elect Trustees whose terms shall begin upon approval by NYSED at the Annual Meeting for that year, or at a Regular

Meeting designated for that purpose, or at a Special meeting called for that purpose.

- D. Removal of Trustees:** The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the NPCL. Pursuant to Education Law § 226, if any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board, he/she shall be deemed to have resigned and the vacancy may be filled.
- E. Resignation by Trustee:** A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. Resigning Trustees shall submit disclosure statements and any other legally required information within 30 calendar days of such resignation or discharge.
- F. Vacancies:** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist when the number of Trustees falls below the minimum required number pursuant to Article III (B) of these Bylaws.
- G. Compensation of Trustees:** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business. Such a Trustee or officer shall not, for purposes of Section 702-a of the NPCL, be considered compensated solely by reason of reimbursement or being advanced his or her actual expenses incurred in attending meetings or otherwise in the execution of such office. This paragraph shall not be construed to limit compensation to a Trustee's nonprofit corporation for

services performed pursuant to an approved Management Agreement.

H. Annual Report: The Board shall direct the Chief Executive Officer and the Treasurer to present at the Annual Meeting of the Board an annual report certified by a firm of independent public accountants selected by the Board, showing in appropriate detail the following:

1. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year immediately preceding the date of the report.
2. The principal changes in assets and liabilities, including trust funds, during the fiscal year immediately preceding the date of the report.
3. The revenue or receipts of the Corporation, both unrestricted and restricted to a particular purpose, for the fiscal year immediately preceding the date of the report.
4. The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year immediately preceding the date of the report.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: Urban Choice Charter School, 1020 Maple Street, Rochester, NY, 14611, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings: Board Meetings shall be held at the Corporation's principal

office or at any other reasonably convenient place as the Board may designate, or as may be permissible pursuant to any state or federal emergency declarations in compliance with the Open Meetings Law

- B. **Annual Meetings:** An Annual Meeting shall be held in the month of May of each year for the purpose of electing Trustees and officers, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.
- C. **Regular Meetings:** A minimum of twelve Regular Meetings shall be held each year on dates determined by the Board.
- D. **Special Meetings:** A Special Meeting shall be held at any time called by an officer of the Corporation, or where called by any Trustee upon written demand of not less than one half of the Entire Board.
- E. **Adjournment:** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.
- F. **Notices of Board Meetings shall be given as follows:**
 - 1. **Notice to Trustees:** Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings. In the event an Annual or Regular Meeting is not fixed, or of a Special Meeting, any such Meeting shall be held upon seven days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient, to the Trustee or to a

person whom it is reasonably believed will communicate it promptly to the Trustee.

2. Notice to the Public: Notice of all regular meetings of the Board and of all other meetings of the Board scheduled at least one week prior to the date of such meeting, in form approved by the Chair of the Board, shall be given at least one week in advance to the news media designated by resolution of the Board from time to time, and shall be posted at least 72 hours in advance in such location designated by resolution of the Board from time to time. Notice of every other meeting of the Board, in form approved by the Chair of the Board, shall be given to the news media, to the extent practicable, and shall be posted, as provided in the previous sentence, at a reasonable time prior to the meeting.
3. Waiver of Notice: Whenever any notice of a meeting is required to be given under the provisions of applicable statute or these Bylaws, a waiver thereof submitted in writing or electronically by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. If written, the waiver must be executed by signing such waiver or causing such person or persons' signature to be affixed to such waiver by any reasonable means including, but not limited to facsimile signature. If electronic, the transmission of the waiver must be sent by electronic mail and set forth, or be submitted with, information from which it can reasonably be determined that the transmission was authorized by such person or persons. The attendance of any person at a meeting without protesting prior to the conclusion of the meeting the lack of notice of such meeting,

shall constitute a waiver of notice by him/her.

- G. **Open Meetings Law:** To the extent of any conflict between these Bylaws and the Open Meetings Law (Article 7 of the Public Officers Law), the provisions of that Law shall prevail and control.

ARTICLE VI: ACTION BY THE BOARD
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- A. **Quorum:** Unless a greater proportion is required by law, a majority of the Entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. **Action by the Board:**

1. **Actions Taken at Board Meetings:** Except as otherwise provided by law or by these Bylaws, the vote of a majority of the Trustees present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
2. **Board Participation by Other Means:** In all events, a quorum of Trustees must be present to lawfully conduct a meeting of the Board. To the extent permitted by Article 7 of the Public Officers Law, Trustees participating by means of video-conferencing shall do so from a physical site so that the public may attend, listen, and observe. Such Trustees' vote(s) may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through

conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those attending in-person or participating by live video-conferencing in accordance with this paragraph shall not vote unless permitted to do so pursuant to State or federal emergency guidance or laws.

C. Committees:

1. Appointment of Committees: The Board may create committees for any legal purpose, and the Chair shall appoint members to and designate the chairs of such committees. A committee of the Board will consist of not fewer than three Trustees, who shall serve at the pleasure of the Chair, except that any executive committee of the Board shall comprise not fewer than five Trustees. The Chair shall sit ex officio as a member of all committees of the Board, other than the Audit/Finance Committee unless he/she is an Independent Trustee as such term is defined in the Corporation's Conflict of Interest Policy.
2. Audit/Finance Committee: The Board shall have a standing Audit/Finance Committee, consisting of at least three Trustees who are "Independent" Trustees as that term is defined in § 102(a)(21) of the NPCL, at least one of whom shall have financial experience. The Audit/Finance Committee shall review the financial condition of the Corporation with the Treasurer and report periodically to the Board. The Audit/Finance Committee shall review the annual budget with the Chief Executive Officer before it is presented to the Board for approval. The Audit/Finance Committee shall

oversee the implementation of and periodically review and recommend any required changes to the Corporation's Conflict of Interest Policy, Internal Control Policies and Whistleblower Policy. The Audit/Finance Committee shall also recommend to the Board annually the appointment of an independent firm of accountants to audit the financial accounts and records of the Corporation, and, in accordance with the NPCL, the Audit/Finance Committee shall provide assurance on the integrity of the Corporation's financial management, by overseeing such annual audit of the Corporation. Additionally, the Audit/Finance Committee shall:

- a. Review the scope and planning of the audit with the independent auditor prior to audit's commencement;
- b. Upon completion of the audit, review and discuss with the auditor:
 - i. any material risks or weaknesses in internal controls identified by the auditor;
 - ii. any restrictions on the scope of the auditor's activities or access to information;
 - iii. significant disagreements between the auditor and the Corporation's management; and
 - iv. the adequacy of the Corporation's accounting and financial reporting processes.
- c. Annually consider the performance and independence of the independent auditor; and
- d. Report to the Board and act on audit findings.

3. Governance Committee: The Governance Committee shall prepare and

propose to the Board for election nominees for officers of the Board in accordance with Article VII(B) of these Bylaws. .

4. Authority of Board Committees: The Board may delegate to a committee of the Board any of the authority of the Board, except with respect to:
 - a. The election of Trustees;
 - b. Filling vacancies on the Board or any committee which has the authority of the Board;
 - c. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
 - d. The appointment of other committees of the Board, or the members of the committees.
5. Procedures of Committees: The Board may prescribe the manner in which the proceedings of any committee of the Board are to be conducted. In the absence of such prescription, a committee of the Board may prescribe the manner of conducting its proceedings, except that the regular and special meetings of any such committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D. Standard of Care:

1. Performance of Duties: Each Trustee shall perform all duties of a Trustee, including duties on any committee of the Board, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others: In performing the duties of a Trustee, a Trustee shall

be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A committee of the Board on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes such committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1. of this Article VI, and after reasonable inquiry when the need is indicated by the circumstances, and without the knowledge that would cause such reliance to be unwarranted.

3. Investments: In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. of this Article VI and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. Pursuant to Section 514 of the NPCL, the Board may delegate certain investment functions to a committee of the Board. Additionally, pursuant to the New York Prudent Management

of Institutional Funds Act (“NYPMIFA”), particularly Section 554 of the NPCL, the Board or a designated committee of the Board may delegate certain investment functions to an “external agent” who has special skills and expertise necessary to manage and invest the institutional funds of New York not-for-profit corporations exempt from federal income tax; provided that at all times the Board or any designated committee must exercise the standard of care described above in Paragraph D.1. of this Article VI in making any such delegation and meet all other requirements related to any such delegation set forth in the NPCL.

- E. **Participation in Discussions and Voting:** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any committee of the Board, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a Related Party Transaction as that term is defined in the Corporation’s Conflict of Interest Policy; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; (d) any other matter prohibited by law or the Corporation’s Conflict of Interest Policy; or (e) any other matter at the discretion of a majority of the Trustees then present.
- F. **Duty to Maintain Board Confidences:** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. **Officers:** The Officers of the Board consist of the Chair, Vice Chair, Treasurer, and Secretary. The Corporation also may have such other officers as the Board deems advisable.

1. Chair: The Chair shall have and may exercise any powers and duties pertaining by law, regulation or practice, to the office of Chair, or imposed by these Bylaws. The Chair shall preside over all regular and special meetings of the Board and shall, subject to the direction of the Board, supervise the operation of the Corporation, supervise the carrying out of the policies adopted or approved by the Board and perform such other duties and exercise such other functions as may be designated by the Board. The office of Chair shall not be held by an employee of the Corporation.

2. Vice Chair: During the absence or incapacity of the Chair, the Vice Chair shall have all the powers and functions of the Chair. The Vice Chair shall have such other powers and duties as may be properly designated by the Board.

3. Secretary: The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and committees of the Board, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy

of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer: The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office:

1. Election: The Board shall elect Officers annually at the Annual Meeting, a Regular Meeting or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
2. Eligibility: A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
3. Term of Office: Each Officer serves at the pleasure of the Board, holding

office until resignation, removal or disqualification from service, or until his or her successor is elected.

- C. **Removal and Resignation:** The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: INDEMNIFICATION

- A. **Indemnity:** Any person who was, is, or is threatened to be made a party to any action or proceeding (including an action by or in the right of the Corporation or any other corporation, company, partnership, joint venture, trust, employee benefit plan or other enterprise which any Trustee or Officer of the Corporation served in any capacity at the request of the Corporation), by reason of the fact that he or she, or his or her testator or intestate, is or was a Trustee or Officer of the Corporation, or served such other corporation, company, partnership, joint venture, trust, employee benefit plan or other enterprise in any capacity at the request of the Corporation, shall be indemnified by the Corporation against all judgements, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees actually and necessarily incurred in connection with the defense or appeal of any such action or proceeding, and against any other amounts, expenses and fees similarly incurred; provided that no indemnification shall be made to or on behalf of any Trustee or Officer where indemnification is

prohibited by applicable law. The right of indemnification shall include the right of a Trustee or Officer to receive payment from the Corporation for expenses incurred in defending or appealing any such action or proceeding in advance of its final disposition; provided that the payment of expenses in advance of the final disposition of an action or proceeding shall be made only upon delivery to the Corporation of an undertaking by or on behalf of the Trustee or Officer to repay all amounts so advanced if it should be determined ultimately that the Trustee or Officer is not entitled to be indemnified. The preceding right of indemnification shall be a contract right enforceable by the Trustee or Officer with respect to any claim, cause of action, action or proceeding accruing or arising while these Bylaws shall be in effect.

B. **Authorization:** Any indemnification provided for by Section 1 of this Article VIII shall be authorized in any matter provided by applicable law or, in the absence of such law:

- a. by the Board acting by a quorum of Trustees who are not parties to such action or proceeding, upon finding that there has been no judgement or other final adjudication adverse to the Trustee or Officer which establishes that his or her acts were committed in bad faith or were the result of active and deliberate dishonesty and were material to the cause of action so adjudicated, or that he or she personally gained in fact a financial profit or other advantage to which he or she was not legally entitled, or
- b. if a quorum under clause (a) is not obtainable, by the Board upon the opinion in writing of independent legal counsel that indemnification is proper in the circumstances because there has been no such judgement or other final adjudication adverse to the Trustee or Officer.

- C. **Corporation Failure to Pay:** If a claim of indemnification is not paid in full by the Corporation within ninety (90) days after a written claim has been received by the Corporation, the claimant may at any time thereafter bring suit against the Corporation to recover the unpaid amount of the claim and, if successful in whole or in part, the claimant shall also be entitled to recover the expenses of prosecuting such claim.
- D. **Non-Exclusivity:** The rights conferred on any person under this Article shall not be exclusive of any other right which may exist under any statute, these Bylaws, agreement, or otherwise.
- E. **Insurance:** Subject to the laws of the State of New York, the Corporation may maintain insurance, at its expense, to protect itself and any Trustee, Officer, employee or agent of the Corporation against any expense, liability or loss of the general nature contemplated by this Article VIII, whether or not the Corporation would have the power to indemnify such person against expense, liability or loss under the laws of the State of New York.
- F. **Severability:** It is the intent of the Corporation to indemnify its Trustees and Officers to the fullest extent authorized by the laws of the State of New York as they now exist or may hereafter be amended. If any portion of this Article shall for any reason be held invalid or unenforceable by judicial decision or legislative amendment, the valid and enforceable provisions of this Article shall continue to be given effect and shall be construed so as to provide the broadest indemnification permitted by law.

ARTICLE IX: CONFLICT OF INTEREST; RELATED PARTY TRANSACTIONS

- A. **Conflicts of Interest:** Trustees must disclose any potential conflicts of interest when voting on policy or transaction matters of the Corporation and comply with the Corporation’s Conflict of Interest Policy. Trustees will be required to sign a conflict of interest statement annually.
- B. **Related Party Transaction:** The Corporation shall not enter into a transaction with a “Related Party,” as that term is defined in the Corporation’s Conflict of Interest Policy, until all of the requirements set forth in the Corporation’s Conflict of Interest Policy for approving a transaction with a Related Party have been satisfied.

ARTICLE X: OTHER PROVISIONS

- A. **Fiscal Year:** The fiscal year of the Corporation begins on July 1 of each year and ends June 30.
- B. **Execution of Instruments:** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation’s credit, or to render it liable monetarily for any purpose or any amount.
- C. **Checks and Notes:** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money,

and other evidence of indebtedness of the Corporation may be signed by the Chair, the Chief Executive Officer, the Treasurer, or a Principal. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

- D. **Construction and Definitions:** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the NPCL and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both a corporation or other business entity and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.
- E. **Interpretation of Charter:** Whenever any provisions of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.
- F. **Budget Approval Process:** The Chief Executive Officer shall cause the annual operating budget and monthly cash flow projections to be prepared and presented to the Board for review and approval. Budgeted expense categories shall include the cost of personnel, instruction, administration, facilities, operations and other spending categories of the Corporation. Detailed expenses, such as supplies, repairs and maintenance, travel, contracted services, utilities, rent, and other expenses will be budgeted according to the above spending categories.

The Board will approve the annual operating budget and monthly cash flow projections of the Corporation and submit a copy to the State Education Department by May 15 of the immediately preceding fiscal year. The Board also

approve any amendments proposed during the year. The Board will compare year-to-date revenues and expenditures to the budget and review significant variations on a monthly basis.

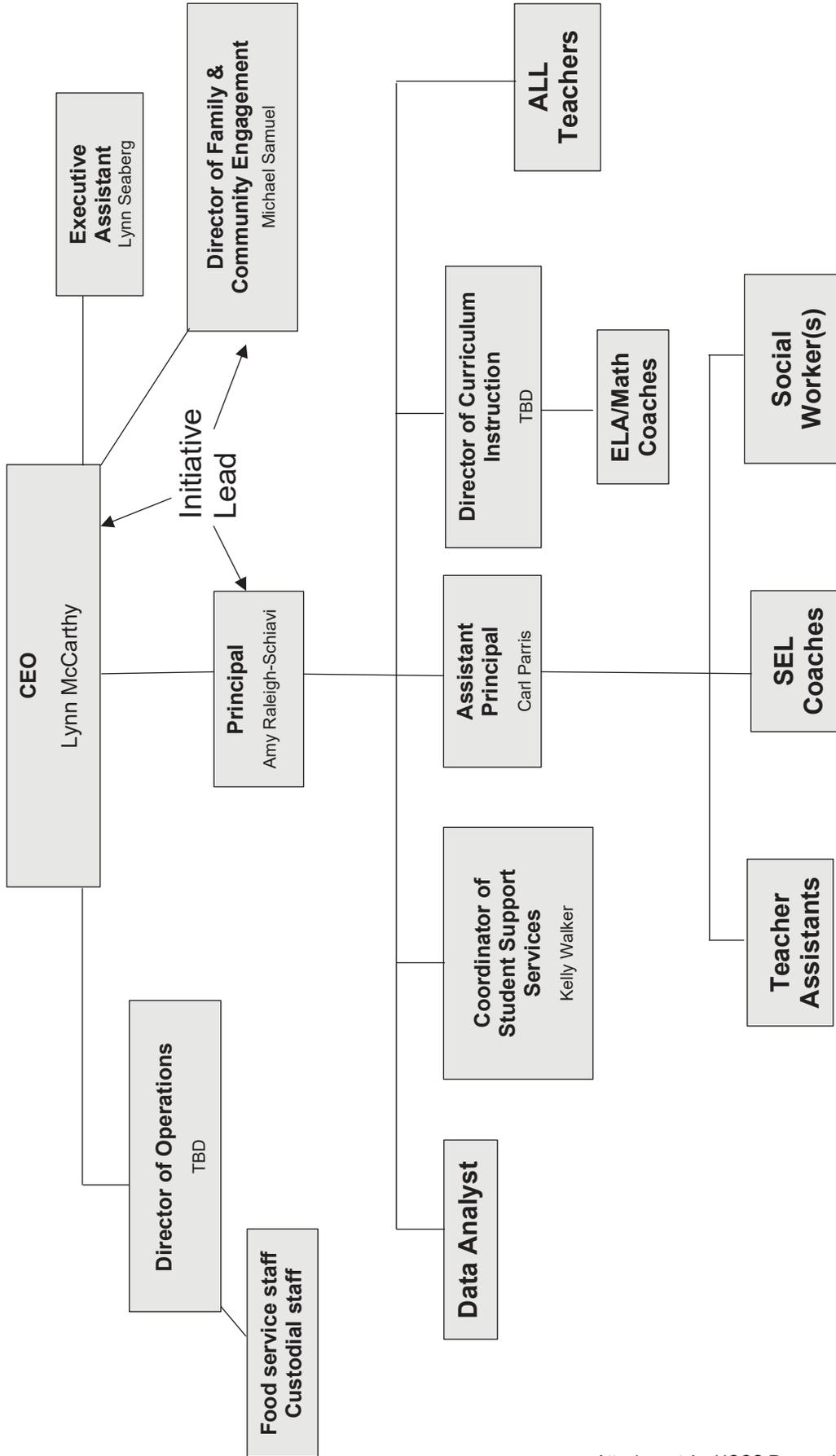
- G. **Dissolution:** In the event of dissolution or final liquidation of the Corporation, the Board shall distribute funds in accordance with New York State Education Law 2851(2)(t) and Section 8.4 of the Charter Agreement. Specifically, after paying or making provisions for the payment of all the lawful debts and liabilities of the Corporation, the Board shall (1) distribute any funds that can be attributed to public funding to each school district having resident children served by the Corporation in the school year in which the Corporation is dissolved or the last year in which students were enrolled in the Corporation, in the same proportion as the number of students placed by each school district and served by the Corporation in the last school year in which children were served by the Corporation, bears to the total number of students served by the Corporation in such school year, and (2) distribute all remaining assets of the Corporation to one or more of the following categories of recipients as the Board shall determine: (i) an organization which may have been created to succeed the Corporation, as long as such successor organization shall then qualify as an organization exempt from federal income taxation under Code Section 501(a) as an organization described in Code Section 501(c)(3); or (ii) if the Corporation's successor fails to qualify as an organization exempt from federal income taxation under Code Section 501(a) as an organization described in Code Section 501(c)(3) then a non-profit organization or organizations having similar aims and objectives as the Corporation and which may be selected as an appropriate recipient of such assets, as long as such organization or each of such

organizations shall then qualify as an organization exempt from federal income taxation under Code Section 501(a) as an organization described in Code Section 501(c)(3).

ARTICLE XI: AMENDMENT

These Bylaws may be amended or repealed, wholly or in part, by the affirmative vote of a majority of the Board present at the Annual Meeting or at any regular or special meeting, provided that notice of any proposal for such amendment or repeal, or a summary thereof, shall have been given to each member of the Board in the manner provided in subsection 1 of subdivision F of Article V of these Bylaws. Any amendment or repeal of these Bylaws is subject to the approval of the New York State Education Department.

UCCS Chart Organizational Chart (2022-2024)





NYSED Urban Choice Charter Renewal Application

Attachment I:

Proposed Contract with Service Provider: N/A

**Urban Choice Charter School
Enrollment and Admissions Policy
Adopted November 11, 2021**

Enrollment:

Urban Choice Charter School is a free, public school that enrolls students in grades K-8. Students who will turn five years old on or before December 1st of the school year for which enrollment is sought may submit an application. When the school is fully enrolled, Urban Choice maintains a waitlist. Both the applications and the waitlist are kept for one year.

Application Period and Process:

Applications may be submitted after January 1st for the upcoming school year. Applications are accepted year-round through:

- Applying online through Rochester’s charter school common application at: <https://goodschoolsroc.org> or <https://urbanchoicecharter.org>; or
- Calling the main office at (585) 288-5702 and either completing the application with a trained staff member over the phone or making an appointment to complete the application in-person at the school.

Occasionally Urban Choice has seats available at some grade levels during the course of the academic year and the school shall use the applicable grade-level waitlist if one exists (as described below) or continually recruit and enroll students in order to fill any such seats.

Enrollment Lottery:

Generally, Urban Choice seats are very limited and the number of students who apply is greater than the number of seats available. When this occurs, the school holds a lottery in accordance with its Charter. In order to participate in the lottery, applications must be completed online or received by Urban Choice by April 1st. If the number of applications submitted by April 1st exceeds Urban Choice’s enrollment capacity, a lottery will occur.

The lottery is a random selection process conducted using technology-based software and overseen by a neutral third party to assign seats as described below. By March 15th, the date, time and location of the lottery shall be posted in the same manner in which the school posts notices of regularly scheduled Board of Trustee meetings and in accordance with State regulations.¹

During any school closure period pursuant to an Executive Order of the Governor ~~related to the COVID-19 crisis~~, the lottery will be held remotely by videoconferencing and the public shall

¹ Notice of the date, time and place of the lottery, shall be consistent with [Public Officers Law §104](#) and the lottery shall occur in accordance with section 119.5 of the Commissioner’s Regulations

have an opportunity to view it live. In this event, the notice of the lottery will also be posted on the school's website and the videoconference shall be recorded and later transcribed.

Enrollment Preferences:

Upon timely receipt the required paperwork where applicable (e.g., birth certificate, custodial paperwork, and/or other school records establishing designation into one or more of the categories below) students will be given admissions preference in the following order:

1. *Returning Students:* Kindergarten through seventh, and any repeating eighth ~~eighth~~ grade students who are currently enrolled in Urban Choice are automatically given a seat for the upcoming school year.
2. *Siblings:* Brothers and sisters of currently enrolled students have second priority. "Siblings" is defined as two or more children who are related either (1) by birth by means of the same father or mother; or (2) by legal adoption.
3. *City of Rochester Residents:* Eligible children whose primary residence is the within City boundaries have third priority.
4. *Non-City of Rochester Residents:* Eligible children whose primary residence is outside the City boundaries have fourth priority.

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Weighted Lottery:

Urban Choice is committed to enrolling students with disabilities² and English language learners³ commensurate with K-8 enrollment percentages in the Rochester City School District. In addition to targeted outreach and recruitment efforts, the school uses a weighted lottery for the applicants with disabilities and/or ~~or~~ who are English language learners in order to increase those students' chances of being randomly selected for an available seat.

To identify as many students with disabilities and English language learner applicants as possible, Urban Choice shall include the following on its application:

Optional Application Questions: Urban Choice is committed to enrolling students with disabilities and English language learners, and answering the following questions helps the school identify eligible students. *You are not required to answer* these questions but doing so may provide the school with information that may increase your child's chances of being admitted.

1. Does your child currently have an Individualized Education Plan (IEP)? [Y/N]
2. Does your child receive special education services (such as specially designed instruction or special class programs, speech and language, or occupational or physical therapy) through the Committee on Special Education (CSE) process? [Y/N]
3. If your child is currently in pre-k or not yet enrolled in kindergarten, does your child currently receive early intervention services (such as special education, speech and language, occupational or physical therapy) through the Committee on Preschool Special Education (CPSE) process? [Y/N/Not Applicable]
4. Does your child currently receive services related to being an English language learner? [Y/N]
5. Does your child speak a language other than English at home most of the time? [Y/N]

² "Students with disabilities" means students who are classified under the Individuals with Disabilities in Education Act (IDEA).

³ "English language learners" means students identified as such based on a NYSITELL assessment.

6. Is your child's native language a language *other than* English? [Y/N]
7. Is your child currently in a Spanish-speaking pre-K program or daycare center? [Y/N]
8. Is your child is still learning to speak English? [Y/N]

If you answered "yes" to any of the questions and you are offered a seat through the lottery or waitlist process, you will be required to provide appropriate documentation related to your answers prior to your child's enrollment. If a seat is offered based on insufficient information, the offer will be rescinded, and the seat will be offered to the next student on the waitlist.

Prior to April 1st each year, the school identifies targets for enrollment of students with disabilities and English language learners, and applies weights based on gaps between the actual current enrollment and the targets for each of the two subgroups. The targets are established by the enrollment and retention targets set forth in the NYSED Charter Schools Office performance framework

(<http://www.p12.nysed.gov/psc/regentsoversightplan/section3/PerformanceFramework2019.pdf>).

If the school is more than 5% below the target for a subgroup, a weight of two will be applied. If the school is more than 15% below the target for a subgroup, a weight of three will be applied. If the school is more than 25% below the target for a subgroup, a weight of four will be applied. Students who meet both subgroup criteria will be awarded no more than a weight of four:

Difference between Actual and Target Enrollment	Weight Applied
Actual subgroup enrollment is between > 5% and 10% below the target	4 x 1 lottery entry
Actual subgroup enrollment is between >10% and 15% below the target	6 x 1 lottery entry
Actual subgroup enrollment is between > 15% below the target	8 x 1 lottery entry

Commented [BK1]: Based on data from last year's lottery (when you used 2,3, and 4 as weights yet SWD and ELL enrollment did not improve), the recommendation is to double those numbers for 22-23. Please note that UCCS's enrollment differential with RCSD has not exceeded 13%, so the last category (greater than 15% below the target) is not likely to apply.

Waitlist:

During the lottery process, names will continue to be drawn in the same manner and applying the same preferences and weights after all available seats have been filled in order to form nine numbered waitlists, one for each grade level. These waitlists will be the only official, legal document identifying the names of students by grade level with applications to Urban Choice pending acceptance for the subsequent school year, or when vacancies arise. The waitlist expires annually immediately prior to the next year's lottery drawing.

Whenever a vacancy occurs after the lottery, Urban Choice shall follow the waitlist order and notify a parent via email and/or text message that a seat has become available and is being offered to the student. In addition, the school may contact the parent via phone call. A parent has three business days from the time of the first notification as recorded by the school to accept the seat by contacting the school per the instructions in the offer. A parent may request and the school may grant an extension of no more than two additional business days in order for the parent to make a final decision regarding acceptance. If a parent declines the offer, the student is determined to not be eligible, or the school does not receive a response from the parent within three business days, the seat shall be offered to the next student on the waitlist.

Non-Discrimination Statement:

All recruitment, application and enrollment materials, including Urban Choice's website, paper applications, and the online enrollment system shall contain the following non-discrimination statement:

Urban Choice shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. Urban Choice may not require any action by a student or family (such as an admission test, interview essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission.

Cit:
N.Y. Public Officers Law 104
8 N.Y.C.R.R. 119.5



CITY OF ROCHESTER

CERTIFICATE NO.: 55540
DATE ISSUED: JUNE 19, 2020
EXPIRATION: NOT APPLICABLE
LEGAL USE: SCHOOL

CASE NO.: 694005
PERMIT:
SBL NO: 12023000020530010000

CERTIFICATE OF OCCUPANCY

PROPERTY LOCATION: 1020 MAPLE ST

This is to certify that the above property may be legally occupied in the following manner:

MASONRY 1 STORY
CERTIFICATE FOR CHARTER SCHOOL

This Certificate is issued and based on the application made by:

MICHAEL CONROY, {OWNER'S AGENT}, ON APRIL 8, 2020

The Certificate of Occupancy remains in effect from the date of issuance until the expiration date noted above, unless terminated by the occurrence of any of the events enumerated in Section 90-16A(2) of the City Code, or the Non-Conforming Use limitations in Section 120-199 of the Zoning Code. This Certificate must be renewed, if applicable, no later than the expiration date.

This is to certify that the above property conforms to issued building permits and substantially conforms with the requirements of the following codes of the City of Rochester: Zoning Ordinance, Building Code, Property Code, and, where applicable, the N.Y.S Multiple Residency Law.

SENIOR CODE ENFORCEMENT OFFICER

NOTICE AND DISCLAIMER

PROPERTY INSPECTIONS ARE VISUAL AND NON-DESTRUCTIVE ONLY AND ARE NOT INTENDED TO PROVIDE INFORMATION CONCERNING POSSIBLE HIDDEN DEFECTS WITHIN OR BEHIND WALLS, CEILINGS, PARTITIONS OR FLOORS. IN ADDITION, THE CITY MAKES NO REPRESENTATION, CERTIFICATION OR GUARANTEE TO ANY PERSON OR ENTITY, AND ASSUMES NO LIABILITY FOR REAL OR CLAIMED FAILURE TO OBSERVE OR CITE ANY DEFECTS, WHETHER HIDDEN OR OBVIOUS, IN CONJUNCTION WITH ANY INSPECTION REQUISITE FOR ISSUANCE OF A CERTIFICATE OF OCCUPANCY. PROPERTY INSPECTIONS MAY RESULT IN CERTAIN DEFICIENCIES BEING NOTED BUT NOT CITED AS VIOLATIONS BASED ON THEIR CATEGORIZATION AS MINOR IN NATURE. CITY INSPECTIONS ARE DONE TO PROMOTE THE HEALTH, SAFETY AND WELFARE OF THE PUBLIC AS A WHOLE. BY ENHANCING THE CITY'S HOUSING STOCK AND RESIDENTIAL NEIGHBORHOODS.

LENDERS AND PURCHASERS ARE STRONGLY ENCOURAGED TO CONSULT INDEPENDENT INSPECTORS.

EEO Employer/Handicapped



Fire Department
185 Exchange Blvd., Ste 665
Rochester, New York 14614-2124
www.cityofrochester.go

January 21, 2022

Charter School Urban Choice
1020 Maple Street
Rochester, NY 14611

Reference: **Charter School Urban Choice – 1020 Maple St**

A Fire Code inspection was conducted by the Rochester Fire Department on 10/12/21.

The occupied space and/or building have been deemed to be in substantial compliance. At the time of the inspection no fire code violations were observed.

If you have any questions regarding this inspection or any other fire safety issue, please contact us at 585-428-7037 OR visit the website www.cityofrochester.gov to learn more about fire safety codes and safety practices for the home and work environments.

If you have any questions regarding this inspection or any other Fire Safety issue, please contact Fire Marshal Office at 585-428-7037.

Regards,

A handwritten signature in black ink, appearing to read "Christine Schryver".

Deputy Chief Christine Schryver
Fire Marshal

Attachment M: Fiscal Impact Table. Please complete the table below for each of the five years represented.

Projected Fiscal Impact upon District of Location

Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED funds)	Total Projected Funding from District	Total District General Fund Budget	Projected Impact on District Budget
2023-2024	393	\$ 14,216	\$ 5,586,888	\$ 220,230	\$ 5,807,118	\$ 861,775,316	0.67%
2024-2025	393	\$ 14,216	\$ 5,586,888	\$ 220,230	\$ 5,807,118	\$ 861,775,317	0.67%
2025-2026	393	\$ 14,216	\$ 5,586,888	\$ 220,230	\$ 5,807,118	\$ 861,775,318	0.67%
2026-2027	393	\$ 14,216	\$ 5,586,888	\$ 220,230	\$ 5,807,118	\$ 861,775,319	0.67%
2027-2028	393	\$ 14,216	\$ 5,586,888	\$ 220,230	\$ 5,807,118	\$ 861,775,320	0.67%

*** Assumes 0% increase in per-pupil tuition rates



Innovative Aspects of UCCS

Urban Choice Charter School (UCCS) is entering its eighteenth year of operation and is proudly located in the City of Rochester. We serve approximately four hundred students on an annual basis and have a history of being a highly desired, unique school in our community. Our mission is to provide a model school environment that is rooted in equity and ensures every child has access to a rigorous curriculum and mastering NYSLS. Student outcomes, however, tell us we need to do better. Our theory of action to improve student achievement is to engage in a framework for transformational change. We know transformational change is a result of a full commitment to serving the whole child in a model of shared leadership and ownership, that stresses developmental relationships, and emphasizes knowledge, skill and mindset building in a highly supportive environment. Over the course of the last year, we have continued our commitment to innovation and the transformation of our school using a framework that is rooted in our Key Design Elements (KDE).

Our KDE's (#1-Suuprotvie Education Environment, #2 Rich, Rigorous, Engaging Curriculum, #3-Extend Learning Opportunities, #5-Data Informed Instruction #6 Focused Professional Development) are devoted to creating knowledge, skill, and mindset building. Rooted in creating the most equitable environment for our students, we have expanded our continuum of services for our students with disabilities and are offering the best curricular choices available for our English language learner students. We have established new structures and systems that support high quality learning experiences, intervention, and enrichment opportunities for all students. Examples include an expanded day with an innovative master schedule that increases instructional time and extended learning blocks; built in structures for teachers to work in highly collaborative teams to co-plan and analyze data; a meaningful professional learning plan; integrated student goal setting in our instructional practices, and structures for data conversations using a coherent assessment plan. As a result, we know we are improving access and equity to our students and have set the stage for more innovative practices using project-based learning. Over the course of our next charter renewal, we will plan for project-based learning and create more engaging lessons using the community as our classroom. Focusing on project-based lessons that are student driven, use authentic student assessments and integrate technology will be key levers to improving student outcomes.

Our KDEs that focus on supportive environments and developmental relationships is at the core of our transformation and we are using evidenced based practices to get there (#4-Authentic Family Involvement, #7-School Culture). We have immersed ourselves in creating and building authentic relationships with all partners in our school community by using the principles and practices of restorative justice to create a culture of care. Evidence of our efforts to focus on building and improving relationships is demonstrated in our commitment to a multi-year plan for building a culture of care, expanding our interdisciplinary SEL team, and improving structures that ensure authentic family engagement.

UCCS has a history in our community of being a highly desired school. In Rochester, our families, students, and community stakeholders see us as unique in our approach to teaching and learning where we know every child by face and name. Evidence of our support is found in the letters provided by our community stakeholders.

Urban Choice Charter School
Annual Assessment Calendar
2022-2023 School Year

ECS Assessments	Purpose	Frequency	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Type: Summative												
NYS Exams	Required/ Performance	1X per Year Each							X ELA	X Math	X Sci	
i-Ready Diagnostic	Math and ELA: ECS Required/ Instructional/ Predictive/	3x's Per Year	X				X				X	X
Fountas and Pinnell	ELA: ECS Required/ Instructional	3x's Per Year	X				X				X	X
NYSESLAT	NYSED Required										X	
Unit Assessments	Mastery/ Progress	ELA: 8 4Modules/2 per Module	X	X	X	X	X	X	X	X	X	X
	Mastery/ Progress	Math: 6-8 Modules per grade level										
Type: Formative (Examples)												
Exit Ticket	Progress Monitoring	Weekly (3x's)	X	X	X	X	X	X	X	X	X	X
Check for Understanding	Progress Monitoring	Daily	X	X	X	X	X	X	X	X	X	X
	Progress Monitoring	4-6 Weeks	X	X	X	X	X	X	X	X	X	X
Project Based Assessments	Teacher Developed/ Summative /Formative	End of Unit	K-8 th Grades								X	X

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

URBAN CHOICE CHARTER SCHOOL

BEDS Code

261600860877

2020-2021 Enrollment

392

ESEA Accountability Designation (2021-2022):

This school is designated as a school in **Comprehensive Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education

Charter School Information

School District of Location:	ROCHESTER CITY SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter Schools:	20%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	Elementary-Middle
Address:	1020 MAPLE ST ROCHESTER NY 14611
Website:	www.urbanchoicecharter.org
RIC:	MONROE/M.A.A.R.S.
Regents Region:	FINGER LAKES REGION
Regent:	RUTH B. TURNER
Active Date:	7/1/2005
Authorizer:	NYS BOR
CEO:	LYNN MCCARTHY
CEO Phone:	(516) 288-5702
CEO Email:	lmccarthy@urbanchoicecharter.org
BOT President:	MUBARAK B. IR
BOT President Phone:	(585) 951-6825
BOT President Email:	Mubarak.b81@gmail.com
Institution ID:	800000058267

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

BoR Charter School Off Information

Regional Liaison:	Sharon Gibbons
Performance Framework	2019
Current Term	1/21-6/30/23
2018-2019	Midterm
2019-2020	Renewal
2020-2021	Renewal
2021-2022	Midterm
2022-2023	Renewal

Benchmark Rating

Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

2021 Survey Results	Expected Responses**	Total Responses	Response Rate
Parent Survey	392	43	11%
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	33	21	64%

** Expected Responses for the Teacher Survey reflect the number of teachers reported on the 2020-2021 Annual Report Faculty Staff Roster.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

URBAN CHOICE CHARTER SCHOOL

2018-2019

URBAN CHOICE CS		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential	
Elementary/Middle School	+/- 5	BROOKLYN SCHOLARS CHARTER SCHOOL	-36	-33	-20	.
		BROWNSVILLE ASCEND CHARTER SCHOOL	-41	-56	-35	.
		BUFFALO UNITED CHARTER SCHOOL	-6	-12	8	.
		FUTURE LEADERS INST CHARTER SCHOOL	-21	-23	21	.
		KING CENTER CHARTER SCHOOL	-17	2	-4	.
		LEADERSHIP PREP BROWNSVILLE CHARTER	-36	-57	-42	.
		SOUTH BUFFALO CHARTER SCHOOL	18	-24	-43	.
		Mean	-2	2	-32	.
	+/- 7.5	BROOKLYN EXCELSIOR CHARTER SCH	-36	-4	-46	.
		CECIL H PARKER SCHOOL	-9	-19	-35	.
		COMMUNITY PARTNERSHIP CHARTER	-27	34	-32	.
		EXPLORE CHARTER SCHOOL	-28	-43	-34	.
		ICAHN CHARTER SCHOOL 6		-69	-44	.
		MS 394	-11	-5	-13	.
		ROOSEVELT CHILDREN S ACAD CHART SC	-19	-31	-32	.
		SCHOOL 3-NATHANIE CHESTER	+7	+4	+1	.
		SUCCESS ACAD CHARTE CHO HARLEM 5	-71	-86	-62	.
		SUCCESS ACAD MY CHARTE BRONX 2	-72	-85	-62	.
		TRUE NORTH ROCH TER PREP EST CAMP	-29	-49	-57	.
		Mean	-31	-42	-38	.
	+/- 10	BANY COMMUNITY CHAR R SCHOOL	-16	-25	-23	.
		BR KLYN DREAMS CHARTER SCHOOL	-28	-26	-15	.
		CHALLE E PREPARAT Y CHARTER SCHOOL	-35	-36	-41	.
		EMBER CHA R S HOOL	-37	-19	-11	.
		ENTERPRISE CHARTER SCHOOL	0	+1	+9	.
		GIRLS PRE CHARTER SCH-BRONX	-49	-49	-45	.
		GRAH M SCHOOL	-4	-9	-50	.
		H HGATE HEIGHTS	-2	-4	+11	.
		ICAHN CHARTER SCHOOL 1	-49	-68	.	.
		ICAHN CHARTER SCHOOL 3	-63	-68	-59	.
		JOSEPH C WILSON FOUNDATION ACADEMY	+4	+5	+6	.
		LEADERSHIP PREP CANARSIE CHARTER SCH	-40	-55	-57	.
		OCEAN HILL COLLEGIATE CHARTER SCH	-30	-48	.	.
		ONONDAGA NATION SCHOOL	+13	+8	+8	.
		PS 74 HAMLIN PARK CLAUDE AND OUIDA	-3	-5	-10	.
		PS/IS 323	+2	-3	+10	.
SCHOOL 45-MARY MCLEOD BETHUNE	+2	+2	0	.		
SCHOOL 8-ROBERTO CLEMENTE	+13	+8	+3	.		
SOUTHSIDE ACADEMY CHARTER SCHOOL	-13	-11	-17	.		
SUCCESS ACAD CHARTER SCH-HARLEM 2	-68	-84	-59	.		
Mean	-20	-24	-19	.		
Mean	-24	-31	-27	.		

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

URBAN CHOICE CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency :

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 0%

Urban Choice CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	39%	14%	-	39%	14%	14%	-	13%
2016-2017	29%	19%	-	30%	%	12%		22%
2017-2018	30%	11%	-	30	22%	9%	-	21%
2018-2019	30%	29%	0%	30%	8%	%	0%	15%

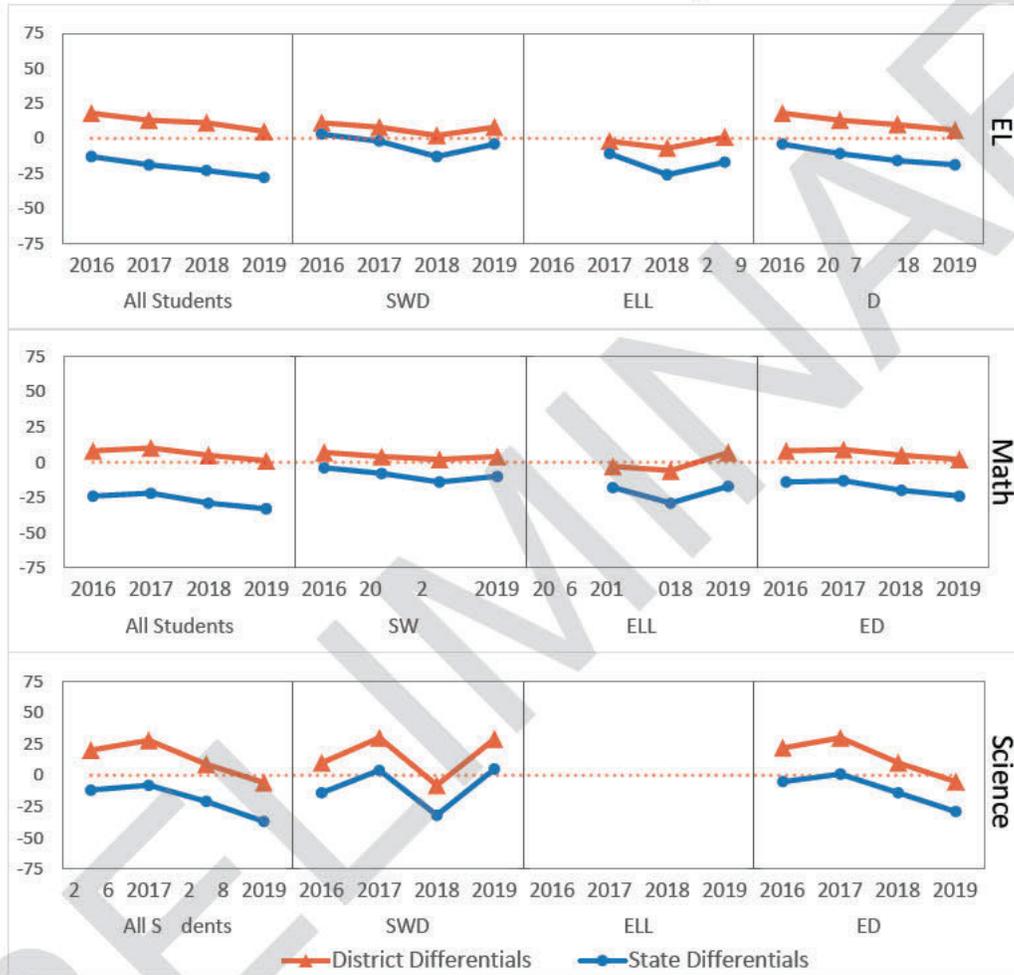
*See NOTES (2), (3), (7), and (8) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
 Comparison of
 Urban Choice Charter School and Rochester City School District



*See NOTES (1), (2), (3) and (6) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
All Students	2015-2016	25%	7%	+18	38%	-13	15%	7%	+8	39%	-24	67%	47%	+20	79%	-12
	2016-2017	21%	8%	+13	40%	-19	18%	8%	10	4		70%	42%	+28	78%	-8
	2017-2018	22%	11%	+11	45%	-23	16%	11	+5	45%	-29	58%	49%	+9	79%	-21
	2018-2019	18%	13%	+5	46%	-28	14%	13%	+1	7%	-33	38%	44%	-6	75%	-37
SWD	2015-2016	12%	1%	+11	9%	+3	9%	%	+	13%	-4	42%	32%	+10	56%	-14
	2016-2017	9%	1%	+8	11%	-2	6%	2%	+4	14%	-8	57%	27%	+30	53%	+4
	2017-2018	4%	2%	+2	17%	-	4%	%	+2	18%	-14	25%	33%	-8	57%	-32
	2018-2019	11%	3%	+8	15%	-4	8%	4%	+4	18%	-10	57%	28%	+29	52%	+5
ELL	2016-2017	0%	2%	-2	11%	11	0	3%	-3	18%	-18	-	-	-	-	-
	2017-2018	0%	7%	-7	26%	-26	0%	6%	-6	29%	-29	-	-	-	-	-
	2018-2019	8%	7%	+	25%	-17	5%	8%	+7	32%	-17	-	-	-	-	-
ED	2015-2016	24%	6%	+18	28%	-4	14%	6%	+8	28%	-14	66%	44%	+22	71%	-5
	2016-2017	19%	6%	+13	30	11	16%	7%	+9	29%	-13	70%	40%	+30	69%	+1
	2017-2018	20%	10%	+10	36%	-16	14%	9%	+5	34%	-20	57%	47%	+10	71%	-14
	2018-2019	17%		+6	6%	-19	13%	11%	+2	37%	-24	38%	43%	-5	67%	-29

*See NOTES (1), (2), (3), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

		ELA					Math					Scien				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice	Roc te SD	Differential to D trict	NYS	Differential to NYS
Grade 3	2015-2016	45%	8%	+37	42%	+3	36%	11%	+25	44%	-8	-	-	-	-	-
	2016-2017	40%	11%	+29	43%	-3	33%	14%	9	49	-	-	-	-	-	
	2017-2018	20%	17%	+3	51%	-31	29%	18	+11	54%	-25	-	-	-	-	-
	2018-2019	16%	18%	-2	52%	-36	33%	23%	+10	5%	-22	-	-	-	-	-
Grade 4	2015-2016	32%	8%	+24	41%	-9	15%	%	+	45%	-30	78%	64%	+14	89%	-11
	2016-2017	28%	8%	+20	41%	-13	34%	8%	+26	43%	-9	82%	54%	+28	86%	-4
	2017-2018	29%	13%	+16	48%	-	3%	1 %	10	48%	-25	75%	65%	+10	89%	-14
	2018-2019	35%	14%	+21	48%	-13	20%	4	+6	51%	-31	63%	62%	+1	86%	-23
Grade 5	2015-2016	11%	5%	+6	34%	23	13	5%	+8	40%	-27	-	-	-	-	-
	2016-2017	8%	6%	+2	36%	-28	17%	9%	+8	43%	-26	-	-	-	-	-
	2017-2018	21%	7%	+	37%	-16	3%	11%	+12	44%	-21	-	-	-	-	-
	2018-2019	7%	11%	-4	38%	-3	4%	12%	-8	46%	-42	-	-	-	-	-
Grade 6	2015-2016	20%	6%	+14	35	15	11%	7%	+4	40%	-29	-	-	-	-	-
	2016-2017	7%	5%	+2	33%	-26	5%	6%	-1	40%	-35	-	-	-	-	-
	2017-2018	29%	1	+16	9%	-20	14%	9%	+5	44%	-30	-	-	-	-	-
	2018-2019	19	14%	+5	47%	-28	16%	12%	+4	47%	-31	-	-	-	-	-
Grade 7	2015-2016	17	5%	12	36%	-19	3%	4%	-1	36%	-33	-	-	-	-	-
	2016-2017	21%	7%	+14	42%	-21	6%	5%	+1	38%	-32	-	-	-	-	-
	2017-2018	0%	6%	-6	40%	-40	0%	6%	-6	42%	-42	-	-	-	-	-
	2018-2019	1 %	10%	+9	40%	-21	8%	8%	0	44%	-36	-	-	-	-	-
Grade 8	2015-2016	27%	6%	+21	41%	-14	13%	1%	+12	24%	-11	55%	24%	+31	70%	-15
	2016-2017	22%	9%	+13	46%	-24	6%	1%	+5	22%	-16	55%	25%	+30	68%	-13
	2017-2018	31%	11%	+20	48%	-17	3%	1%	+2	30%	-27	38%	26%	+12	69%	-31
	2018-2019	11%	11%	0	48%	-37	0%	2%	-2	34%	-34	6%	9%	-3	56%	-50

*See NOTES (1), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Scien				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice	Roc te SD	Differential to D trict	NYS	Differential to NYS
Grade 3	2015-2016	33%	1%	+32	13%	+20	11%	3%	+8	18%	-7	-	-	-	-	-
	2018-2019	0%	6%	-6	23%	-23	20%	10%	0	28	-	-	-	-	-	-
Grade 4	2015-2016	17%	1%	+16	12%	+5	40%	3%	+37	17%	+23	63%	47%	+16	74%	-11
	2016-2017	25%	1%	+24	13%	+12	29%	1%	+28	7%	+12	89%	38%	+51	69%	+20
Grade 5	2015-2016	0%	0%	0	7%	-7	0%	%	-1	13%	-13	-	-	-	-	-
	2016-2017	0%	1%	-1	9%	-9	0%	4%	-4	15%	-15	-	-	-	-	-
	2017-2018	11%	1%	+10	11%		3%	%	11	17%	-4	-	-	-	-	-
	2018-2019	0%	2%	-2	11%	-11	0%		-2	17%	-17	-	-	-	-	-
Grade 6	2016-2017	0%	0%	0	7%	7	0	1%	-1	11%	-11	-	-	-	-	-
	2018-2019	17%	3%	+14	15%	+2	17%	4%	+13	15%	+2	-	-	-	-	-
Grade 7	2016-2017	-	-	-	-	-	0%	0%	0	10%	-10	-	-	-	-	-
Grade 8	2016-2017	0%	3%	-3	3%	-1	0%	0%	0	5%	-5	0%	7%	-7	34%	-34
	2017-2018	0%	2%	-2	16	16	0%	0%	0	9%	-9	0%	5%	-5	35%	-35

*See NOTES (1), (2), (3), (6), and (7) b w.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

		ELA					Math					Sc				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2018-2019	20%	10%	+10	33%	-13	40%	17%	+23	39%	+1	-	-	-	-	-

*See NOTES (1), (2), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Sc				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	39%	7%	+32	31%	+8	32%	10%	+22	33%	-1	-	-	-	-	-
	2016-2017	33%	9%	+24	32%	+1	29%	12%	17	43%	-17	-	-	-	-	-
	2017-2018	16%	15%	+1	40%	-24	26%	16%	+10	4%	-11	-	-	-	-	-
	2018-2019	15%	16%	-1	42%	-27	33%	21%	+12	4%	-11	-	-	-	-	-
Grade 4	2015-2016	34%	7%	+27	30%	+4	15%	9%	+6	33%	-18	78%	62%	+16	84%	-6
	2016-2017	26%	6%	+20	31%	-5	33%	7%	+26	32%	+1	83%	52%	+31	80%	+3
	2017-2018	25%	11%	+14	38%	-1	21%	9%	+10	37%	-16	74%	64%	+10	84%	-10
	2018-2019	35%	12%	+23	38%	-3	16%	12%	+4	40%	-24	63%	60%	+3	81%	-18
Grade 5	2015-2016	10%	4%	+6	23%	-13	1%	5%	+7	28%	-16	-	-	-	-	-
	2016-2017	9%	5%	+4	25%	-16	17%	7%	+10	31%	-14	-	-	-	-	-
	2017-2018	20%	6%	+6	27%	-7	8%	9%	+9	33%	-15	-	-	-	-	-
	2018-2019	5%	9%	-4	28%	-23	3%	10%	-7	36%	-33	-	-	-	-	-
Grade 6	2015-2016	18%	5%	+13	25%	-7	8%	6%	+2	28%	-20	-	-	-	-	-
	2016-2017	8%	5%	+3	23%	-15	6%	5%	+1	28%	-22	-	-	-	-	-
	2017-2018	28%	9%	+17	9%	-11	14%	8%	+6	32%	-18	-	-	-	-	-
	2018-2019	18%	12%	+6	37%	-19	15%	10%	+5	36%	-21	-	-	-	-	-
Grade 7	2015-2016	18%	4%	+14	25%	-7	3%	3%	0	25%	-22	-	-	-	-	-
	2016-2017	7%	5%	+12	31%	-14	7%	3%	+4	26%	-19	-	-	-	-	-
	2017-2018	0%	5%	-5	31%	-31	0%	5%	-5	30%	-30	-	-	-	-	-
	2018-2019	1%	8%	+11	31%	-12	6%	6%	0	33%	-27	-	-	-	-	-
Grade 8	2015-2016	30%	5%	+25	31%	-1	16%	1%	+15	19%	-3	53%	21%	+32	56%	-3
	2016-2017	22%	8%	+14	37%	-15	6%	1%	+5	18%	-12	57%	22%	+35	55%	+2
	2017-2018	32%	9%	+23	39%	-7	3%	1%	+2	25%	-22	39%	21%	+18	56%	-17
	2018-2019	9%	10%	-1	39%	-30	0%	1%	-1	28%	-28	6%	8%	-2	46%	-40

*See NOTES (1), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

URBAN CHOICE CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: Pre-High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Urban Choice CS	NYS	Differential to NYS	Charter Total Tested	Urban Choice CS	NYS	Differential to NYS	Charter Total Tested	Urban Choice CS	NYS	Differential to NYS	Charter Total Tested	Urban Choice CS	NYS	Differential to NYS
Living Environment	2016-2017	38	55%	-	-32	5	0%	56%	-5	-	-	-	-	37	57%	79%	-22
	2017-2018	36	39%	-	-47	5	0%	53%	-53	-	-	-	-	35	40%	77%	-37

*See NOTES (1), (2), (3), (4), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

URBAN CHOICE CHARTER SCHOOL

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes :

Not applicable to this charter school

PRELIMINARY

3.a.iii. and 3.a.vi. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

PRELIMINARY

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

Not applicable to this charter school

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Not applicable to this charter school

PRELIMINARY

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

URBAN CHOICE CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Urban Choice CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	400	397	99%
2017-2018	400	400	100%
2018-2019	400	399	99%
2019-2020	400	392	98%
2020-2021	400	392	98%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SW			L			ED		
	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District
2016-2017	14%	22%	-8	5%	16%	-11	92%	91%	+1
2017-2018	12%	22%	-10	5%	17%	-12	91%	92%	-1
2018-2019	12%	23%	-11	4%	17%	-13	90%	91%	-1
2019-2020	13%	23%	-10	5%	17%	-12	99%	91%	+8
2020-2021	13%	22%	-9	4%	18%	-14	100%	90%	+10

*See NOTES (2) and (6) below.

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District
2016-2017	82%	86%	-4	84%	89%	-5	100%	86%	4	82%	86%	-4
2017-2018	86%	87%	-1	87%	90%	-3	94%	87%	+7	7%	87%	0
2018-2019	90%	86%	+4	88%	89%	-1	83%	8	-2	91%	86%	+5
2019-2020	85%	87%	-2	93%	90%	+3	100%	86%	+14	86%	87%	-1
2020-2021	84%	69%	+15	72%	66%	+6	72%	9	9	85%	69%	+16

*See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

PRELIMINARY

Notes

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the measure.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three or more of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

Charter School Fiscal Accountability Summary

URBAN CHOICE CHARTER SCHOOL

Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

	2016-17	2017-18	2018-19	2019-20	2020-21
Grades Served	K-8	K-8	K-8	K-8	K-8
Maximum Chartered Grades Served	K-8	K-8	K-8	K-8	K-8
Chartered Enrollment	400	400	400	400	400
Maximum Chartered Enrollment	400	400	400	400	400
Actual Enrollment	397	400	396	392	392

ASSETS

Current Assets

	2016-17	2017-18	2018-19	2019-20	2020-21
Cash and Cash Equivalents	786,281	919,532	1,339,633	2,150,201	2,320,823
Grants and Contracts Receivable	299,906	47,146	181,949	123,319	341,997
Prepaid Expenses	4,014	56,164	-	32,539	59,920
Other Current Assets	472,855	758,299	696,248	706,440	54,014
Total Current Assets	1,563,056	1,781,141	2,217,830	3,012,499	2,776,754

Non-Current Assets

	2016-17	2017-18	2018-19	2019-20	2020-21
Property, Building and Equipment, net	618,227	442,207	269,836	152,466	11,485
Restricted Cash	75,000	75,000	75,000	75,000	75,000
Security Deposits	35,000	35,000	35,000	-	-
Other Non-Current Assets	-	-	-	-	1,339,321
Total Non - Current Assets	728,227	552,207	379,836	227,466	1,425,806
Total Assets	2,291,283	2,333,348	2,597,666	3,239,965	4,202,560

LIABILITIES and NET ASSETS

Current Liabilities

	2016-17	2017-18	2018-19	2019-20	2020-21
Accounts Payable and Accrued Expenses	73,464	58,715	66,774	106,390	195,199
Accrued Payroll and Payroll Taxes	245,987	242,523	322,435	111,615	108,471
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	20,812	-	-	283,518	-
Total Current Liabilities	340,263	301,238	389,209	501,523	303,670

Long-Term Liabilities

	2016-17	2017-18	2018-19	2019-20	2020-21
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	449,182	732,700
Total Long-Term Liabilities	-	-	-	449,182	732,700
Total Liabilities	340,263	301,238	389,209	950,705	1,036,370

NET ASSETS

	2016-17	2017-18	2018-19	2019-20	2020-21
Unrestricted	1,876,020	2,032,110	2,208,457	2,289,260	3,166,190
Restricted	75,000	-	-	-	-
Total Net Assets	1,951,020	2,032,110	2,208,457	2,289,260	3,166,190
Total Liabilities and Net Assets	2,291,283	2,333,348	2,597,666	3,239,965	4,202,560

OPERATING REVENUE

	2016-17	2017-18	2018-19	2019-20	2020-21
State and Local Per Pupil Revenue - Reg. Ed	4,986,482	5,405,679	5,363,651	5,415,495	5,394,874
State and Local Per Pupil Revenue - SPED	227,682	-	179,545	228,265	230,612
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	258,453	617,909	49,495	42,261	-
State and City Grants	407,952	-	412,513	291,020	493,511
Other Operating Income	404,778	4,808	293,623	193,959	92,719
Total Operating Revenue	6,285,347	6,028,396	6,298,827	6,171,000	6,211,716

EXPENSES

Program Services

	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Education	3,984,688	4,013,277	3,945,824	3,633,149	3,265,726
Special Education	-	192,539	279,250	310,014	437,589
Other Expenses	869,208	864,112	918,213	773,997	703,393
Total Program Services	4,853,896	5,069,928	5,143,287	4,717,160	4,406,708

Supporting Services

	2016-17	2017-18	2018-19	2019-20	2020-21
Management and General	1,127,054	953,169	1,013,966	1,375,206	995,044
Fundraising	-	-	-	-	-
Total Support Services	1,127,054	953,169	1,013,966	1,375,206	995,044
Total Expenses	5,980,950	6,023,097	6,157,253	6,092,366	5,401,752
Surplus/Deficit from Operations	304,397	5,299	141,574	78,634	809,964

SUPPORT AND OTHER REVENUE

	2016-17	2017-18	2018-19	2019-20	2020-21
Interest and Other Income	-	-	-	-	-
Contributions and Grants	8,037	24,673	-	10,200	9,480
Fundraising Support	-	11,605	11,666	7,616	856
Other Support and Revenue	64,609	39,513	23,107	(15,647)	231,336
Total Support and Other Revenue	72,646	75,791	34,773	2,169	241,672
Change in Net Assets	377,043	81,090	176,347	80,803	1,051,636
Net Assets - Beginning of Year	1,573,977	1,951,020	2,032,110	2,208,457	2,289,260
Net Assets - End of Year	1,951,020	2,032,110	2,208,457	2,289,260	3,340,896

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

	2016-17	2017-18	2018-19	2019-20	2020-21
Operating	15,832	15,071	15,906	15,742	15,846
Support and Other Revenue	183	189	88	6	617
Total Revenue	16,015	15,260	15,994	15,748	16,463

Expenses - Per Pupil

	2016-17	2017-18	2018-19	2019-20	2020-21
Program Services	12,226	12,675	12,988	12,034	11,242
Management and General, Fundraising	2,839	2,383	2,561	3,508	2,538
Total Expenses	15,065	15,058	15,549	15,542	13,780
% of Program Services	81.2%	84.2%	83.5%	77.4%	81.6%
% of Management and Other	18.8%	15.8%	16.5%	22.6%	18.4%
% of Revenue Exceeding Expenses	6.3%	1.3%	2.5%	1.3%	19.5%

FINANCIAL COMPOSITE SCORE

	2016-17	2017-18	2018-19	2019-20	2020-21
Composite Score	2.69	2.59	2.88	2.73	3.00
BENCHMARK and FINDING: Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

	2016-17	2017-18	2018-19	2019-20	2020-21
Net Working Capital	1,222,793	1,479,903	1,828,621	2,510,976	2,473,084
Working Capital (Current) Ratio	4.6	5.9	5.7	6.0	9.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard				

DEBT TO ASSET

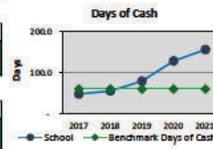
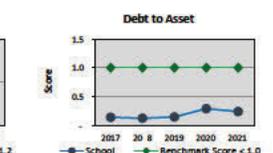
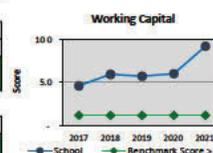
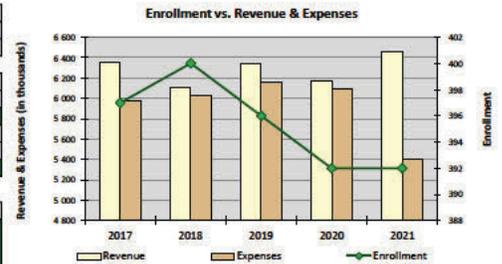
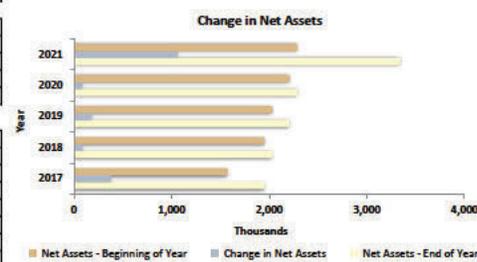
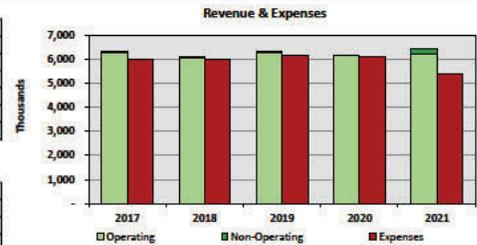
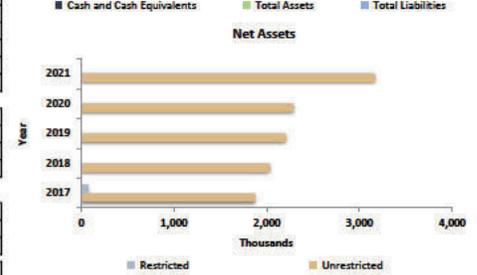
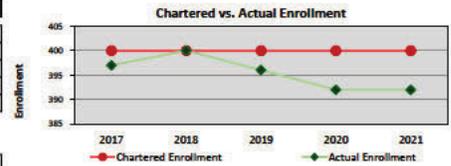
	2016-17	2017-18	2018-19	2019-20	2020-21
Debt to Asset Ratio	0.1	0.1	0.1	0.3	0.2
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard				

CASH POSITION

	2016-17	2017-18	2018-19	2019-20	2020-21
Days of Cash	48.0	55.7	79.4	128.8	156.8
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

TOTAL MARGIN

	2016-17	2017-18	2018-19	2019-20	2020-21
Total Margin Ratio	0.1	0.0	0.0	0.0	0.2
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard				





RJEd

RESTORATIVE JUSTICE EDUCATION

Creating a Culture of Care in Schools

Using Restorative Justice
Principles and Practices to support a
Culture of Care in Schools.

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Overview

Creating a Culture of Care focused on Restorative Justice

Principles and Practices

The 16 modules are divided into four tiers as follows:

TIER 1 - Principles of Restorative Justice and Proactive Restorative Practices

Learning Objectives:

1. Participants will be able to identify and explain the basic principles of restorative justice, focusing on the primary principle of relationships.
2. Participants will be able to engage in and train others to facilitate community circles for building a sense of belonging and connectedness in schools, particularly in classrooms.

1. **Relationships** - Importance of relationships in Restorative Justice and Culture of Care.
2. **Basic Principles** – Restorative basics: It’s about attitude, doing school “with” students, inclusive relationships across the school, teachers positioning and theorizing; involving all staff.
3. **Collegial Relationships** – Collegial relationships at work: Restorative tools are used to build and maintain a healthy community among leaders and staff.
4. **Teacher-Student Relationships** – Restorative tools are used to build and maintain a healthy classroom community among teachers and students.
5. **Community Building Circles** – A circle held, generally in the classroom, for the purpose of creating a sense of belonging with a focus on building relationships.
6. **Community Norm Setting Circles** – A circle held for the purpose of creating a sense of connectedness by having the teacher and students in a classroom co-create classroom norms.

TIER 2 - Reactive Restorative Practices for Minor Behavior Problems

Learning Objectives:

1. Participants will be able to respond restoratively to minor misbehavior problems.
2. Participants will be able to engage in and train others to facilitate restorative conversations, restorative circles, and restorative assessments for creating harmony in schools, particularly in classrooms.

7. **Restorative Conversations** – Simple, non-adversarial, problem-solving conversations.
8. **Classroom Restorative Circles** – A semi-formal tool to help teachers and students respond to wrongdoing and conflict as a group.
9. **Deescalation and Restorative Assessment** – Brief restorative interventions: Referral-based problem solving tools for school staff.

TIER 3 - Reactive Restorative Practices for Major Restorative Problems

Learning Objectives:

1. Participants will be able to respond restoratively to major misbehavior problems..
2. Participants will be able to engage in and train others to facilitate classroom conference circles and conferences, generally upon reentry of a student after out-of-school suspension, including the pre-conference, conference, and agreement in order to repair harmed relationships resulting from major misbehaviors involving violence and safety.

10. **Classroom Reentry Circles** –Facilitated and structured circles for a group of students and a teacher to participate in with a student who is returning to the classroom after being out of school, generally on suspension.

11. **Restorative Pre-conference** – Pre-conference: Prepare students, staff, and parents so everyone knows the story of what happened before the conference, and they know the conference format.

12. **Restorative Conference Dialogue and Agreement**– Restorative conferences: Formal conferences to address specific incidents of serious harm; facilitated by trained people. This includes specific plans to repair the harm that’s been done, including personalized ways for students to learn new skills/attitudes to avoid future trouble; allowing for easy monitoring and follow up.

CULTURE OF CARE - Planning to Create a Culture of Care Over a Three-year Period of Time

Learning Objectives:

1. Participants will be able to identify and apply to action plan: (a) the stages of implementation of a culture of care, (b) how to blend restorative justice principles and practices with other initiatives, such as, multi-tiered systems of support, trauma informed care, and social-emotional learning under the umbrella of a Culture of Care, and (c) implementation of culturally appropriate relationships and interactions.
2. Participants will be able to create an action plan to create a Culture of Care in the school over a period of three to five years.

13. **Stages of Implementation** – Year one is Needs Assessment, year two is Capacity Building, and year three is Sustainability.

14. **Blending Current Practices with Restorative Justice** – A plan for how to blend multi-tiered approaches like RtI, PBIS, and MTSS with Restorative Justice.

15. **Culturally Appropriate Relationships** – Using Restorative Justice principles of building and maintaining relationships and exercising holistic care to create a Culture of Care.

16. **Action Plan** – Using the strengths-based process of Appreciative Inquiry, what steps could we take to move from where we are as far as implementing restorative justice to where we could ideally be in creating a Culture of Care based on Restorative principles and practices?

Module 1

Reflection Responses:

Please submit a reflection answering these questions:

1. Please tell us your name, your role in the school, and something you would like us to know about you...

2. What are your expectations for this training?

3. What do we do well with regard to creating and maintaining relationships?

4. How can you make relationships the foundation of your work in schools?

Module 3

Reflection Responses:

Please submit a reflection answering these questions:

1. How would you characterize relationships among school leaders and staff?

2. How are collegial relationships being built and maintained?

3. What can be done to improve collegial relationships?

Module 4

Reflection Responses:

Please submit a reflection answering these questions:

1. How would you characterize relationships between teachers and students?
2. How are healthy relationships among teachers and students being built and maintained?
3. What can be done to improve teacher-student relationships?

Module 5

Reflection Responses:

Please submit your response to these questions:

1. How is a sense of belonging being created in classrooms?

2. How can Community Building Circles be used in classrooms?

Community Building Circles

Tom Cavanagh, Ph.D.

Community Building Circles is the name given to a process based on the philosophy of restorative justice, which is focused on building relationships. The goal of these circles is to create harmony in the school community through creating a sense of belonging and connectedness.

In this Community Building Circle process, certain ground rules are established so a safe place can be created where people (be they students, teachers, and/or families) can come together, with a facilitator, to build and maintain relationships.

The underlying values of Community Building Circles are:

1. Leadership and power are shared (everyone in the circle is equal and has an equal opportunity to speak).
2. Participants have direct visual contact with each other.
3. Peacebuilding and peacemaking are the foci.
4. Interconnectedness of all participants is encouraged.
5. Respect and accountability are required.
6. Participation by all is necessary.
7. Inclusion and mutual responsibility for the circle are indispensable.

The following agreements are used at Community Building Circles, upon agreement of everyone:

1. Listen when others speak (use the talking piece).
2. Speak with honesty and from the heart.
3. Trust that you will know what to say and use kind words.
4. While everyone is encouraged to speak, no one is required to speak.
5. What is said in the circle stays in the circle.

The facilitator of the Community Building Circle is called the Keeper of the Circle. The format for the Community Circle is:

1. Welcome.
2. Review ground rules and purpose of the circle.
3. Open the circle.
4. Talk about the topic and the feelings and/or perceptions about the topic.
5. Reflect on the process.

This script is meant to assist in facilitating a Community Building Circle. Please adapt the script for your purposes.

Community Building Circle Script

Welcome to this Community Building Circle. I am the Keeper of the Circle. Community Building Circle is the name given to a process based on the philosophy of restorative justice, which is focused on building and maintaining relationships. The underlying values of Community Building Circles are:

Leadership and power are shared (everyone in the circle is equal and has an equal opportunity to speak),

Agreements

In this Community Circle process certain ground rules are established so a safe place can be created where people can come together, with a facilitator, to build and maintain relationships. The following ground rules are used at Community Circles, upon agreement of everyone:

1. Listen when others speak (use the talking stick),
2. Speak with honesty and from the heart,
3. Trust that you will know what to say and use kind words.
4. While everyone is encouraged to speak, no one is required to speak, and
5. What is said in the circle stays in the circle.

Does anyone want to change or add to these ground rules? Does everyone agree to these ground rules?

Open the Circle

I will now open the circle. Start with a relational check in question. Introduce the topic. We will begin by talking about the topic and our thoughts and feelings related to the topic. Let's begin passing the talking piece.

(Introduce the topic with a statement or a question. As the Keeper of the Circle you can talk first or pass the talking piece either to your left or right.)

Check Out

Ask a check out prompt

Closing for training purposes

- How do you feel about the Community Circle process?
- Are you satisfied with the outcome?
- Do you feel ready to call a circle and act as a keeper of a circle?

Community Building Circle Tips and Prompts

Community Circles should occur on a regular basis for 4-6 weeks in order to help students understand the format and gain confidence in participating. Student voice is the best measure in determining when a group displays a need to discuss topics more in-depth and/or sensitive in nature. Educators can tailor discussion topics for talking circles based on the information students are sharing in previous circles and/or need to deliver curriculum. Students/staff who have participated in Community Circles on a regular basis for 4-6 weeks are prepared to engage in medium risk topics, restorative circles and/or conversations in response to Tier 2 or 3 issues. As noted in Module 5, one of the ground rules states, "What is said in the circle, stays in the circle." This norm is a reminder for participants, but does not negate educators' responsibilities as mandatory reporters. Educators can communicate this information in an age-appropriate way to students when ground rules/norms are being established.

Community Building Circle Tips

1. Post ground rules/norms and make them visual during every circle
2. Review ground rules/norms on a consistent basis
3. Use the norms to problem solve any issues that may arise during circle
4. Revise norms as necessary in order to meet the changing needs of the group
5. For students transitioning in/out of the class consider revisiting norms for equitable input

Check In Prompts:

- ★ *What color describes how you are feeling today and why?*
- ★ *How are you? Is there anything on your mind you would like the circle to know?*
- ★ *What is your personal weather today?*
- ★ *Tell us about a highlight in your life in the last week.*
- ★ *What did you notice on your way to school this morning?*

The following are low-level (Tier 1) talking circle prompts/questions that any learner can access:

- When it's cold outside, I like to....
- If I traveled into space, I would...
- If I were a kangaroo, I would....
- For my birthday I want...
- I would like to invent....
- My favorite piece of clothing is...
- My favorite book....
- My favorite type of weather is....
- If I ate an entire pizza, I would....
- My favorite season is....
- I was proud when I accomplished...
- The best toy I have ever played with is...
- I would like to visit....
- When I am older, I want to
- If I could be any character in a book or movie for one day, I would be...
- My favorite game to play is....

- If I had a pet unicorn, I would.....
- The best room in my house is.....
- The best gift I ever received was.....
- The nicest thing someone said to me was...
- The best gift I ever gave was.....
- When it is really hot outside, I like to....
- My favorite food to eat is...
- If I had to talk like an animal, I would pick....
- The worst thing someone could make me eat would be.....
- The funniest thing I have ever seen is....
- Five of my favorite things are.....
- If I could ask a dolphin a question, I would....
- I wish I knew more about.....
- When it is raining, I like to.....
- The first thing I would buy if I had one million dollars is.....
- My day starts by....
- If I could make any animal tame, I would want...
- My favorite month of the year is..
- The worst chore is.....
- If I could ride on the back on an animal, it would be....
- I am happiest when....
- My favorite movie is...
- What quality do you like best in a friend?
- What makes you a good friend?
- Can you swim? Who taught you?
- Where would you like to go on a field trip?
- What is your favorite lunch or dinner?
- What or who makes you smile the most?
- What is your full name?
- Where were you born?
- What is your favorite activity to do with a friend?
- What quality do you like best in a teacher?
- What do you hope to do better tomorrow?
- Tell when you let someone else go first.
- What has made you laugh today?
- Name someone you said thank you to.
- Name one way you showed responsibility.
- How did you help someone today?
- Tell one way you were kind.
- What has made you feel proud today?
- Name someone you said good morning to.

The following are medium-level (Tier 1) talking circle prompts/questions that require trust and trauma awareness

- What's something you've done in the past that you're proud of?
- If you could bring anyone to this circle who would it be and why?
- What does respect look like to you?
- What do you like about school?
- What do you like about this class?
- When there's a problem at school who would you talk to and why?
- What does being a good classmate look like to you?
- What does being a good friend look like to you?
- Is there something you want to talk about and haven't had the chance?

Check Out Prompts:

- ★ *Please share one word that describes how you are feeling today as we close this circle.*
- ★ *What are you taking from the circle today?*
- ★ *What thoughts would you like to share with the group as we close?*
- ★ *What is a takeaway or insight for you from this circle?*

When educators are ready to work through more complex situations and problem solving trauma-aware practice will support the success in using Restorative Conversations and/or Classroom Restorative Circles for Tier 2 incidents.

Community Norm Setting Circles

Community Building Circles is the name given to a process based on the philosophy of restorative justice, which is focused on building relationships. The goal of these circles is to create harmony in the school community through creating a sense of belonging and connectedness.

In this Community Building Circle process, certain ground rules are established so a safe place can be created where people (be they students, teachers, and/or families) can come together, with a facilitator, to build and maintain relationships.

When engaging in this circle process, have a recorder keep notes of all of the ideas that are shared. Combine the ideas into common themes. These themes can become the norms, for example, focused, inclusive, collaborative, communicative, and serene.

Write these themes on a large piece of paper and have everyone in the classroom (teachers and students) sign the paper. Then post the paper for everyone to see and refer to.



Community Building Circles for Norm Setting

Welcome to this Community Building Circle. I am the Keeper of the Circle. Community Building Circle is the name given to a process based on the philosophy of restorative justice, which is focused on building and maintaining relationships. The underlying values of Community Building Circles are: Leadership and power are shared (everyone in the circle is equal and has an equal opportunity to speak),

Agreements

In this Community Circle process certain ground rules are established so a safe place can be created where people can come together, with a facilitator, to build and maintain relationships. The following ground rules are used at Community Building Circles, upon agreement of everyone:

1. Listen when others speak (use the talking stick),
2. Speak with honesty and from the heart,
3. Say just enough and use kind words.
4. While everyone is encouraged to speak, no one is required to speak, and
5. What is said in the circle stays in the circle.

Does anyone want to change or add to these ground rules? Does everyone agree to these ground rules?

Open the Circle

I will now open the circle. We will begin with a check in round. Today we will be setting norms for our classroom. Let's begin passing the talking piece.

(. As the Keeper of the Circle you can talk first or pass the talking piece either to your left or right.)

First Circle

1. What do you need in order to feel safe and be successful in this class?

1. What helps you to learn while you are in class?

1. In order for us to have a successful year together, what are some things we can agree on related to how we will all behave and treat each other?

1. *Now that you have heard everyone speak, what connections are you making?**

After the first circle, create draft norm statements phrased in positive language. Then hold the second circle.

2. How should we respond if someone fails to keep these agreements?

2. What can you do to get help if you are having a bad day and do not feel that you can follow our norms?

Tip: Ask for clarification around vague and culturally relevant terms like “respect” or “participate.”

“What does respect look like to you?” “How do we know when someone is participating?”

This helps us be explicit about norms as well as receptive to cultural views around these norms

Tip: Frame norms positively and toward the desired behavior

“no running in the hallway” becomes “please walk when in the hallway”

“don’t judge other people” becomes “place judgements aside and remain open-minded”

Closing

- How do you feel about the Community Circle process?
- Are you satisfied with the outcome?
- Do you feel ready to call a circle and act as a keeper of a circle?

This script is meant to assist in facilitating a Community Building Circle. Please adapt the script for your purposes.

Module 7

Reflection Responses:

Please submit your response to these questions:

1. What do conversations involving wrongdoing and conflict look and sound like presently in your school?

2. How might we use Restorative Conversations as a Tier 2 activity in classrooms? Outside of the classroom?

Restorative Conversation

This restorative practice is used with 2 or 3 people. Generally it is used before an issue becomes serious. Educators are encouraged to train students and parents in the use of this restorative practice, as well as training teachers, administrators, and other school staff.

The mantra that is the foundation of this restorative practice is **“The person is not the problem; the problem is the problem.”** The meaning is that the focus needs to be on the problem rather than the person.

When three people are engaged in this restorative practice, one of the people can act as the facilitator.

The four questions that need to be asked should be framed in a manner similar this and in this order:

1. What is the problem? Coming to agreement about what is the problem among the participants in this restorative practice is often the hardest part of the conversation. However, it is critical that consensus be reached among the participants as to what the problem is by coming to agreement as to how to name the problem.

2. What are the effects of the problem, on the persons involved and the community as a whole? The answers to this question need to be framed as “I” statements. These answers need to include emotional, psychological, and/or physical effects.

3. What is it like when the problem does not exist? The response to this question is meant to explore the ideal situation, when the problem no longer exists.

4. What can I/we do to move from this being a problem to that more ideal place where the problem does not exist, reconciliation occurs, and harmony returns to the community? In this answer a plan of action is agreed to and perhaps written down so it can be referred to later.

Classroom Restorative Circles

The Classroom Restorative Circle process combines the 4 questions asked in the restorative conversation with the circle process that was discussed in module 5.

Restorative Circle Script

Welcome to this Restorative Circle. I am the facilitator of the circle. The co-facilitator is ____.
Restorative Circle is the name given to a process based on the philosophy of restorative justice, which is focused on healing the harm to relationships resulting from conflict or wrongdoing.

The **underlying values** of the Restorative Circle are:

- (1) leadership and power are shared (everyone in the circle is equal and has an equal opportunity to speak),
- (2) participants have direct visual contact with each other and are encouraged to speak directly to one another rather than to the facilitator or co-facilitator,
- (3) peace building is the focus,
- (4) interconnectedness of all participants is encouraged,
- (5) respect and accountability are required,
- (6) participation by all is necessary, and
- (7) inclusion and mutual responsibility for the circle are indispensable

Agreements

In this Restorative Circle process certain ground rules are established so a safe place can be created where people can come together, with a trained facilitator, to discuss the behavior(s) that is creating a problem, the impact of the behavior(s) and mutually agree on how to:

- (1) heal the harm resulting from the behavior(s),
- (2) restore the group, and
- (3) reintegrate the persons affected back into the group.

The following **agreements** are used at the Restorative Circle, upon agreement of everyone:

- (1) listen when others speak (use the talking stick);
- (2) speak with honesty and from the heart;
- (3) say just enough and use kind words;
- (4) while everyone is encouraged to speak, no one is required to speak; and
- (5) what is said in the circle stays in the circle (except for the written report and mandated reporting).

What else would you like to change or add to these ground rules?

Does everyone agree to these ground rules?

Open the Circle

I will now open the circle. We will begin by talking about the problem and our thoughts and feelings that resulted from the problem. The co-facilitator of the restorative circle will keep notes of our conversation. Let's begin passing the talking stick.

(The four questions that need to be asked should be framed in a manner similar to this and in this order.)

1. What is the problem? Coming to agreement about what is the problem among the participants in this restorative practice is often the hardest part of the conversation. However, it is critical that consensus be reached among the participants as to what the problem is by coming to agreement as to how to name the problem.

2. What are the effects of the problem, on the persons involved and **the** community as a whole? The answers to this question need to be framed as “I” statements. These answers need to include emotional, psychological, and/or physical effects.

3. What is it like when the problem does not exist? The response to this question is meant to explore the ideal situation, when the problem no longer exists.

4. What can I/we do to move from this being a problem to that more ideal place where the problem does not exist, reconciliation occurs, and harmony returns to the community? In this answer a plan of action is agreed to and perhaps written down so it can be referred to later.

Agreement

We will now work on an agreement that is acceptable to all of us. Let's begin by having the co-facilitator of this Classroom Restorative Circle summarize the notes made during this circle, emphasizing any possible solutions to the problem that were discussed. Let's now pass the talking piece and talk about solutions to the problem, particularly related to healing the harm to relationships resulting from the problem. The co-facilitator of the Restorative Circle will write those on the tablet, and everyone will be asked to sign the agreement.

Closing

Now that we have an agreement, let's reflect on this process.

- How do you feel about the Restorative Circle process?
- Are you satisfied with the outcome?
- Do you feel ready to call a Restorative Circle and act as a facilitator of a Restorative Circle?

This script is meant to assist in facilitating a Classroom Restorative Circle. Please adapt the script for your purposes.

Restorative Assessment

This Restorative Assessment is used in a manner similar to the use of triage in the medical field to determine the level of care. This assessment was created to be used by the first person a student talks with after being referred out of the classroom because of a behavior problem. The assessment is designed to help the person facilitating this conversation to determine, first, if the student is willing to accept responsibility for their behavior. If they are, then the facilitator can then determine what is the appropriate level (tier) of care (the specific restorative practice) that provides the best response under the circumstances.

Reflect

- What happened?
- What's the story?
- What was going on for you?
- What were you thinking at the time?
- What have you thought about since?
- Who do you think has been harmed and in what ways?
- What, if anything, do you accept responsibility for?

Connecting

- What do you think needs to be done to repair the harm?
- How will this help repair the harm? (If an apology is offered)
- What are you apologizing for?

Doing

- How can we make sure this doesn't happen again?
- What can we do differently next time?

Please adapt the language recommended in this script to be age-appropriate.

Module 10

Reflection Responses:

Please submit your response to these questions:

1. In what ways are major problems involving wrongdoing and conflict in classrooms responded to, particularly related to reentry?

2. How can major problems related to wrongdoing and conflict be responded to using Classroom Reentry Circles?

Classroom Re-entry Circle Script

This script is to be recommended to be used in the classroom for addressing tier 3 problems. Specifically this script is intended to be used upon reentry when a student has engaged in serious wrongdoing in the classroom that caused harm to another person or persons and as a result received a tier 3 consequence, like suspension from school. Upon reentry to the classroom where the harm occurred, this process can be used to begin to heal the harm to the relationships affected, directly or indirectly, by the wrongdoing.

The Community Building Circle format needs to be used with a trained facilitator leading the circle and the teacher acting as the co-facilitator. The teacher will be a participant and building their capacity to facilitate such a circle in the future.

Participation in the circle is voluntary. If the person causing the harm chooses not to participate, a circle is not held, and the student is treated in the traditional way.

The recommended script is:

Introduction

Thank you for agreeing to participate in this classroom restorative circle. I am the facilitator for this restorative circle. (name the teacher) is the co-facilitator for the circle. The co-facilitator will be keeping notes during the circle about what we agree needs to be done to heal the harm resulting from this incident and to prevent this kind of incident from happening again.

We are holding this circle because wrongdoing occurred which resulted in harm to relationships in this classroom. We are going to specifically talk about the incident of wrongdoing regarding (identify the incident), which resulted in [name the person(s)] being suspended from school. Now [name the person(s)] is returning to school after the suspension. We want to talk about the harm, particularly to relationships, resulting from this incident and how that harm might begin to be healed.

We are not here to determine who was right and who was wrong. Rather, we want to hear each person's story about what happened, what they were feeling then and now, how the harm might be healed, and how this kind of incident can be prevented from happening in the future.

We will be using the Community Building Circle format for this conference. Everyone is expected to sit in the circle and to use the talking stick, that is, that the person holding the talking stick does the talking, and everyone else in the circle listens. The talking stick is passed around the circle and not across. However, when the stick comes to you you are encouraged to speak but are not required to do so. If you decide not to speak, you can choose to pass the stick to the next person. Please realize, if you choose not to talk, you will not have a say in the resolution of this matter.

The goal for this restorative circle is to reach an agreement on a way to heal the harm to relationships and make certain this kind of incident does not happen again. All of you will be asked to sign that agreement as a way of moving forward.

Agreements

Here are the ground rules for this circle:

- One person speaks at a time and only when holding the talking stick. The talking stick will be passed to the person next to you and not across the circle.
- Expect and accept a lack of closure.
- What is said in circle stays in the circle.
- You may pass the talking stick to the person next to you without saying anything.
- What other ground rules would you like to add? Do you agree to these ground rules?

We will now begin passing the stick to answer six questions I will pose. Please listen to and respond to the questions I ask.

1. Tell us your story of what happened.
2. What were you feeling at the time?
3. What are you feeling now?
4. Is there anything else you want to say about this incident?
5. What can be done to heal the harm (particularly to relationships, that resulted from what happened?)
6. What can be done to make certain this does not happen again?

Agreement*

I will ask the co-facilitator to read from his/her notes what we have agreed to. (After co-facilitator reads notes) -

- Do you agree with this agreement?

Before finishing, I will ask the co-facilitator to pass the agreement around so each person can sign it. Thank you for participating in this restorative circle.

****Tip: The agreement needs to follow the SAM format - simple, achievable, and measurable. Keep the language simple. Make certain the person(s) involved can complete the agreement, and be specific as to how it can be determined the agreement was fulfilled, for example, specific dates to complete specific tasks.***

This script is meant to assist in facilitating a Classroom Restorative Circle. Please adapt the script for your purposes.

Pre-conference Checklist

Remember to bring these items to the pre-conference:

A copy of the ground rules

Paper and pen for note taking

This sheet (if it will be useful for you)

What to do During the Pre-conference
Introduce yourself and break the ice.
Describe the facilitator's role and reassure the person(s) causing the harm or the person(s) who was harmed that the pre-conference is confidential.
Describe the purpose of the conference and emphasize the potential benefits of the RJ process.
Listen to the person(s)'s who caused the harm or the person(s)'s who was harmed account of the incident.
Share the ground rules for the conference and inquire whether the person(s) who caused the harm or the person(s)'s who was harmed has any rules he/she would like included.
Describe the conference process in chronological order.
Explain the importance of support persons and determine who the person(s) who caused the harm or the person(s)'s who was harmed would like to have as support.

Discuss any questions the person(s) who caused the harm or that the person(s) who was harmed may want to ask.

Explore the ways in which the person(s) who caused the harm or that the person(s) who was harmed may be interested in repairing the harm resulting from the behavior, particularly related to harm to the relationship.

Ask the person(s) who caused the harm to bring a snack to the conference and explain the purpose of this gesture.

Ask whether the person(s) who caused the harm or the person(s)'s who was harmed has questions and whether there is anything he/she does not want shared at the conference.

Have the person sign the confidentiality form.

Restorative Conference Dialogue Guidelines

We respect the dignity of each person and are concerned about the welfare of each other.

Everyone speaks; everyone listens. We listen to understand and respond with empathy (sensitivity).

Everyone communicates honestly. We share openly our thoughts, emotions, feelings, and reasons.

Differences are expected and accepted.

We each take responsibility for our own participation in this dialogue.

We ask for help, seek feedback on our ideas to gain information and ideas, and encourage the involvement of everyone.

We maintain a climate of open-mindedness and genuineness. We support one another, while holding each other responsible for our actions.

We honor confidentiality by keeping all comments made in this room in the room.

We avoid criticism, pretense, insincerity, and condescending attitudes.

Pre-Conference Script

Hello. My name is _____. I was appointed to be the facilitator for the conference. The purpose of this pre-conference meeting is for me to determine if a conference will be held and to let you know about the conference so there are no surprises. Please know that this meeting is confidential, and I will not report anything you say here unless you say something I am mandated by law to report.

The purpose of the conference is to respond to the wrongdoing that occurred in such a way that the person(s) causing the harm can take responsibility for the wrongdoing, listen to how that wrongdoing affected others, and together create a plan to heal the harm, particularly to relationships, so that the person(s) harmed can have a voice in talking about how the wrongdoing affected them and the relationships involved, and together with the person(s) causing the harm, and other conference participants, create an agreement aimed at healing the harm, particularly to relationships, resulting from the wrongdoing.

These are the **ground rules** for the conference.

- We respect the dignity of each person and are concerned about the welfare of each other.
- Everyone speaks; everyone listens. We listen to understand and respond with empathy (sensitivity).
- Everyone communicates honestly. We openly share our thoughts, emotions, feelings, and reasons.
- Differences are expected and accepted.
- We each take responsibility for our own participation in the conference.
- We support one another, while holding each other responsible for our actions.
- We ask for help, seek feedback on our ideas to gain information and ideas, and encourage the involvement of everyone.
- We maintain a climate of open-mindedness and genuineness.
- We avoid criticism, pretense, insincerity, and condescending attitudes.
- We honor confidentiality by keeping all comments made in this room in the room, except for those comments that we are mandated by law to report.

If the facilitator feels we need to stop or take a break at any point during the conference we will do so.

Are there any ground rules you would like revised or added? Are you willing to follow these ground rules?

The **conference** will proceed in this order:

- I will open the conference and welcome everyone.
- I will go over the ground rules and the confidentiality form and make certain that everyone present agrees to the ground rules and has signed the confidentiality form.
- I will ask either the person who was harmed or the person(s) who caused the harm to start the conference by telling us what happened to create this situation that brings us here today by asking these questions (At the Pre-Conference the person who was harmed will be offered the choice of telling their story first or the person causing the harm telling their story first):

Going back to the beginning,

- What happened?
- What did you think about this situation?
- How did you feel about this situation?
- What have you thought about it since?
- Who do you think has been affected by what's happened?
- How have been affected by what's happened?

Then I will ask the same questions of the other person, either the person causing their harm or the person harmed, depending on who went first.

Then I will ask the parents or support people:

- What did you think when you became aware of this situation?
- What have you thought about it since?
- How have you been affected?
- How has your family reacted to this situation?

Then I will ask the others present:

- Can you remember your first thoughts when you heard about this situation?
- How do you feel about what has happened?

Going back to the person(s) who caused the harm I will ask:

- It must be difficult for you to hear this?
- What did you think when you first heard these complaints about your activities?

- How do you feel about it?
- What has happened since?
- Before we move on, is there anything you want to say to the people present tonight?

Then I will continue to see if an agreement can be reached by asking:

- (To the person harmed) What would you like to see come out of this conference?
- (To the person causing the harm) Does that seem fair?
- Who will be responsible for supervising and following up on the agreement?

Do you have any questions or concerns about the conference process?

I believe it is important for you to have a person present at the conference to support you, not as a witness, but emotionally and psychologically. Is there an adult you would like to be present to support you - perhaps a relative, a coach, a pastor, or someone in the community?

Please think ahead of time about any questions the person(s) directly affected might ask of the person(s) causing the harm, like, why did you do it?

While the agreement is being prepared for everyone who participates in the conference to sign, we will invite the participants to have a snack, which will be provided by the school. This will be a good time to talk informally with one another.

Do you have any questions or concerns before we end this pre- conference? Thank you.

Please adapt the language recommended in this script to be age-appropriate.

Restorative Conference Facilitator's Script

Introduction

Welcome everyone. Thanks for attending. As you know, my name is _____, and I will be facilitating this Restorative Conference. Before we begin I would like to introduce my co-facilitator, _____. Would the other people present please introduce themselves.

I have spoken to most of the people present before today and understand that all present are here voluntarily. If that is not correct please tell me now.

As a Restorative Conference Facilitator my duties are to:

- Identify the source of harm in a system of relationships.
- Bring people in that system together.
- Ask people to share their stories, focused on their feelings and emotions.
- Oversee an agreement to repair past harms and minimize future harm.
- Oversee the process so that everyone can participate in a mutually respectful way.

This is a difficult matter for everyone, so it's important to deal with it together. The conference will focus on activities related to (briefly outline the wrongdoing). We want to explore how people have been affected, and see whether we can begin to repair the harm and ensure it's not repeated. I ask only one thing of each of you who has taken the trouble to attend today, and that is that you stay until the end.

I have prepared a set of ground rules to guide our dialogue tonight. Please review these ground rules and tell me if there are any you would like to change or any additional ground rules you would like to add.

Restorative conferences are based on the democratic process. Conditions of a Deliberative Democratic Process include:

- Participation – Everyone gets to attend and gets to speak.
- Political equality – All opinions are considered.
- Deliberation – All ideas are talked through.
- Non-tyranny – No one dominates.

The conference itself includes these elements:

- Those whose actions caused harm tell their story.
- Those most directly harmed talk about how they were affected.
- Other participants talk about how they were affected.
- Those whose actions caused harm have an opportunity to apologize.
- Those most directly harmed suggest what might be done to make things better.
- Everyone contributes to a mutually acceptable agreement which they all then sign.

Telling the story and exploring the impact

(To key players)

Could you start the conference by telling us what happened to create this situation that brings us here today.

Helpful prompts:

- Going back to the beginning, what happened?
- What did you think about this situation?
- How did you feel about this situation?
- What have you thought about it since?
- Who do you think has been affected by what's happened?
- How do you think they were affected?
- (Let's find out).

To people most affected:

- What did you think when you became aware of this situation?
- What have you thought about it since?
- How have you been affected?
- How has your family reacted to this situation?

To others present:

- Can you remember your first thoughts when you heard about this situation?
- How do you feel about what has happened?

To those who caused the harm:

- It must be difficult for you to hear this?
- What did you think when you first heard these complaints about your activities?

- How do you feel about it?
- What has happened since?
- Before we move on, is there anything you want to say to the people present tonight?

Agreement and conference conclusion

- (To harmed) What would you like to see come out of this conference?
- (To those causing the harm) Does that seem fair?
- Who will be responsible for supervising this aspect of the agreement?

Let me ask the co-facilitator to summarize what we have agreed. Do each of you agree with that summary, or is there anything you would like to revise or add?

The co-facilitator and I will record in writing the agreement that has been reached here. Please enjoy a snack while we prepare the agreement. Then we will ask each of you to sign the agreement.

RJ Agreement

Please document when you hold a restorative circle/intervention with students. If a student comes to you with an issue, it is important that you are able to see if previous agreements have been made with a different facilitator as to aid with your follow up:

Date the intervention/circle was held: _____

Facilitator(s): _____

What type of intervention circle was held?

Restorative Conversation

Classroom Restorative Circle

Restorative Assessment

Classroom Re-entry Circle

RJ Conference (for severe behavior, facilitated by a trained expert)

Who was present?

What issue(s) were addressed during the intervention?

-Friendship Conflict

-Defiance

-Verbal altercation

-Physical altercation

-Harassment

-Theft

-Other:

Module 13

Reflection Responses:

Please submit your response to these questions:

1. How would you characterize the current culture of the school?
2. What would a Culture of Care look like ideally at the school?
3. What steps can be taken to create a Culture of Care at the school?

Culture of Care – Stages of Implementation

Creating a Culture of Care based on culturally appropriate restorative justice principles and practices generally takes three years. The **three stages (years) of implementation** are: Year 1 - needs assessment, Year 2 - capacity building, and Year 3 - Sustainability. These Stages of Implementation were outlined in a chapter in the recent publication of the **Handbook of Indigenous Education**. In that chapter colleagues from New Zealand and Columbia joined with me to outline, as the title states, the “Psychosocial Analyses and Action for Promoting Restorative Schools.”

However, the work of implementing a Culture of Care extends beyond the three years. There is work to be done before Year 1 and after Year 3. The following discussion will outline in some detail how to create a Culture of Care in schools.

Prior to Year 1 - Prior to the first year of creating a Culture of Care in a school, schools are urged to create and train a **restorative justice team**. Ideally the team will have at least 5 members. These 5 people can represent one part or group or a cross-section of the school. However, generally the initial RJ team consists of administrators and school leaders. This team of people needs to be trained prior to the first year. The **Culture of Care training-the-trainer professional development** training consists of 16 modules and concludes with writing a **plan of action** to implement what was learned in the training.

Part of the action plan needs to include the implementation of community circles at the beginning of the Year 1 for two purposes: first, to build relationships by creating a sense of connectedness and belonging, and second, to co-create classroom norms. Please refer to Module 5 for further details. Ideally community circles for belonging and connectedness will be held at least once a week throughout the school year.

Prior to the beginning of the Year 1 school year a group of teachers and administrators who do not participate in the initial training and who volunteer to participate need to be invited to attend a Tier 1 training.

The **Tier 1 training** consists of 4 modules. These modules are included in the initial training. The training can be held in one day. The four modules are: (1) Relationships, (2) Basic principles, (3) Collegial & teacher-student relationships, and (4) Community circles.

Year 1 Needs Assessment - Year one of the transition from the status quo to a Culture of Care needs to begin with teachers who volunteer facilitating Community Circles for the two purposes already outlined. Then in October or November learning walks of teachers who are willing to participate and focus group interviews with community groups need to be held. The learning walk tools, both qualitative and quantitative, as well as the focus group questions, are found below. Data obtained from the learning walks and focus groups need to be analyzed and a report

prepared outlining the findings based on analyses of the data and recommendations for professional development in Year 2. Also during this year the entire staff needs to participate in Tier 1 training. Administrators and school leaders need to participate in Tier 2 and Tier 3 training, as well as Culture of Care training.

The **Tier 2 training** consists of 4 modules. These modules are included in the initial training. The training can be held in one day. The four modules are: (1) Restorative conversations, (2) Restorative circles, (3) Brief restorative interventions, and (4) Classroom conference circles.

The **Tier 3 training** consists of 3 modules. These modules are included in the initial training. The training can be held in one day. The three modules are: (1) Pre-Conference, (2) Conference, and (3) Agreement.

The **Culture of Care training** consists of 4 modules. These modules are included in the initial training. The training can be held in one day. The four modules are: (1) Stages of implementation, (2) Blending Together Current Practices with Restorative Justice, (3) Culturally sustainable restorative practices, and (4) Action plan.

Year 2 Capacity Building - In Year 2 the transition from the status quo to a Culture of Care continues with expansion of the work to the entire staff. The entire staff needs to engage in Tier 1 training before the start of the school year. Then all teachers need to begin the school year facilitating Community Circles for the two purposes outlined above. The recommendations outlined in the report mentioned above need to be implemented. Also all staff need to participate in Tier 2 and Culture of Care training. Administrators, deans, and counselors need to participate in Tier 3 training. Schools are recommended to collect learning walk and focus group data, as outlined above, in order to explore the change over time.

Year 3 Sustainability - In Year 3 the transition from the status quo to a Culture of Care culminates with the focus on sustaining the implementation of a Culture of Care based on culturally appropriate restorative justice principles and practices. Recommendations made as a result of the analyses of data collected in year 2 need to be implemented. New staff need to engage in Tier 1 training before the start of the school year and begin the school year facilitating Community Circles for the two purposes outlined above. These new staff need to participate in Tier 2 and Culture of Care training. New administrators, counselors, and deans need to participate in Tier 3 training.

After Year 3 - Ideally each school will have a restorative justice coordinator to lead the day-to-day implementation of restorative justice principles and practices. Also, each school will ideally have a restorative justice team to oversee and ensure that restorative justice principles and practices are being implemented in a culturally appropriate way that meets the needs of the students and their families.

Tier	Restorative Practice	Definition	Location Inside Classroom (IC) Outside Classroom (OC) Both locations (B)
1	Restorative Justice Basic Principles	Restorative justice is a philosophy, in action, that places relationships at the heart of the educational experience. The Basic principles are about the attitude of staff. An inclusive community around right relationships, which reduces wrongdoing and conflict in the school.	B
1	Community Circles	Community circles are a semi-formal tool to help teachers and their students build connectedness and co-operation.	IC
1	Collegial Relationships	Collegial Relationships describes a school culture where staff are committed to each other's success. This staff culture includes high expectations of each other's performance, and high levels of support (through coaching, monitoring, and feedback.)	OC
2	Restorative Conversations	Restorative conversations are simple, non adversarial, problem solving conversations with students. A school-wide approach to restorative practices requires that all (teaching and support) staff can use restorative language with students.	B

	<p>2 Brief Restorative Interventions</p>	<p>For some students, the tier 1 primary prevention strategies will not be sufficient to prevent patterns of problematic behavior or incidents that cause harm. School-wide data will identify these students and the nature of the harm being done.</p> <p>Brief restorative interventions are problem solving processes which engage wrongdoers and those affected or harmed. They are used where the harm is significant enough not to be resolved informally, but not so great that it requires a formal conference with parents and school managers. The Brief Restorative Intervention tools are narrative, strengths based, interventions. They are not counseling. The tools rely on the same psychology as the formal restorative conference. Some use the same speaking order and questions.</p>	<p>B</p>
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2	Classroom Conference Circles	<p>The Classroom Conference is a formal restorative tool for classes where problems have disrupted the whole class' learning and relationships. Such classes may be noisy and off task, or have divisive relationships among students. Their teachers find that the normal relationship management and teaching strategies don't work well, and can be distressed about teaching the class.</p> <p>The classroom conference requires careful preparation work with students and teachers and a skilled facilitator. Classroom conferences use a circle and a talking stick. The formal classroom conference is a more formal and structured version of the community circle. It encourages everyone to describe the problem and its effects, and to contribute to the solutions. Follow Up with regular community circles is recommended.</p>	IC
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3	Restorative Conferences	<p>This is the most formal and structured restorative conference; involving students, parents and staff. The conference does not exist to decide whether the wrongdoers are good or bad people, but explores the harm caused by a specific incident or pattern of behavior. The conference offers an opportunity to heal the people and relationships affected, and for negotiating a plan to prevent future trouble.</p> <p>The conference requires a well trained and capable facilitator. The facilitator is the keeper of the process, and uses the script to elicit participants' stories. The facilitator guides the conference through its phases and records the outcomes, avoiding making judgments or suggestions about what might be in the plan. The facilitator should be someone who has not been directly affected by the incident.</p>	OC
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Module 15

Reflection Responses:

Please submit your response to these questions:

1. How are students of color affected by current discipline policies?
2. What would culturally appropriate relationships look like ideally?
3. How can culturally appropriate relationships be created at the school?

Culture of Care Learning Walk Tool (quantitative)¹

This document is a learning walk tool designed to measure how well teachers/mentors are implementing a Culture of Care in their classrooms. This learning walk tool will assist those researchers who observe teachers by having an evidence-based tool for making those learning walks. This learning walk tool allows educators to track changes in teacher/mentor practices over time so that changes in those practices are data driven.

Observers are asked to rate the teacher being observed across 7 dimensions using a Likert scale of 1 to 4. Those items rated 4 and 5 are in line with the Culture of Care, and those items rated 1 and 2 are not.

Name of rater: _____ Date: _____

Time: _____ am/pm to _____ am/pm

Teacher's name _____

Rate each element of the Learning Walk Tool by circling the number of the rating (1-4) that most closely applies to what was observed.

1. The teacher/mentor treated the students like:

Passive Receptors or Co-Creators

1=All the time 2=Most of the time | 3=Most of the time 4=All the time

2. The focus in this setting is on:

Rules & Regulations or Relationships & Interactions

1=All the time 2=Most of the time | 3=Most of the time 4=All the time

3. In this setting:

Teacher/mentor was in control or Power was shared

1=All the time 2=Most of the time | 3=Most of the time 4=All the time

¹ This Learning Walk Tool is based on the following peer-reviewed journal article: Cavanagh, T. (2007). Creating a new discourse of peace in schools: Restorative justice in education. *Journal for Peace & Justice Studies*, 18(1&2), pp. 62-85.

4. In this setting:

Teacher/mentor was solely responsible or Responsibility was shared

1=All the time 2=Most of the time | 3=Most of the time 4=All the time

5. In this setting:

Misbehavior was viewed as disruption to learning or Wrongdoing and conflict were viewed as learning opportunities

1=All the time 2=Most of the time | 3=Most of the time 4=All the time

6. When discipline problems occurred:

Consequences were determined by someone other than teacher or Capacity of students & teacher built to solve problems nonviolently

1=All the time 2=Most of the time | 3=Most of the time 4=All the time

7. In this setting:

Punishment and retribution were viewed as deterrents or Healing the harm to relationships was the focus

1=All the time 2=Most of the time | 3=Most of the time 4=All the time

Culture of Care Learning Walk Tool (qualitative)²

This document is a learning walk tool designed to measure how well teachers are implementing a Culture of Care in their classrooms. This learning walk tool will assist those persons who observe teachers by having an evidence-based tool for making the learning walks. This learning walk tool allows educators to track changes in teacher practices over time so that changes in those practices are data driven.

Observers are asked to observe each teacher being across 7 dimensions and write comments in the following areas: (a) descriptive - exactly what you see and hear in the classroom, (b) interpretive - your own concurrent thoughts and reflections about what is being observed, and (c) feedback - the content of the feedback given to the person being observed and their response.

After making the learning walk, observers are asked to share the results of the learning walk with the teacher being observed within 48 hours in order to make a plan for changing classroom practices to be more in line with the Culture of Care.

Name of rater:

Date:

Time:

Teacher identification:

Setting:

² This Learning Walk Tool is based on the following peer-reviewed journal article: Cavanagh, T. (2007). Creating a new discourse of peace in schools: Restorative justice in education. *Journal for Peace & Justice Studies*, 18(1&2), pp. 62-85.

1. In this classroom students were treated like:

Passive Receptors

Traditionally students are expected to be passive recipients of learning and discipline policies. Rarely do they have a voice in developing such policies. They are not given the opportunity to express their needs without the risk of repercussions.

or

Co-Creators

Rather than promoting passivity, teachers need to encourage self-advocacy, self-control, and individual dignity based on beliefs and worldviews – who and what I am. The new discourse of peace calls for teachers and students to co-create policies regarding the learning and responses to wrongdoing and conflict. In particular students are given space to voice their needs and challenge the status quo in a safe environment.

Descriptive:

Interpretive:

Feedback:

2. The focus in this classroom is on:

Rules & Regulations

Traditionally schools have relied on rules and regulations to create norms of behavior. When students do not follow these rules and regulations, they are punished. In this way, it is believed students will behave appropriately in the future or

Relationships & Interactions

Relationships and interactions between teachers and students and among students are fundamental to this new discourse (ways of thinking, talking, and acting). From our interviews, we know that relationships with teachers are important to students, and relationships with their friends are the prime motivator for why they attend school. Therefore, it makes sense that educators would want to help students learn how to build and maintain healthy relationships.

Descriptive:

Interpretive:

Feedback:

3. In this classroom:

Teacher was in control

Generally classrooms are structured so teachers and administrators are in control, and students have little or no power or agency. Teachers are expected to maintain control of their classrooms without any outside help/ They are left isolated in their classroom, without opportunities for coaching or mentoring.

Power was shared

A discourse of peace calls for teachers and students to share power. In this way students' need for self-determination is recognized and honored. Their human dignity is respected.

Descriptive:

Interpretive:

Feedback:

4. In this classroom:

Teacher was solely responsible

Typically teachers are solely responsible for what happens in their classroom. The burden of sole responsibility for the learning and classroom behavior is more than some teachers are capable of handling, particularly when they have students with special needs in the classroom.

or

Responsibility was shared

The new discourse of peace is based on the idea of shared responsibility for what happens in the classroom. In that way, teachers and students take responsibility for the learning and wrongdoing and conflict. With shared responsibility teachers and students recognize that all people in the classroom are affected by the harm resulting from wrongdoing and conflict, and they need to have a voice in how to heal this harm.

Descriptive:

Interpretive:

Feedback:

5. In this classroom:

Misbehavior was viewed as a disruption to learning

In the current climate of standards and accountability, curriculum has become the focus of educators' attention. As a result, student misbehavior is viewed as disruptive to learning. Students causing problems in classrooms are removed so that the learning can continue.

or Wrongdoing and conflict were viewed as learning opportunities

Wrongdoing and conflict are viewed as learning opportunities in this discourse. By actively participating in the response to these problem behaviors, both students and teachers learn how to make good choices when wrongdoing and conflict occur. They learn how to make peaceful and nonviolent choices.

Descriptive:

Interpretive:

Feedback:

6. When discipline problems occur:

Consequences were determined by someone other than teacher

As a result of this response to misbehavior, students are excluded from classrooms to be disciplined by an administrative expert. Persons harmed by the misbehavior are not included in the process. They have no voice. In the end, when the student is returned to the classroom, relationships remain broken and the chances for successful reintegration of the misbehaving student in the classroom are lessened considerably.

or Capacity of students & teachers was built to solve problems nonviolently

Building the capacity of students and teachers to solve problems non-violently is a key result of viewing wrongdoing and conflict as learning opportunities. In this way, our classrooms become more peaceful, and our children grow up more likely to confront problems as adults non-violently.

Descriptive:

Interpretive

Feedback:

7. In this classroom:

Punishment and retribution were viewed as deterrents

Schools have followed a medical model in adopting discipline policies. When a student misbehaves, the teacher diagnoses the problem by determining whether the behavior needs further attention or not. If the teacher determines the behavior deserves further attention, the student is sent out of the classroom, generally to an administrator who is specifically charged with overseeing discipline. This administrator administers the treatment in the form of punishment.

or

Healing the harm to relationships was the focus

Healing the harm to relationships is fundamental to maintaining healthy relationships. Because students tell us that relationships with friends are important to them, we would best put our efforts in helping them learn how to heal these relationships when they are broken by harm resulting from wrongdoing and conflict. This effort will help our children stay in school and succeed.

Descriptive:

Interpretive:

Feedback:

Module 16

Reflection Responses:

Create and share your Action Plan by responding to these questions:

1. What is already being done well with regard to implementing Restorative Justice Principles and Practices and Culturally Appropriate Relationships and Interactions to create a Culture of Care?

2. Ideally what would a Culture of Care based on Restorative Practices look like?

3. What steps could be taken to move from where we are to where we could ideally be in creating a Culture of Care based on Restorative Justice Principles and Practices and Culturally Appropriate Relationships and Interactions?

4. What needs to be included in the action plan, particularly from now through year one?

SWOT Analysis Template			
State what you are assessing here (This particular example is for a new business opportunity. Many criteria can apply to more than one quadrant. Identify criteria appropriate too your own SWOT situation.)			
Criteria examples Advantages of proposition Capabilities Competitive advantages USP's (unique selling points) Resources, Assets, People Experience, knowledge, data Financial reserves, likely returns Marketing - reach, distribution, awareness Innovative aspects Location and geographical Price, value, quality Accreditations, qualifications, certifications Processes, systems, IT, communications	Strengths	Weaknesses	Criteria examples Disadvantages of proposition Gaps in capabilities Lack of competitive strength Reputation, presence and reach Financials Own known vulnerabilities Timescales, deadlines and pressures Cash flow, start-up cash-drain Continuity, supply chain robustness Effects on core activities, distraction Reliability of data, plan predictability Morale, commitment, leadership Accreditations etc
	Opportunities	Threats	

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[SOAR Matrix for PowerPoint - SlideModel](#)

SlideModel.com

Stage	Objective	Tasks	Responsible party	Success criteria	Time frame	Resources	Date Completed
Pre-p anning							
Year 1 Needs Assessment							

Year 2 Capacity Building							
Year 3 Sustainability							

Post year 3							

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Restorative Justice Terminology

Relationships

Importance of relationships in Restorative Justice and Culture of Care.

Basic principles

Restorative basics: It's about attitude, doing school "with" students, inclusive relationships across the school, teachers positioning and theorizing; involving all staff.

Collegial relationships

Collegial relationships at work: restorative tools are used to build and maintain a healthy community among leaders and staff.

Teacher-student relationships

Restorative tools are used to build and maintain a healthy classroom community among teachers and students.

Restorative conversations

Simple, non-adversarial, problem-solving conversations.

Community circles

A semi-formal tool to help teachers and students build connectedness and cooperation.

Restorative circles

A semi-formal tool to help teachers and students respond to wrongdoing and conflict as a group.

Pre-Conference

Pre-conference to prepare students, staff, and parents so everyone knows the story of what happened before the conference, and they know the conference format.

Conference

Formal conferences to address specific incidents of serious harm; facilitated by trained people.

Agreement

Specific, including personalized ways for students to learn new skills/attitudes to avoid future trouble; allows for easy monitoring and follow-up.

Classroom conference circles

Structured problem solving circles, primarily focused on re-entry for a large group of students and their teachers.

Brief restorative conversations for administrators, deans, and counselors

Brief restorative interventions: referral-based problem solving tools for administrators, deans, and counselors.

Culturally sustainable restorative practices

Using restorative justice principles of building and maintaining relationships and exercising holistic care to create a Culture of Care.

Action plan

Using the process of Appreciative Inquiry, what steps should we take to move from where we are to where we could ideally be in creating a Culture of Care based on restorative practices?

The story of how the theory of a Culture of Care was created

By Dr Tom Cavanagh

This is the story of how the theory of a Culture of Care in schools was developed, replicated, and put into practice. The story about this theory is written in easy to understand language rather than in academic style. The story is not presented in chronological or sequential order; rather, it is written to emphasize how the theory emerged.

As with all new theories, this theory resulted from an extended research study as part of my dissertation. This study was replicated as part of my Fulbright Fellowship in New Zealand. The theory was further developed while I was working with colleagues in New Zealand. Then upon my return to the United States I began to put the theory into practice. Of course, the theory was further refined and is being even further refined as we put the theory into practice.

Development of the theory of a Culture of Care

The theory of a culture of care in schools based on restorative justice principles and practices began with the writing of my dissertation. The title of the dissertation was *Schooling for Peace: Creating a Culture of Care in an Elementary School*.³

The first research article about this theory was published in a journal for teachers in India. Cavanagh, T. (2003). Schooling for Peace: Caring for our Children in School. *Experiments in Education*, 31(8), 139-143.

While I was living and working in New Zealand from 2004 to 2009, I had the privilege of working with teachers. I found out that there was a special journal published for teachers in which researchers could share their work in a language and style that fit teachers' needs rather than academic needs. I wrote this article to place emphasis on the importance of relationships in the creation of a Culture of Care in schools. As I look back now, I am struck by how I understood that relationships are related to safety in schools.

Cavanagh, T. (2007). Focusing on relationships creates safety in schools. *set: Research Information for Teachers*, 1, 31-35.

Later on I wrote and published another journal article based on research in New Zealand related to the specific topic of school safety.

Cavanagh, T. (2009). Creating schools of peace and nonviolence in a time of war and violence. *Journal of School Violence*, 8(1), 64-80.

Later this article was turned into a book chapter.

Cavanagh, T. (2012). Creating peaceful and nonviolent schools in the midst of a culture of war and

³ Please refer to your local school, university, or public library for copies of the full text of the journal articles mentioned in this document.

violence. In P. R. Carr & B.J. Porfilio (Series Ed.) Routledge research in education: 79. *Educating for peace in a time of "permanent war": Are schools part of the solution or the problem?* (pp. 243-254). New York, NY: Routledge

Replication of the theory of a Culture of Care in New Zealand

While I was living and working in New Zealand I was privileged to work with Maori scholars. We conducted research together and published the work. I learned from these people the importance of making certain that the work regarding a Culture of Care in schools was culturally appropriate. This is one of the first publications we had together. Macfarlane, A., Glynn, T., Cavanagh, T. & Bateman, S. (2007). Creating culturally safe schools for Maori students. *Australian Journal of Indigenous Education*, 36, 65-76.

After several years of working with Maori colleagues, I wrote and published with them this article capturing our thoughts about how Maori cultural ways can inform restorative practices. This idea is fundamental to how a Culture of Care is created in schools. Berryman, M., Macfarlane, S. & Cavanagh, T. (2009). Indigenous contexts for responding to challenging behaviours: Contrasting Western accountability and Maori restoration of harmony. *International Journal of Restorative Justice*, 5(1), 1-32.

While I was in New Zealand I had the chance to work with resource teachers for learning behaviors (RTLb). Professors Angus MacFarlane and Ted Glynn introduced me to this wonderful group of people⁴. I wrote and published this article in the journal for these teachers. This article resulted from the work of Nel Noddings, who was a source of inspiration and mentorship in developing the Culture of Care in schools. One of the basic aims of this culture is to create a place for children to learn and also be happy. Cavanagh, T. (2008). Schooling for happiness: Rethinking the aims of education. *Kairaranga*, 9(1), 20-23.

Later we published this book chapter based on the work we did together. Glynn, T., Cavanagh, T., Macfarlane, A.H. & Macfarlane, S. (2011). Listening to culture. In V. Margrain & A.H. Macfarlane (Eds.), *Responsive pedagogy: Engaging restoratively with challenging behaviour* (pp. 46-63). Wellington, New Zealand: New Zealand Council for Education Research (NZCER) Press.

And this book chapter appeared in the book edited by Maori colleague, Dr. Paul Whitinui.

Cavanagh, T. (2011). Addressing the impacts of disparity: Creating a "Culture of Care" for Maori students in New Zealand schools. In P. Whitinui (Ed.), *Kia Tangi Te Titi: Permission to Speak. Successful Schooling for Maori Students in the 21st Century: Issues, Challenges and Alternatives* (pp. 46-57). Wellington, New Zealand: New Zealand Council for Educational Research (NZCER) Press.

New Zealand colleagues and I reflected on five years of working together conducting research, presenting at conferences, and publishing. This article was the result of that reflection. In the article the foundation for the role of teachers in creating a Culture of Care, particularly for children of color, was outlined.

⁴ Information about the RTLb program can be found at this link: <https://rtlb.tki.org.nz/The-RTLb-service/What-RTLb-do>

Cavanagh, T., Macfarlane, A., Glynn, T. & Macfarlane, S. (2012). Creating peaceful and effective schools through a culture of care. *Discourse*, 33(3). 443-455..

Our most recent work regarding a Culture of Care appeared in this book.

Macfarlane, A. H., Macfarlane, S., Cavanagh, T., Angel, M. N., Duckworth, F., & Fickel, L. H. (2019). Psychosocial Analyses and Actions for Promoting Restorative Schools: Indigenous Determinants Connecting Three International Sites. *Handbook of Indigenous Education*, 847-871.

Putting the theory of a Culture of Care into practice

I returned to the United States in late 2008. At that time restorative justice in education was just in its infancy. I submitted and had published this article about the Culture of Care.

Cavanagh, T. (2011). Creating a culture of care in schools: A New Zealand perspective on using restorative practices. In J. Charlton, S. Pavelka & P.J. Verrecchia (Eds.), *International perspectives on restorative justice in education* (pp. 136-159), Kanata, Ontario, Canada: JCharlton Publishing

I was invited to submit this article for this special edition on restorative justice. In the article I talk about the evidence basis for a culture of care in schools, particularly as related to restorative justice principles and practices.

Cavanagh, T. (2009). Creating a new discourse of peace in schools: Restorative justice in education. *Journal for Peace and Justice Studies*, special issue on Restorative Justice, 18(1&2), 62-84.

The work regarding creating a Culture of Care in schools based on restorative justice principles and practices is focused on the primary purpose of eliminating the school-to-prison pipeline. Although that term was not used in this research article, this is one of the first journal articles describing the phenomenon of the school-to-prison pipeline.

Cavanagh, T. (2009). Restorative practices in schools: Breaking the cycle of student involvement in child welfare and legal systems. *Protecting Children*, 24(4). 53-60.

When I came back to the United States, I had the privilege of putting the work in New Zealand into practice at a large high school in the Denver metropolitan area. This journal article is the result of that work. In it we outline the basic stages for creating and sustaining a Culture of Care in schools in the United States. We have used this outline in the past and continue to use this outline today.

Cavanagh, T., Vigil, P, & Garcia, E. (2014). A story legitimating the voices of Latino/Hispanic students and their parents: Creating a restorative justice response to wrongdoing and conflict in schools. *Equity and Excellence in Education*, 47(4), 565-579.

I was invited by Dr Gene Hall to submit a chapter for the textbook he was editing for student teachers.

Cavanagh, T. (2018). Case study. Restorative justice: An alternative approach to school discipline. *The Wiley Handbook of Teaching and Learning*, 1st Ed. G. E. Hall,, L. F. Quinn, & D. M. Gollnick, Eds. Hoboken, NJ: John Wiley & Sons, pp. 529-548.

Conference papers

Often my colleagues and I would present about the research we did together at a conference before submitting the work to a journal for blind review by two or three peer

reviewers. Here is a list of our conference papers related to the development of a theory of a Culture of Care based on restorative justice principles and practices.

Cavanagh, T., Macfarlane, A., Gabriel, M., Macfarlane, S., Manning, R., London, P., & Putnam, B. (2017). Strengthening relationships to respond to challenging behaviors of culturally diverse children in schools in New Zealand and the United States. Presented as part of the Pedagogies of Solidarity, Empowerment, and Inclusion session at The National Association for Ethnic Studies 45th Annual Conference, March 24, 2017, San Francisco, CA.

Cavanagh, T., Vigil, P., & Garcia, E. (2014, October). *Restorative justice in a Denver, Colorado school*. A paper presented at the annual meeting of the American Indigenous Research Association at Salish Kootenai College, Pablo, Montana.

Cavanagh, T. (2012, April). Creating peaceful and nonviolent schools in the midst of a culture of war and violence. In P. R. Carr & B.J. Porfilio (chairpersons), *In a time of permanent war: A symposium to generate a culture of peace*. Symposium conducted at the annual meeting of the American Education Research Association in Vancouver, British Columbia, Canada.

Cavanagh, T. (2012, April). *Building the capacity of students to be peaceful citizens by implementing a culture of care in schools*. A paper presented at the Policy to Arts, Engaging K-12 Students in Peace Education Roundtable Session, hosted by the Peace Education Special Interest Group (SIG), at the American Educational Research Association (AERA) Annual Meeting in Vancouver, British Columbia, Canada.

Cavanagh, T., Macfarlane, A., Glynn, T, and Macfarlane, S. (2010). *Creating peaceful and effective schools through a continuity of caring relationships*. A paper presented for the Peace Education Special Interest Group (SIG), Expanding the Vision, Theory, and Practice of Peace Education in Diverse Contexts session, at the American Educational Research Association Annual Meeting, Denver.

Cavanagh, T. (2009). *Creating a continuity of caring relationships in schools*. Faculty Poster Award Winner, 2009 Summer Research Symposium Program, Walden University, Minneapolis, MN.

Cavanagh, T. (2008). *Schooling for peaceful relationships: Advancing the theory of a culture of care*. A paper presented for the Peace Education Special Interest Group (SIG), Education for the Promising Practices in Peace Education: Global Perspectives session at the American Educational Research Association Annual Meeting, New York City.

Cavanagh, T. (2006). *Creating schools of peace and nonviolence in a time of war and violence*. A paper presented for the Peace Education Special Interest Group (SIG), Education for Non-Violence in Classrooms and Schools session at the American Educational Research Association Annual Meeting, San Francisco, California.

Cavanagh, T., Macfarlane, A., Glynn, T. & Bateman, S. (2006). *Creating culturally safe schools: Culturally responsive approaches to supporting Māori students*. A paper presented for the International Perspectives on Critical and Culturally Responsive Pedagogies session at the American Educational Research Association Annual Meeting, San Francisco, California.

Cavanagh, T. (2004). *Schooling for Peace: Creating a Culture of Care in an Elementary School*. A paper presented at the American Educational Research Association Annual Meeting, San Diego, California.

I wanted to share this story so that people could learn about the background and evidence base for the work being done by people affiliated with Restorative Justice Education. The research and professional development work of Restorative Justice Education continues. I am grateful for all the people who support this important work.

Urban Choice Charter School
 Treasurer's Report
 06/06/22

The Finance Committee met on June 3rd to review the April, 2022 financials.

For the ten months ended April 30, 2022:

	YTD Actual	YTD Budget	YTD Variance
Revenue	5,841,944	6,240,084	(398,140)
Expenses	5,616,826	5,837,861	(221,035)
Revenue over Expenses from Operations	225,118	402,223	(177,105)
PPP Loan Forgiveness	732,700	732,000	700
Revenue over Expenses	957,818	1,134,223	(176,405)
Total Assets	6,090,599	(includes cash of \$3,958,373)	
Total Liabilities	1,966,589		

Our next meeting is June 28, 2022 at noon.



Financial Statements for the
For the eleven months ended May 31, 2022

Table of Contents:

- Balance Sheets 1
- Statements of Revenue & Expenditures 2

**Urban Choice Charter School
Balance Sheet**

	07/01/2021 Through 05/31/2022	Prior Year To Date 05/31/2021
	Current Year Balance	Actual
Assets		
Current Assets		
Cash and Cash Equivalents		
Petty Cash	200.00	200 00
Fundraising M&T #1598	41,928.48	41,775.17
Savings M & T	249,944.00	249,968 00
Operating - M&T #6276	3,084,142.65	2,052,273 28
Payroll - M & T	239,781.84	285,382 09
Community Foundation Savings	847,947.36	834,220 59
Dissolution -Community Foundat	94,446.58	97,572 06
Undeposited Funds	0.00	146,768.61
Total Cash and Cash Equivalents	4,558,390.91	3,708,159 80
Accounts Receivable, Net	2,042.67	20,962.42
Grants Receivable	787,552.30	391,912 00
Other Current Assets		
Other Current Assets		
Supplies Inventory	1,090.00	1,090 00
Prepaid	73,661.05	68,188 81
Total Other Current Assets	74,751.05	69,278 81
Total Other Current Assets	74,751.05	69,278 81
Total Current Assets	5,422,736.93	4,190,313 03
Long-term Assets		
Property & Equipment		
Furniture & Fixtures	4,898.00	4,898 00
Equipment	36,504.83	36,504 83
Computer Equipment	89,685.40	89,685.40
Accum Depr - F & F	(991.27)	0 00
Accum Depr - Equip	(34,558.22)	(33,542.54)
Accum Depr - Computer	(88,035.67)	(86,915.89)
Total Property & Equipment	7,503.07	10,629 80
Other Long-term Assets		
	439,951.05	474,951 05
Total Long-term Assets	447,454.12	485,580 85
Total Assets	5,870,191.05	4,675,893.88
Liabilities and Net Assets		
Liabilities		
Short-term Liabilities		
Accounts Payable		
Total Accounts Payable	347,049.38	55,400.74
Accrued Liabilities		
Accrued Expenses	560,210.94	49,620 09
Wages Payable	114,885.20	85,061 83
403B withholding	6,672.82	7,456 51
HSA Payable	1,712.00	420 00
Accrued Vacation	23,878.03	17,108.64
Total Accrued Liabilities	707,358.99	159,667 07
Deferred Revenue		
Total Deferred Revenue	450,958.62	454,923 88
Total Short-term Liabilities	1,505,366.99	669,991.69
Long Term Liabilities		
Long Term Debts		
PPP Loan Payable	0.00	732,700 00
Total Long Term Liabilities	0.00	732,700 00
Total Liabilities	1,505,366.99	1,402,691.69
Net Assets		
Net Assets		
Net Assets	89,988.78	89,988.78
Retained Earnings	2,426,202.35	1,549,271.71
Unrestricted Net Assets	650,000.00	650,000 00
Total Net Assets	3,166,191.13	2,289,260.49
Change In Net Assets	1,198,632.93	983,941.70
Total Net Assets	4,364,824.06	3,273,202.19
Total Liabilities and Net Assets	5,870,191.05	4,675,893.88

Substantially All Disclosures Omitted No assurance is provided on these financial statements

Urban Choice Charter School
Income Statement - Budget vs Actual
As of May 31, 2022

	07/01/2021 Through		Period Ending
	Actual	FY 21-22R	5/31/2022
			Variance
Revenues over Expenditures			
Revenues			
Contributions			
Fundraising Events Revenue	202.96	5,000.00	(4,797.04)
Total Contributions	202.96	5,000.00	(4,797.04)
Grant Revenues			
Grant Revenue - Governmental	1,053,535.80	1,531,943.00	(478,407.20)
Grant Revenue - Other	3,385.03	0.00	3,385.03
Total Grant Revenues	1,056,920.83	1,531,943.00	(475,022.17)
Program Service Revenue			
Program Revenue			
Rochester CSD - S	4,892,362.63	5,003,212.50	(110,849.87)
Suburban Districts - S	82,954.33	96,333.38	(13,379.05)
High Cost Aid - S	256,751.91	130,000.00	126,751.91
Food Service Payment (F)	329,937.00	171,000.00	158,937.00
Total Program Revenue	5,562,005.87	5,400,545.88	161,459.99
Total Program Service Revenue	5,562,005.87	5,400,545.88	161,459.99
Other Revenue	0.00	4,500.00	(4,500.00)
Total Revenues	6,619,129.66	6,941,988.88	(322,859.22)
Expenditures			
Direct	543,249.95	468,309.00	74,940.95
Personnel			
Salary and Wages	3,951,226.32	4,503,189.97	(551,963.65)
Total Personnel	3,951,226.32	4,503,189.97	(551,963.65)
Professional Fees	852,916.28	817,607.00	35,309.28
General and Administrative Expenses			
Advertising and Promotion	1,638.51	35,901.00	(34,262.49)
Depreciation	3,982.00	5,038.00	(1,056.00)
Facilities	682,062.76	498,614.16	183,448.60
Office Supplies	88,713.07	83,800.00	4,913.07
Other Expenses	29,407.84	47,208.37	(17,800.53)
Total General and Administrative Expenses	805,804.18	670,561.53	135,242.65
Total Expenditures	6,153,196.73	6,459,667.50	(306,470.77)
Total Revenues over Expenditures before Other Revenue	465,932.93	482,321.38	(16,388.45)
Other Revenue			
Other Income (PPP Income)	732,700.00	732,000.00	700.00
Total Revenues over Expenditures	1,198,632.93	1,214,321.38	(15,688.45)

Substantially All Disclosures Omitted No assurance is provided on these financial statements

Urban Choice Charter School

Minutes of Finance Committee meeting on June 3, 2022

Meeting was called to order at 12:00 p.m.

In Attendance via ZOOM: Mubarak Bashir, Board Chair, Bliss Owen, Treasurer and Finance Committee Chair, Lynn McCarthy, CEO, Trina Lang, Outsource Accountant from Insero & Co.

Trina presented the internal financials for April 30, 2022. The revenue over expenditures from operations was \$225,000 compared to a budget of \$402,000. Bottom line revenue over expenses is \$958,000 compared to a budget of \$1,134,000. Recording of the PPP loan forgiveness is the difference between operating income and overall revenue over expenses. The Committee reviewed the reference notes regarding all other variances. All variances appear reasonable when combined with the reference notes.

The current YTD revenue over expenses reflects the accrual of the proposed rent for the building lease. The lease has not been finalized. Trina will update next year's budget so the committee can review the affect of the increased rent. Once the lease is finalized the Board will need to approve an amended budget.

The overall balance sheet remains strong. Accounts receivable and accounts payable remain current. The payable to CEI remains on the books since there has not been final settlement with CEI.

Trina reported that she and Lynn had a pre-audit meeting with Michelle Cain, Partner at the Firm that will be doing the audit. Michelle noted that, in addition to the regular audit, there is a need for a single audit because UCCS received more than \$750,000 in federal funds. It is an SEFA audit (Schedule of Expenditures of Federal Awards). The single audit will require a review of internal controls, financial management of audit requirements and processes to ensure compliance with federal grants. The regular audit fee is \$11,000 and the single audit fee is \$9,500. The audit begins the first week of August.

The next meeting is June 28th at 12:00 p.m.

Th meeting was adjourned at 12:50 p.m.

Respectfully submitted,

Bliss Owen
Finance Committee Chair

URBAN CHOICE CHARTER SCHOOL

REPORT TO THE BOARD OF TRUSTEES

JUNE 30, 2021

September 28, 2021

Board of Trustees
Urban Choice Charter School

We have audited the financial statements of Urban Choice Charter School as of and for the year ended June 30, 2021, and have issued our report thereon dated September 28, 2021. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated May 1, 2021, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

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

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

We did not identify any deficiencies in internal control that we consider to be material weaknesses.

Planned Scope and Timing of the Audit

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

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Urban Choice Charter School is included in Note A to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2021. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

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

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

Financial Statement Disclosures

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

Significant Difficulties Encountered During the Audit

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

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of our audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

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

Representations Requested from Management

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

Management’s Consultations with Other Accountants

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

Other Significant Matters, Findings or Issues

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

* * * * *

Should you desire further information concerning these matters, Michell Cain or Caitlin Langmead will be happy to meet with you at your convenience.

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

Very truly yours,



MENGEL, METZGER, BARR & CO. LLP



1020 Maple Street
Rochester, New York 14611

20201 – 2022 School Year

Key School Demographics

Enrollment Data

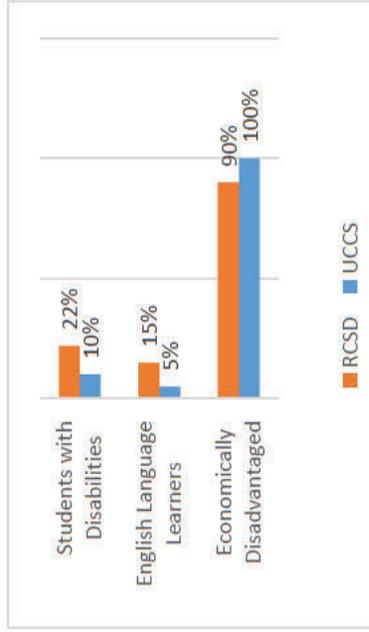
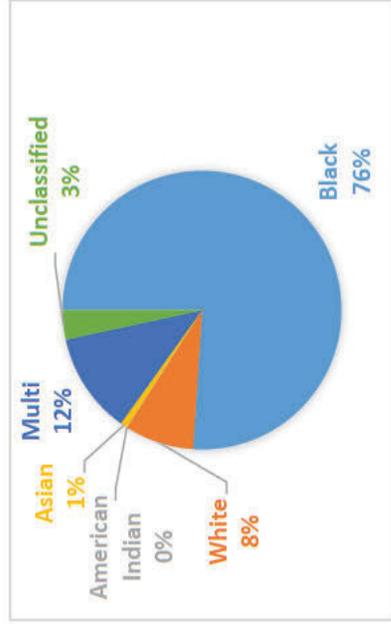
	Target/Goal	Enrollment												
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June			
K	46	45	45	44	44	44	45	46	45	45	45	46	45	45
1 st	46	45	44	45	45	45	45	46	45	45	45	46	46	45
2 nd	46	44	42	43	43	43	43	46	45	45	45	45	45	46
3 rd	46	46	44	45	45	45	45	46	45	45	46	46	46	46
4 th	46	46	44	45	44	44	44	44	44	44	44	44	45	45
5 th	46	46	46	46	46	46	46	46	46	46	46	45	45	45
6 th	46	44	41	41	46	46	46	46	46	46	45	45	44	44
7 th	43	40	40	40	38	40	40	41	43	43	43	43	43	43
8 th	35	32	30	31	31	31	31	31	31	31	31	31	31	31
TOTAL	400	388	376	380	382	384	389	391	391	391	390	390	390	390
Male		191	189	193	197	197	198	198	198	197	196	196	196	196
Female		197	187	187	185	187	191	193	193	194	194	194	194	194
Students with Disabilities	50	41	39	39	39	39	41	41	41	41	40	40	40	40
English Language Learners	15	14	15	15	16	17	17	17	17	17	19	19	19	19
Economically Disadvantaged		388	376	380	382	384	389	391	391	391	390	390	390	390

Waitlist by Grade Level

K	0
1	4
2	0
3	27
4	0
5	44
6	0
7	9
8	40
TOTAL	128

As of May 31, 2022

Student Demographics



Based on RCSD 2020 Data

Openings

K	1
1	1
2	0
3	0
4	1
5	1
6	2
7	0
8	0
TOTAL	6

As of May 31, 2022

Offers and Accepted

	Offers	Accepted
K	0	0
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
Total	0	0

As of May 31, 2022

Enrollment Over Time

# Students that left	38
# New students	40
Total Student Enrollment	390

* 2022-2023 Lottery, we had 331 applications on the Day of the Lottery.

* 400 students enrolled for 2022-2023 SY

Attendance Data

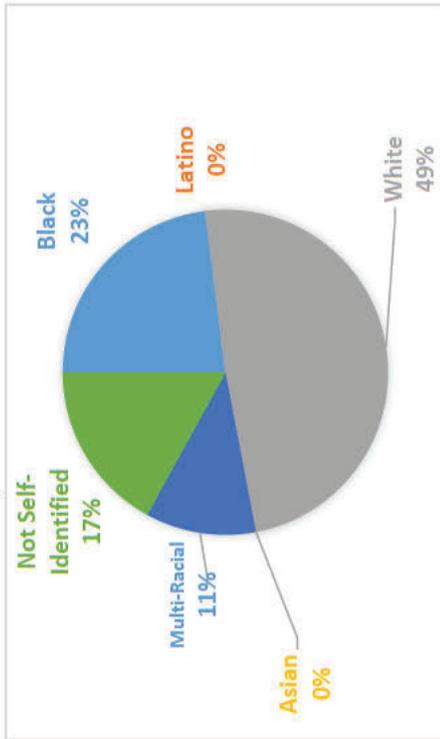
	Target/Goal	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
K	95%	81%	80%	85%	77%	70%	85%	84%	83%	85%	
1 st	95%	84%	82%	86%	85%	81%	79%	79%	85%	84%	
2 nd	95%	93%	88%	84%	82%	81%	91%	86%	85%	85%	
3 rd	95%	89%	91%	85%	79%	73%	81%	85%	81%	85%	
4 th	95%	84%	87%	86%	79%	76%	88%	86%	87%	85%	
5 th	95%	85%	85%	87%	72%	73%	85%	84%	83%	81%	
6 th	95%	74%	88%	83%	77%	69%	79%	80%	82%	80%	
7 th	95%	83%	80%	87%	80%	72%	86%	84%	84%	79%	
8 th	95%	76%	82%	88%	79%	76%	88%	84%	86%	83%	
Students with Disabilities	95%	83%	77%	87%	82%	81%	85%	85%	87%	84%	
English Language Learners	95%	90%	88%	87%	80%	79%	80%	82%	84%	84%	
Economically Disadvantaged	95%	89%	89%	86%	79%	74%	85%	84%	84%	83%	
AVERAGE	95%	83%	85%	86%	79%	75%	85%	83%	84%	83%	

Parent Engagement	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Home Visits	2					3	1	1		
Orientation										
Teacher Conferences						2				
School Events		Open House	Parent/Teacher Conferences			ROC Kids Connect Activity	ROC Kids Connect Activity		Family Game Night	
Satisfaction Survey		Staff Survey					Staff Survey		CSO Survey	
Open House Attendees		111 Students Represented								

Discipline Data

DISCIPLINE:		Alternative to Suspension/Out of School Suspensions (Unique Students)											
	Target Maximum	Sept ATS/OSS	Oct ATS/OSS	Nov ATS/OSS	Dec ATS/OSS	Jan ATS/OSS	Feb ATS/OSS	Mar ATS/OSS	Apr ATS/OSS	May ATS/OSS	June ATS/OSS		
K	0/1	0/0	0/0	0/1	0/0	0/2	0/0	1/3	1/0	0/0			
1 st	0/2	0/1	0/3	0/1	0/0	0/0	0/2	0/2	0/1	0/0			
2 nd	0/2	0/0	0/3	0/2	0/2	0/1	0/2	2/2	0/2	0/1			
3 rd	0/2	0/0	0/0	1/0	0/1	0/1	5/5	7/1	0/1	5/4			
4 th	1/0	0/1	2/1	0/3	0/0	0/1	0/4	4/0	0/0	2/1			
5 th	1/0	2/0	1/0	0/0	0/3	0/0	2/1	3/0	0/0	3/1			
6 th	10/2	5/0	1/1	5/5	2/4	1/0	6/10	5/1	0/1	4/1			
7 th	5/0	2/0	2/2	2/1	0/4	0/0	4/2	3/5	2/2	1/6			
8 th	5/3	0/1	1/1	2/2	0/2	0/0	1/0	2/2	0/3	0/8			
Students with Disabilities	1/1	0/0	1/1	1/0	1/2	0/1	3/4	2/0	0/1	0/3			
English Language Learners	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0			
Economically Disadvantaged	15/4	9/3	7/11	1/0	2/16	0/1	18/26	27/16	3/10	15/22			

Staff Demographics



Staff Retention

# Staff	# Staff that Left	Reason for Leaving	# Staff that were Hired	Positions that are Open
69				Counselor

Staff Certification

<u>Total Number of Teaching Staff</u>	<u>Number of Staff that are Certified</u>	<u>Number of Staff that are not certified</u>
33	28	5 1 teacher with a math degree, enrolled in a Teacher Prep program, previously as a teaching assistant at UCCS 1 teacher enrolling in a Teacher Prep program, many years as a teaching assistant at UCCS 1 teacher with a master's degree in Literacy hired as a Reading Specialist 1 teacher highly qualified in special area: Art 1 teacher, many years as a teaching assistant at UCCS

Key School Academic Information

Schoolwide New York State Assessment Data

<u>New York State Assessments</u>	<u>2020-2021</u> *These scores cannot be compared with previous tests. Only 59% of the eligible students were tested.	<u>2018-2019</u>
ELA	All Students: 23% SWD: 18% ELL: 33% ED: 24%	All Students: 18% SWD: 11% ELL: 8% ED: 17%
Mathematics	All Students: 9% SWD: 0% ELL: 0% ED: 8%	All Students: 14% SWD: 8% ELL: 15% ED: 13%

Interim Assessment iReady 2021-2022															
ELA	Mid or Above Grade Level (%)			Early on Grade Level (%)			One Grade Level Below (%)			Two Grade Levels Below (%)			Three or More Grade Levels Below (%)		
	Baseline	Mid	End	Baseline	Mid	End	Baseline	Mid	End	Baseline	Mid	End	Baseline	Mid	End
Diagnostic- Kindergarten 3/44, 42/45	3%	12%		19%	40%		77%	48%		0%	0%		0%	0%	
Diagnostic- Grade 1 43/45, 44/45	2%	2%		0%	2%		74%	82%		23%	14%		0%	0%	
Diagnostic- Grade 2 43/43, 46/46	5	4%		2%	9%		35%	33%		58%	54%		0%	0%	
Diagnostic- Grade 3 45/45,	7%	11%		13%	22%		24%	20%		31%	31%		24%	16%	
Diagnostic- Grade 4 44/44, 44/44	7%	9%		5%	14%		45%	43%		16%	16%		27%	18%	
Diagnostic- Grade 5 46/46, 46/46	0%	7%		9%	13%		22%	28%		37%	30%		33%	22%	
Diagnostic- Grade 6 43/45, 45/46	0%	4%		2%	0%		21%	29%		28%	24%		49%	42%	
Diagnostic- Grade 7 38/38, 40/40	11%	8%		8%	15%		16%	23%		18%	15%		47%	40%	
Diagnostic- Grade 8 30/31, 31/31	3%	10%		7%	19%		20%	6%		0%	19%		70%	45%	
Overall Placement	4%	7%		7%	15%		36%	36%		25%	23%		27%	19%	

NY State ELA Prediction Proficient: 22%

Math	Mid or Above Grade Level (%)			Early on Grade Level (%)			One Grade Level Below (%)			Two Grade Levels Below (%)			Three or More Grade Levels Below (%)		
	Baseline	Mid	End	Baseline	Mid	End	Baseline	Mid	End	Baseline	Mid	End	Baseline	Mid	End
Diagnostic- Kindergarten 28/44, 43/45	0%	14%		11%	5%		89%	81%		0%	0%		0%	0%	
Diagnostic- Grade 1 43/45, 44/45	0%	2%		0%	2%		60%	70%		40%	25%		0%	0%	
Diagnostic- Grade 2 43/43, 45/46	2%	2%		0%	2%		21%	47%		77%	49%		0%	0%	
Diagnostic- Grade 3 45/45, 45/45	0%	2%		2%	7%		29%	40%		47%	33%		22%	18%	
Diagnostic- Grade 4 44/44, 44/44	0%	9%		9%	7%		34%	32%		23%	20%		34%	32%	
Diagnostic- Grade 5 45/46, 45/46	0%	0%		0%	7%		20%	42%		36%	24%		44%	27%	
Diagnostic%- Grade 6 43/45, 45/46	0%	0%		0%	2%		19%	29%		28%	22%		53%	47%	
Diagnostic- Grade 7 38/38, 40/40	3%	3%		0%	5%		29%	30%		11%	13%		58%	50%	
Diagnostic- Grade 8 30/31, 31/31	0%	0%		0%	0%		30%	39%		17%	16%		53%	45%	
Overall Placement	1%	4%		2%	4%		35%	46%		32%	23%		30%	23%	

NY State Math Prediction Proficient: 7%

Instructional Focus

1. Coherent Instructional Planning

- Learning Objectives: crafting clear, grade appropriate, standards-based objectives
- Planning for Practice: ensuring students have maximum opportunity for thinking, practice and demonstration of mastery aligned to objectives
- Progression Maps: understanding progression across K-8 in reading, writing and math; a shared understanding of appropriate expectations for each grade level based on vertically aligned teamwork
- Subject knowledge: developing a deep and nuanced understanding of subject to inform teaching, setting lessons and tasks in broader disciplinary context
- Curriculum Mastery: understanding the purpose of each unit, where each lesson fits in the sequence and how each unit builds towards mastery of the grade level objectives

2. Using Assessment for and in Learning

- Assessment rigor: regular, standards-aligned assessments
- Responsive teaching: effective checks for understanding, questioning and exit tickets; adjusting instruction in response to data, both in the moment and in subsequent lessons
- Productive struggle: consistently raising the bar in response to student performance allow students to stretch themselves; not doing the thinking for them
- Using data: analyzing data from formative assessments to identify mastery and areas for improvement and to set appropriate goals for individuals and classes

Key Design Elements

1. Supportive Educational Environment

To ensure that students grow into productive citizens that use their knowledge, talents, and skills to sustain themselves and help others.

2. Rich, Rigorous, Engaging Curriculum

Increase student performance with clear learning outcomes along with matching assessments, engaging learning experiences and instructional strategies.

3. Extended Learning Opportunities

Improve student learning and preparation for the future through technology rich programs and experiences.

4. Authentic Family Involvement

Improve student learning by providing more opportunities for parent information sessions and involvement with their child's education.

5. Data Informed Instruction

Improve student learning and student performance for ALL students measured by multiple and varied assessments.

6. Focused Professional Development

Improve student learning by providing more opportunities for professional development for staff and by annually assessing our progress.

7. School Culture

Improve student life and school climate through school-based and community-wide programs and experiences that promote communication and engagement.

Executive Summary

Board of Trustees Self-Evaluation: 2021-2022 School Year

The Board used the McKinsey & Company Nonprofit Board Self-Assessment Tool – Long Form to evaluate its 2021-22 performance on its core responsibilities. Based on the tool’s framework the Board evaluated its performance in nine areas under three domains and concluded the following:

- Overall Board Performance:**
The Board believes it is taking the right first steps by holding a full-day retreat to learn and establish goals together; but recognizes they need to commit more time to working in committees to “go deep” to effectively oversee and monitor the school’s performance. To that end, they established an Education Committee of the Whole and will continue to actively recruit a parent representative board member.
- Shaping the Vision and Mission:**
At every Board meeting, the Board constantly emphasized UCCS’s mission by reciting it at the beginning of every business meeting; but the Board did not consistently assess whether it is in fact being guided by the mission or shaping the vision. The Board did not have concrete annual Board and School goals aligned to the mission and vision.
- Monitoring School Performance and Ensuring Accountability:**
While the Board reviewed a school dashboard each month that includes indicators related to student performance, enrollment, attendance, teacher retention, and other key indicators, the Board did not set performance targets or engage in long-term planning/goalsetting (i.e., 1-3 years) to understand how the school will reach those targets.
- Overseeing Financial Performance and Ensuring Risk Management:**
One of the Board’s greatest strengths is its monitoring and oversight of the school’s finances. The Board regularly reviewed the budget, closely monitored financial statements, and had a “clean” audit. The Board noted that it could do a better job of identifying potential financial risks and planning accordingly, and that its investment policy with the Rochester Area Community Foundation should be reviewed.
- Building the School’s Reputation:**
UCCS has a very strong reputation across the community it serves. Some, but not all, Board members actively work to improve the school’s reputation in other stakeholder groups (e.g., business) because the school’s reputation was damaged when NYSED told the school it was being closed. The Board agreed it needed to ensure the school increases the school’s visibility via marketing materials and social media.
- Providing Expertise and Access for Organizational Needs:**
Individual Board members bring a broad range of experiences and subject matter expertise, and the Board composition now reflects the areas where the school needs the most improvement (leadership, oversight, K-12 instruction). However, the Board was not intentional and strategic about taking the initiative to provide the expertise in areas where they

feel school improvement is most needed. There is also a need for additional K-12 instruction, human resources, and fundraising expertise.

7. Ensuring Adequate Financial Resources:

The Board takes ownership of the school's finances, and the school is in a healthy financial condition. However, the Board did not help with fundraising and believes there are opportunities for raising funds for targeted projects (e.g., a playground).

8. Evaluated and Developed the CEO:

The Board completed the CEO's annual evaluation as a collective body and provided the CEO with meaningful feedback. The Board believes it asks thoughtful questions to ensure accountability and that the interactions between the CEO and Board are fruitful. However, the Board was about five weeks late in completing the CEO's 2021-22 evaluation. The Board also could have done more to assist the CEO with school climate.

9. Engaged in Strategic Planning and Policy Decisions:

The Board worked very collaboratively and did not "rubber stamp" anything. The Board needs to revisit the bylaws term limits provisions to ensure the Board can meet the needs of the school. The Board did not have a strategic plan, a succession plan, on-boarding training for new board members, or on-going training for all Board members. All these things were in the CEI contract and the Board's termination of that agreement is reflective of its desire to complete these things in 2022-23.

Based on the results of their self-evaluation the Board develop goals for the upcoming 2022-2023 school year. The goals are reflected in the school's improvement plan.



**BOARD OF TRUSTEES MEETING SCHEDULE
2022-2023 SCHOOL YEAR**

*Thursdays at 6:00 PM at 1020 MAPLE STREET
(If remote, link will be shared on the UCCS website)*

July 14, 2022

August 11, 2022

September 8, 2022

October 13, 2022

November 10, 2022

December 8, 2022

January 12, 2023

February 9, 2023

March 9, 2023

April 13, 2023

May 11, 2023

June 8, 2023

**URBAN CHOICE CHARTER SCHOOL
BOARD OF TRUSTEES
INTERNAL WORKING BOARD CALENDAR – SY 2022-23**

Date	Topics
July 14	Regular Board Meeting: July 14 <ul style="list-style-type: none"> Review Annual Report (due to NYSED August 1, 2022)
August 1	Board receives CEO's proposed annual goals
August 5	Board meeting materials sent to board members and posted on website
August 6	Annual Board Retreat: Governance & Oversight <ul style="list-style-type: none"> iReady Data Training UCCS iReady Performance (2021-22) Board Self-Evaluation (2021-22) Board Goals (2022-23) CEO Evaluation (2021-22) CEO Annual Goals (2022-23) School Goals and SIP (2022-23)
August 11	Regular Board Meeting <ul style="list-style-type: none"> Board policies: new, review and update (part 1 of 3) Review and approve cover letter for Renewal Application
August 19	Deadline for providing feedback to CEO on draft annual goals
September 2	Board meeting materials sent to board members and posted on website
September 7	Deadline for Board approval of CEO's annual goals
September 8	Education Committee Meeting of the Whole <ul style="list-style-type: none"> Performance Framework Benchmark #2: Teaching and Learning Administration Presentation: SIP Implementation (T&L)
September 8	Regular Board Meeting <ul style="list-style-type: none"> Board Policies: new, review and update (part 2 of 3) Administration Presentation: Recruitment Strategies for SWDs and ELLs
TBD	Board Training – Oversight and Governance: Effective Instructional Programs
October 7	Board meeting materials sent to board members and posted on website
October 13	Education Committee Meeting of the Whole <ul style="list-style-type: none"> iReady Baseline Assessment Results & Targets Review Performance Framework Benchmark #2 & SWDs, ELLs, Response to Intervention Indicators
October 13	Regular Board Meeting <ul style="list-style-type: none"> Administration Presentation: UCCS's Instructional Program Committee Workplans proposed by Committee Chairs Review Performance Framework Benchmark #3 & Indicators (Culture and Climate)
TBD	Board Training – Oversight and Governance: School Improvement Plan
TBD	Board Prep for CSO Renewal Site Visit (depends on visit date)
October/November	CSO Renewal Site Visit (2 days)
November 10	Education Committee Meeting of the Whole <ul style="list-style-type: none"> Consultant Training: Monitoring School Improvement Plans
November 10	11/10: Regular Board Meeting <ul style="list-style-type: none"> Review and Approve Updated Enrollment Policy (weighted student lottery) if changes are made, submit revision request to NYSED along with amendments Review Performance Framework Benchmarks #4 and #5 & Indicators (Financial Control and Financial Management)

	<ul style="list-style-type: none"> • Administration Presentation: Progress toward meeting SIP Goals • Policy Review – part 3 of 3
December 8	Regular Board Meeting <ul style="list-style-type: none"> • Review Performance Framework Benchmark #6 Indicators (Board Oversight and Governance)
January 12	Regular Board Meeting <ul style="list-style-type: none"> ▪ Review Performance Framework Benchmark #7 (Organizational Capacity)
TBD	Board Training: Mid-Year Board Self-Assessment (McKinsey Short Form)
February 9	Education Committee Meeting of the Whole <ul style="list-style-type: none"> ▪ iReady mid-year assessments
February 9	Regular Board Meeting <ul style="list-style-type: none"> • Executive Session: Mid-Year CEO Evaluation
February 24	Deadline for notifying CEO in writing - concerns about meeting the goals
March 9	Regular Board Meeting
TBD	Board Training: Performance Framework Benchmark #7 & Indicators
April 13	Regular Board Meeting <ul style="list-style-type: none"> • Audit/Finance Committee presents draft 2023-24 budget • Governance Committee proposes officers for 2023-24 school year
May 11	Annual Meeting <ul style="list-style-type: none"> • Elect Trustees and Officers • Make and receive reports on corporate affairs • Transacting other business as needed • Appoint accounting firm • Appoint legal counsel
May 11	Regular Board Meeting <ul style="list-style-type: none"> • Executive Session: Develop plan for completing CEO's annual written evaluation • 2023-24 budget vote • Board Policy Review and Updates (part 3 of 3) • Performance Framework Benchmark #9 (Enrollment, Recruitment and Retention)
TBD	Board Training: Performance Framework Benchmark #10 & Indicators (Legal Compliance)
June 8	Regular Board Meeting <ul style="list-style-type: none"> • Executive Session: Annual written CEO evaluation presented to CEO
June 23	Board Training – Complete Board Self-Evaluation
To Add	Committee Meetings (no frequency specified in bylaws) <ul style="list-style-type: none"> • Governance Committee • Finance Committee
Notes	<ul style="list-style-type: none"> • Committees: Minimum 3 board members • Any executive committee: Minimum 5 board members • Audit/Finance Committee: Minimum 3 (see bylaws p. 12) • Board composition: need a parent member

Urban Choice Charter School
 Direct/Indirect Professional Learning Calendar
 2022-2023 School Year

Type	Purpose	Frequency	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Grade Level Data Talk Meetings	Review data, lesson/unit planning, differentiating instruction	Required/scheduled Grade Level Instructional Leadership Team (ILT) ~2Xs per month	X * Date Driven Decision Making *Co-Teaching	X *Standards Based Grading	X	X	X	X	X	X	X	X
Early Release Day Professional Learning Sessions	Professional learning on essential curriculum and instruction topics		16 th -ELA Wit and Wisdom	21 st Building a culture of care- Authentic Family Engagement	4 th Math Talks and Best Practices 18 th ELA Practices	2 nd -i-Ready- All Students Succeed 16 th Building a culture of care	6 th - ELA Practices 20 th Develop Project Based Units	3 rd Building a culture of care 17 th Math Practices	3 rd ELA Practices 17 th Math Practices	No Early Release Days	1 st Building a culture of care 16 th Data and Planning	22 nd Year End and 2023-2024 Plan Review
Full Day Professional Learning Sessions	Topics relevant to SEL, curriculum and instruction practices	3 days per year		7 th -i-Ready How to Differentiate	8 th ELA and Math Best Practices & Building a Culture of Care						1 st ELA and Math Best Practices & Building a Culture of Care	
UCCS Staff Meetings	Leadership Team leads the co-planned agenda based on relevant school topics and information	1X per week	X	X	X	X	X	X	X	X	X	X
UCCS Summer Institute	Launch of the 2022-2023 School Year covering essential topics for the school year	2 weeks Aug										



UCCS Summer Professional Learning Institute: 2022-2023 Schedule

Summer Institute 2022-2023: Week 1					
Date	8/22	8/23	8/24	8/25	8/26
Key Design Elements (Priority)	KDE: 4	KDE: 3	KDE: 1,2, 3	KDE: 1, 2	KDE: 1 & 2
8:30	Opening each day – with an overview of the day Day 1- introduction (Principal, Amy Raleigh-Schiavi & CEO, Lynn McCarthy)				
8:45	Leadership Team intro Introduction of new staff & Ice-breaker	Welcome i-Ready trainers Tailored Support Session/Analyzing Historical Data -- A support session that is tailored to the needs of analyzing past i-Ready data and utilizing it to make instructional decisions Multiple Groups (Grade bands, etc): <ul style="list-style-type: none"> 8:30AM-10:30AM - K-2 > Analyzing Historical Data/Building 	Working with intentionality- -SIP -Charter Benchmarks -Professional Learning calendar Deeper dive into the 3 priorities and schedule to support these priorities – Master schedule review and class lists	Wit and Wisdom: Launch Understand ‘What is Wit and Wisdom’. Building knowledge of the <i>What and Why</i> . All k-3 staff, 4-8 ELA staff, ELL teachers and Special Ed. Teachers Staff not in this training will be reviewing ELA and math data to set	Wit and Wisdom: Module and Lesson Study Building on our learning from Launch, we look at the <i>How</i> . Further understanding of the curriculum and providing time for preparation before implementation. All k-3 staff, 4-8 ELA staff, ELL teachers and Special Ed. Teachers
9:45	Introducing our priorities for the 2022-2023 <ul style="list-style-type: none"> School culture Instructional Framework Data 				

	Presentation – Our current reality – this will set the “stage” for the urgency.	Foundational Skills (Magnetic)	goals for the school year	Restorative Justice CORE team training
10:30	Getting to know our neighborhood activity	<ul style="list-style-type: none"> 10:30AM-12:30PM - 3-5 > Analyzing Historical Data/Engaging Readers with Grade-Level Text (Magnetic Introduction/Data) 	Grade level team meetings Who What Why	
unch				
12:30 – 1:30				
1:30	Overview of Priority 1- School Culture Circles, Norms Creating the opportunity to experience circles, set norms and talk about “the first day” with students	<ul style="list-style-type: none"> 1:30PM-3:30PM 6-8 > Analyzing Historical Data 	Collegial classroom time	
3:30	Daily Reflections			

Summer Institute 2022-2023: Week 2				
Date	8/29	8/30	8/31	9/1
Key Design Element (Priority)	KDE: 1, 2, 3	KDE: 1, 2, 3, 4	KDE: 1, 2	KDE: 1,2
8:30	Opening each day – with an overview of the day			
8:45	Digital platforms and uses	Supporting every learner MTSS framework <ul style="list-style-type: none"> • What does this look like at UCCS • Cohesive structures to support the SEL focus i.e. – SEL coaches, framework & restorative practices 	Next Generation Learning Standards A focused look at the standards and alignment to practice Classroom “look for”	Eureka math- Module and lesson study How to engage learners in math in the block
9:45	Power school Kickboard Chalk			
10:30	Everything Operational <ul style="list-style-type: none"> • Safety procedures • Building access • Supervision • Mandated reporting • Daily routines 			
12:30 – 1:30	Lunch			
1:30	Grade-level planning for 1 st module	Model classroom set-up – How do you set up your environment to support all learners	Collegial classroom time	Grade-level planning for 1 st module
3:30	Onboarding for staff	Daily Reflections		



**Urban Choice Charter School
School Improvement Plan
2022-2023**

The Urban Choice Charter School (UCCS) School Improvement Plan (SIP) framework is designed to develop, implement, and monitor the identified goals and actions steps needed to improve student achievement. The SIP is built around the Charter School Office 2019 Charter School Performance Framework and the UCCS Key Design Elements. The SIP provides a framework for the UCCS school community to develop an actionable plan that holds all stakeholders accountable for school improvement.

The SIP provides a roadmap for crucial areas of improvement the next school year and will be assessed and updated for the initial year of our renewal in 2023-2024.

School Improvement Plan 2022-2023

BENCHMARK 2: TEACHING AND LEARNING KDE: 1, 2, 3, 5, 6

Benchmark #: 2 Curriculum, Instruction, Assessment and Program Evaluation, Supports for Diverse Learners

Area: ELA

Goals: For the 2022-2023 school year

- The charter school's median percent progress to Annual Typical Growth for all 3rd through 8th grade students in reading will be equal to or greater than 110%
- The median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below in the fall in reading will be equal to or greater than 100%
- The median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities in reading will be equal to or greater than 100%.
- 10% general education in 3rd through 8th grade students will meet their annual Stretch Growth goal for reading
- In the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all K through 2nd grade in reading will be equal to or greater than 100%.

Baseline Data (Source, trends etc.): i-Ready Diagnostic assessments in Reading

Area(s) of Need: Deeper understanding and implementation of the curriculum

Root Cause(s): Changes in curriculum selection, teacher changes

Action	Action Steps	Start Date	End Date	Person Responsible	Status
Curriculum Implement a curriculum that is aligned to NYS Next Gen Learning Standards	Monitor the implementation and fidelity of the Wit and Wisdom program	Sep 2022	Jun 2023	Principal/ILT	
	Provide on-going professional learning to all appropriate staff on the Wit and Wisdom program	Aug 2022	Jun 2023	Principal/ WW Trainer	
	Ensure all materials reflect the students served and are available to all staff	Aug 2022	Oct 2023	Principal	
	Provide a robust selection of high interest culturally responsive literature and information reading for grades K-8 th	Aug 2022	Jun 2023	Principal/ DC&I	
	Assess the strengths and challenges of the early literacy K-2 literacy program and adjust as needed	Aug 2022	May 2023	Principal/ DC&I	
Ensure the curriculum is	Develop and implement a annual calendar that includes dedicated tome to align the curriculum such as	Aug 2022	Sep 2022	Principal	

School Improvement Plan 2022-2023

horizontally and vertically aligned	<ol style="list-style-type: none"> 1. Grade level meetings 2. Daily common planning time 3. Half Day Two-hour professional learning sessions two times per month. 4. Full Day professional learning days 	Jul 2022	Oct 2022	DCI	
Ensure curriculum and materials are differentiated for all students	Assess and identify appropriate evidenced based intervention programs	Jul 2022	Oct 2022	Principal	
Systematically review and revise curriculum	Monitor the differentiation practices in lesson plans Implement structures for teachers and the ILT to review curriculum, identify any gaps and make appropriate modifications	Oct 2022	Jun 2023	Principal/ILT	
Instruction					
Build shared understanding high quality instruction	Develop and provide a structure of a high-quality literacy block in grade K-8	Aug 2023	Oct 2023	DCI	
	Review and develop clear structures for high quality ELA lesson plans	July 2022	Sep 2023	Principal/ILT	
	Provide coaching and constructive feedback on instructional practices using professional learning sessions, classroom observations, walkthroughs and lesson plan review	Sep 2022	Jun 2023	Principal/ILT	
	Develop and clarify elements of a high-quality classroom environment	Jul 2022	Oct 2022	Principal/ILT	
	Using Charlotte Danielson, provide teachers with clear expectations for high quality instructional practices	Aug 2022	June 2023	Principal	
Ensure instructional delivery fosters engagement with all students	Develop a system for progress monitoring and differentiation	Jul 2022	Sep 2022	Principal/ILT	
	Assess elements of project-based learning	Jul 2022	Dec 2023	Principal	
	Develop unit structures for project based learning units	Jul 2022	Dec 2022	Principal	

School Improvement Plan 2022-2023

	Provide teachers with professional learning on developing and implementing project based learning units	Jan 2023	Jun 2023	
Provide differentiated instruction to ensure equity and access for all students	Monitor Grade Level Data Meetings and Common Planning sessions	Sep 2022	Jun 2023	Principal
Provide staff with professional development opportunities that promote best practices and improves all student's success, including sub-groups.	Develop a coherent high quality professional learning plan that includes direct learning, job embedded coaching and lesson modeling	Jul 2022	Sep 2022	Principal/IL Y
	Offer specific and ongoing professional learning, offered by an expert in the field, on English language learners to all teachers	Aug 2022	Jun 2023	Principal/ DC&I
	Offer specific and ongoing professional learning, offered by an expert in the field on students with disabilities to all teachers	Aug 2022	Jun 2023	Principal/ DC&I
	Improve teachers understanding and use of the Charlotte Danielson Teacher Framework	Sep 2022	Jun 2023	Principal/ ILT
Assessment and Program Evaluation				
Implement a system of formative, diagnostic, and summative assessments	Develop a coherent assessment plan for the 2022-2023 school year	Jul 2022	Sep 2022	Principal/ILT
Implement a qualitative and quantitative data to inform instruction and improve student outcomes	Develop a structures for progress monitoring student achievement	Jul 2022	Sep 2023	Principal/ DC&I
	Establish protocols and norms for conducting Grade Level Data Meetings	Jul 2022	Sep 2022	Principal/ ILT
	Monitor the effectiveness of the identified reading and writing program using multiple sources of data	Sep 2022	Jun 2023	Principal/ DC&I
Support for Diverse Learners				
Ensure that all students have access	Provide professional learning on co-teaching and the Integrated Co-Teaching model.	Jul 2022	Jun 2023	Principal/ ILT



School Improvement Plan 2022-2023

<p>to high quality instruction</p> <p>Ensure there is a system to monitor the progress of students and facilitate communication between interventionists and classroom teachers</p>	<p>Implement and monitor the use of daily common planning time</p>	<p>Sep 2022</p>	<p>Jun 2023</p>	<p>Principal/ DC&I</p>
<p>Ensure the compliance requirements are met for all students receiving required services</p>	<p>Implement and monitor the Student Success Team</p>	<p>Sep 2022</p>	<p>Jun 2023</p>	<p>Principal</p>
<p>Ensure IEP goals are met for all students receiving required services</p>	<p>Ensure IEP goals are included in ELA lessons that are co-planned with the general education and special education teachers</p>	<p>Sep 2022</p>	<p>Jun 2022</p>	<p>DC&I/CSSS</p>

School Improvement Plan 2022-2023

BENCHMARK 2: TEACHING AND LEARNING KDE: 1, 2, 3, 5, 6

Benchmark #: 2: Curriculum, Instruction, Assessment and Program Evaluation, Supports for Diverse Learners

Area: Math

Goals: For the 2022-2023 school year

- The charter school's median percent progress to Annual Typical Growth for all 3rd through 8th grade students in math will be equal to or greater than 110%
- The median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below in the fall in math will be equal to or greater than 100%
- The median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities in math will be equal to or greater than 100%.
- 10% general education in 3rd through 8th grade students will meet their annual Stretch Growth goal for math.
- In the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all K through 2nd grade in math will be equal to or greater than 100%.

Baseline Data (Source, trends etc.): i-Ready Diagnostic assessments in math

Area(s) of Need: Deeper understanding and implementation of the curriculum

Root Cause(s): Changes in curriculum selection, teacher changes

Action	Action Steps	Start Date	End Date	Person Responsible	Status
Curriculum	Implement a curriculum that is aligned to NYS Next Gen Learning Standards	Sep 2022	Jun 2023	Principal/ILT	
	Monitor the implementation and fidelity of Eureka Math	Aug 2022	Jun 2023	DC&I	
	Provide on-going professional learning to all appropriate staff on Eureka Math	Aug 2022	Oct 2023	Principal	
	Ensure all materials reflect the students served	Aug 2022	May 2023	Principal/DC&I	
Ensure the curriculum is horizontally and vertically aligned	Assess the strengths and challenges of the early math program and adjust as needed Develop and implement an annual calendar that includes dedicated time to align the curriculum such as 1. Grade level meetings 2. Daily common planning time	Aug 2022	Sep 2022	Principal	

School Improvement Plan 2022-2023

	<p>3. Half Day Two-hour professional learning sessions two times per month.</p> <p>4. Full Day professional learning days</p>				
Ensure curriculum and materials are differentiated for all students	Assess and identify appropriate evidenced based intervention practices	Jul 2022	Oct 2022	DCI	
Systematically review and revise curriculum	Monitor lesson plans to ensure lessons are differentiated for all learners	Jul 2022	Oct 2022	Principal	
	Implement structures for teachers and the ILT to review curriculum, identify any gaps and make appropriate modifications	Oct 2022	Jun 2023	Principal/ILT	
	Ensure all resources needed in the curriculum are available to teachers	Aug 2022	Oct 2023	Principal/DC&I	
Instruction					
Build shared understanding high quality instruction	Develop and provide a structure of a high-quality 90-minute math block in K-8 th Grade	Aug 2023	Oct 2023	DCI	
	Review and develop clear structures for high quality math lesson plans	July 2022	Sep 2023	Principal/ILT	
	Provide coaching and constructive feedback on instructional practices using professional learning sessions, classroom observations, walkthroughs, and lesson plan review	Sep 2022	Jun 2023	Principal/ILT	
	Develop and clarify elements of a high-quality classroom environment for mathematics	Jul 2022	Oct 2022	Principal/ILT	
	Using Charlotte Danielson, provide teachers with clear expectations for high quality instructional practices	Aug 2022	June 2023	Principal	
	Develop a system for progress monitoring and differentiation	Jul 2022	Sep 2022	Principal/ILT	
Ensure instructional delivery fosters engagement with all students	Implement the use of “Math Talks” into daily plans	Aug 2022	Dec 2023	Principal/DC&I	
	Establish procedures and routines for students while working in small groups	Aug 2022	Oct 2022	DC&I	
	Embed instructional practices that include students establishing their own math goals	Aug 2022	Oct 2023	DC&I	



School Improvement Plan 2022-2023

Provide differentiated instruction to ensure equity and access for all students	Monitor Grade Level Data Meetings and Common Planning sessions to guide data driven decision making to individualize lessons Ensure flexible groupings	Sep 2022	Jun 2023	Principal/ILT	
Provide staff with professional development opportunities that promote best practices and improves all student's success, including sub-groups.	Develop a coherent high quality professional learning plan that includes direct learning, job embedded coaching and lesson modeling Offer specific and ongoing professional learning, offered by an expert in the field on students with disabilities to all teachers Improve teachers understanding and use of the Charlotte Danielson Teacher Framework and its application to math instruction	Aug 2022	Jun 2023	Principal/ DC&I	
Assessment and Program Evaluation					
Implement a system of formative, diagnostic, and summative assessments	Develop a coherent assessment plan for the 2022-2023 school year	Jul 2022	Sep 2022	Principal/ILT	
Implement a qualitative and quantitative data to inform instruction and improve student outcomes	Develop a structure for progress monitoring student achievement and determining which tools are most useful Establish protocols and norms for conducting Grade Level Data Meetings Monitor the effectiveness of the identified math program using multiple sources of data	Jul 2022	Sep 2023	Principal/ DC&I	
Support for Diverse Learners					
Ensure that all students have access to high quality instruction	Provide professional learning on co-teaching and the Integrated Co-Teaching model during math lessons	Jul 2022	Jun 2023	Principal/ILT	
Ensure there is a system to monitor the	Implement and monitor the use of daily common planning time to monitor and support grade level planning	Sep 2022	Jun 2023	Principal/ DC&I	



School Improvement Plan 2022-2023

<p>progress of students and facilitate communication between interventionists and classroom teachers</p>	<p>Support grade level teams in the implementation of the Integrated Co-Teaching model</p>	<p>Sep 2022</p>	<p>Jun 2023</p>	<p>Principal/ILT</p>	
<p>Ensure the compliance requirements are met for all students receiving required services</p>	<p>Implement and monitor the Student Success Team</p>	<p>Sep 2022</p>	<p>Jun 2023</p>	<p>Principal</p>	
	<p>Ensure IEP goals are included in math lessons that are co-planned with the general education and special education teachers</p>	<p>Aug 2022</p>	<p>Jun 2023</p>	<p>DC&I/CSSS</p>	

School Improvement Plan 2022-2023

BENCHMARK 3 CULTURE, CLIMATE AND STUDENT AND FAMILY ENGAGEMENT KDE: 4,7

<p>Benchmark #: 3: <i>School Culture and Family Engagement</i></p> <p>Area: <i>Culture, Climate and Student and Family Engagement</i></p> <ul style="list-style-type: none"> Based on the UCCS Annual Parent Survey, 80% or more families will indicate overall satisfaction with the school. Based on the UCCS Annual Staff Survey, 80% or more families will indicate overall satisfaction with the school. Based on a newly developed UCCS Student Voice survey, the majority of students participating will indicate their overall satisfaction with the school <p>Baseline Data (Source, trends etc.): <i>Current and historical attendance and suspension data.</i></p> <p>Area of Need: <i>Robust systems and protocols for family communication regarding school attendance, academic performance, social and emotional needs, and school culture. Building a school culture using a multi-tiered system of support rooted in restorative practices and principles.</i></p> <p>Root Cause(s): <i>Consistent structures and monitoring</i></p>						
Action	Action Steps	Start Date	End Date	Person Responsible	Status	
Culture, Climate and Student Engagement						
Reduce Chronic Absenteeism	Develop and implement a clear system and communication protocol for all attendance expectations.	Oct 2022	Jun 2023	CEO/Principal		
	Ensure weekly meetings of the Attendance Team.	Aug 2022	Sep 2022	CEO/Principal		
	Monitor the use of SWIS to gather accurate and meaningful data.	Sep 2022	Jun 2023	CEO/DOO		
	Ensure the Student Success Team meets weekly and attendance plans are monitored.	Sep 2022	Jun 2023	Principal/Assistant Principal		
Behavior Management and Safety						
	Monitor the SEL coaches assigned by grade band.	Sep 2022	Jun 2023	Assistant Principal		

School Improvement Plan 2022-2023

Implement strategies to create a safe and engaging student environment	Monitor the implementation of the SEL curriculums, GAT and FOCUS.	Sep 2022	Jun 2023	Assistant Principal	
	Monitor the quality and use of the Wolf Dens.	Sep 2022	Jun 2023	Assistant Principal	
	Implement and monitor the use of the Paw Points program	Sep 2022	Jun 2022	Assistant Principal	
	Monitor the use and data from Kickboard.	Sep 2022	Jun 2023	Assitant Principal	
Develop consistent communication and structures related to the Code of Conduct	Develop a clear system and communication protocol for all behavioral expectations.	Aug 2022	Oct 2023	Principal	
	Develop and implement a clear system and communication protocol for all attendance expectations.	Aug 2022	June 2023	Principal	
Family Engagement and Communication					
Ensure quality and on-time communication with families	Develop and distribute an Annual Family and Community Engagement Calendar that must include Welcome Back Parent meetings.	Aug 2022	Oct 2023	DFCE	
	Distribute the Bi-Monthly calendars and monitor for fidelity.	Sep 2022	Jun 2023	CEO	
	Ensure each family is receiving messages via one or more of the available channels: phone, sms, or email.	Aug 2022	Jun 2023	DOO	
	Ensure families have access to all platforms available to them including OTIS and Kickboard.	Aug 2022	Oct 2023	CEO	
	Hold and monitor monthly Parent Engagement Committee and CEO Monthly Meetings.	Sep 2022	Jun 2023	CEO	



School Improvement Plan 2022-2023

dialogue about school events and decisions	Ensure parent conferences are conducted with fidelity.	Nov 2022	Jun 2023	Principal	
Social Emotional Mental Health Supports					
Continue to improve a high-quality safe environment	Establish a committee, identify a process and develop a UCCS Diversity, Equity and Inclusion Plan.	Sep 2022	June 2023	CEO	
	Monitor the implementation of the mult year plan to build a culture of care through restorative practices.	Aug 2022	Jun 2023	Principal	
	Monitor the frequency and quality of all Solution Teams	Sep 2022	June 2023	CEO	

BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE
Benchmark #: 6

Area: Board Oversight and Governance

Goals: For the 2022-2023 school year

- Support UCCS to ensure the school meets the required metrics in Benchmark 1: Student Performance

Baseline Data (Source, trends etc.): CSO Review, Board Self Evaluation 2021-2022

Area(s) of Need: Consistent governance structures

Root Cause(s): Board structures that support all aspects of the school

Action	Action Steps	Start Date	End Date	Person Responsible	Status
6A. Board Oversight and Governance					
Strategic Planning & Continuous Improvement	The Board will convene for an additional 20-30 hours (on top of board meeting time) for work sessions and training to (1) strengthen its governance and oversight; and (2) monitor the implementation of the school improvement plan.	Aug 2022	June 2023	Board/CEO	
	The Board will update and deepen their knowledge of the Board of Regents' Charter School Performance Framework.	Aug 2022	Jun 2023	Board/CEO	
Board Policy Oversight	Based on priority of need, the Board will review the school's policies and adopt new policies as needed and submit all new policies and revisions to the Charter School Office for approval as required.	Aug 2022	Jun 2023	Board Chair	
Effectively support and monitor the school's student performance.	Conduct monthly reviews of the UCCS Data Dashboard on essential school data (i.e., i-Ready administrations, enrollment, chronic absenteeism).	Sep 2022	June 2023	Board/CEO	
	Provide professional development for Board members to understand and monitor school performance data.	Sep 2022	June 2023	CEO	
Evaluate the performance of the school and the Board to hold to account student achievement	Evaluate the performance of the CEO on an annual basis using the Marzano Leadership.	Aug 2022	June 2023	Board	
	Board to complete an annual self-assessment using the McKinney & Co Framework.	June 2023	Aug 2023	Board	
Board Composition	The Board will be comprised of nine board members, including but not limited to those who bring K-12, human resources, and fundraising expertise.	Aug 2022	Jun 2023		



School Improvement Plan 2022-2023

	Develop a process to on-board new Board members.	Sep 2022	June 2023	Board/TBD	
	Hold monthly Education Committee Meetings of the Whole	Oct 2022	June 2023	Board/CEO	



Urban League of
Rochester, N.Y., Inc.

August 1st, 2022

***Empowering Communities.
Changing Lives.***

265 North Clinton Avenue
Rochester, N.Y. 14605-1857

P (585) 325-6530
F (585) 325-4864
E-m www.ulr.org

To Whom this may Concern:

On behalf of the Urban League of Rochester, N.Y., Inc., I am pleased to provide this letter in support of the Urban Choice Charter School.

As a local affiliate of the National Urban League, we are a not-for-profit that provides human services and equity & advocacy work for the most historically discriminated and disinvested in members of our community. We provide programs for youth and adults so that they have the training and resources to succeed in school, careers, and life. Our mission is to enable African-Americans, Latinxs, the poor, and other disadvantaged individuals to secure economic self-reliance, parity and power, and civil rights. The ULR and Urban Choice Charter School has entered into partnership this year. We are here to help students prepare for high school by providing STEM activities, and extra support to students that may need academic support, and also been providing weekend snack packs for students. UCCS have also referred students, and their families to our programs.

The ULR recognizes that Rochester is a diverse city with organizations of various specialties and expertise. We welcome collaborations and partnerships to eliminate silos and help our community succeed. UCCS has been a great partner to ULR, which we have plans to continue, and strengthen the program for our families, and students we both serve.

We look forward to partnering together on this valuable initiative.

Sincerely,

Dr. Seanelle Hawkins
President & CEO

*President &
Chief Executive Officer*
DR. SEANELLE HAWKINS

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Leslie C Myers
Mary Sasso
Catherine Wilson

Pittsford Schools

Julie Wittig
District Career Exploration/Community Service Department
Julie_Wittig@pittsford.monroe.edu
Phone 585.267.3692 Fax 585.267.1182

Mendon/Sutherland High Schools
Barker/Calkins Road Middle Schools
55 Sutherland Street
Pittsford, NY 14534

Urban Choice Charter School
1020 Maple Street
Rochester, NY 14611

To Whom it May Concern:

We are honored to work with Urban Choice Charter School as part of the ROCKidsCONNECT program. As participants for the past six years, we continue to make a difference in the lives of Rochester youth by lending a hand to youth who have demonstrated the potential to succeed. We are pleased to offer this program again this year.

- The partnership involves students from both Pittsford high schools and Urban Choice Charter School
 - Students build one-on-one personalized student relationships as well as become a community of scholars.
 - The program focuses on bridging the gap between students who attend schools geographically only miles apart, but live in communities substantially different from their own.
 - They will attend their partners' school as exchange experiences, work together to pursue common academic goals, and participate jointly in community service, special events and/or outings.
- Student exchanges to the other school will occur during school hours. Students spend a *day in the life* of their partner, attending selected classes with them, as well as a focus on a learning project.
- Other meetings will be held during non-school times, and will typically include a diversity learning component, a STEAMS (Science, Technology, Engineering, Arts, Math and/or Sports) component and individual reflections.
- Program goals include community collaboration, problem solving, civic learning, academic learning and leadership development. The program will end with student presentations of their experiences to parents, teachers and community members.



Colin F Kennedy Foundation, Inc.
508 Humboldt St Rochester, NY 14610
info@cfkfoundation.org
www.cfkfoundation.org

AUGUST 4, 2022

Urban Choice Charter School

1020 Maple Street
Rochester, New York 14611

To whom it may concern:

The Colin F Kennedy Foundation has been an active partner with, and supporter of, the Urban Choice Charter School since the 2018 school year.

The CFK Foundation engages with the Staff of **UCCS** to identify areas of need that they can help fulfil and enhance the students' opportunities to succeed. Whether it is school supplies, extra uniforms, funds for student events, electronics for remote learning and school assignments, we are ready to collaborate and support **UCCS** in realization of its mission.

The CFK Foundation is extremely excited to continue this partnership and support for the 2023 school year and beyond.

Best Regards,

Marty Kennedy
Vice Chairman
The Colin F Kennedy Foundation

From the Desk of Karen Lewis

Owner & Director Teevangelistic!

August 2, 2022

To Whom It May Concern:

I write to share my experience as a small business owner, working with Urban Choice Charter School. From our first encounter, it was apparent to me that this school truly lives up to their motto of being, “family”—the camaraderie among staff, connections with the students and friendly greetings I saw and experienced every time I came, was and remains quite welcoming. I service several schools for Black History Month with programming, but out of them all, Urban Choice Charter has and remains the most welcoming, easy to work with for staff and students to outside guests.

Sincerely,

Karen Lewis, Owner & Director

Phone: 585-775-4995

Email: Teevangelistic@gmail.com

Urban Choice Charter School
Benchmark 1 Indicators
2021-2022 School Year

Below is an outline of the current and historical data for Urban Choice Charter School and our strategies to improve student achievement. The most noteworthy points to consider when reviewing the data include:

- Research shows high-poverty schools and historically marginalized students continue to be the most affected by the pandemic. We continue to find uneven impacts of the pandemic across racial/ethnic groups
- Student achievement at the end of the 2021-22 school year is lower than in a typical year, with larger declines in math (5 to 10 percentile points) than reading (2 to 4 percentile points).
- When comparing data from 2022 to 2019, a factor to consider is the change in the structure of the NYS Exams.

In this report are identified strategies we are implementing to improve the quality of education and student achievement at UCCS. We know that if the rate of growth observed this year continues, research suggests it will take the average elementary school student at least three years to fully recover (at minimum, reaching equivalence with pre-pandemic levels). For older students, it may take longer. As a school we are invested in improving our curriculum and instruction and using data to drive decisions and make regular adjustments to teaching so that every student succeeds.

NYSED Metrics: Renewal is based on evidence that the following targets are generally met.

Indicator	Measure	Minimum Expectations	Outcome			
<i>1. All Schools</i>						
1a.	Accountability					
All Students and Subgroups	ESEA Accountability Designation	Good Standing	2022	2019	2018	
			CSI	CSI		
1b.	Similar Schools Comparison					
All Students & Subgroups	Comparative Proficiency	At Least the Mean	2022	2019	2018	
			TBD	Met	Met	
<i>2. Elementary/Middle School Outcomes</i>						
2a. Trending Toward Proficiency (Growth)						
All Students	Aggregate Standards-Based Trend Toward Proficiency-Math and ELA	Maintenance or increase in 60% of total tested students' proficiency levels	Subject	2022	2019	2018
			ELA	TBD	Met	Met
			Math	TBD	Met	Met
Subgroups	Subgroup Standards-Based Trend Toward Proficiency-Math and ELA	Maintenance or increase in 60% of total tested subgroup proficiency levels	Subject	2022	2019	2018
			ELA	TBD	Met	Met
			Math	TBD	Met	Met

Urban Choice Charter School
Benchmark 1 Indicators
2021-2022 School Year

2b. Proficiency						
All Students	Aggregate School level proficiency- Math ELA and Science	District Proficiency Rate	Subject	2022	2019	2018
			ELA	TBD	Met	Met
			Math	TBD	Met	Met
			Science	TBD		Met
Subgroups	Subgroup School Level Proficiency- Math, ELA, and Science	District Proficiency Rate	Subject	2022	2019	2018
			ELA	TBD	Met	Met
			SWD			
			ELA ELL	TBD	Met	
			ELA ED	TBD	Met	Met
			Math	TBD	Met	Met
			SWD			
			Math ELL	TBD	Met	
			Math ED	TBD	Met	Met
Science	TBD	--	--			
SWD						
Science	TBD		Met			
ED						
All Students	Aggregate Grade Level Proficiency- Math, ELA, and Science	District Proficiency Rate	Subject	2022	2019	2018
			ELA	TBD	Met	Met
			Math	TBD	Met	Met
			Science	TBD	Met	Met
Subgroups	Subgroup Grade Level Proficiency- Math, ELA, and Science	District Proficiency Rate	Subject	2022	2019	2018
			ELA	TBD	Met	Met
			Math	TBD	Met	Met
			Science	TBD	--	--

Brief narrative describing trends, strengths, weaknesses; a brief rationale for these data outcomes, strategies for improvement.

ELA Overview

Based on the most recent data UCCS performance is similar to the national and state trends. The trend in ELA performance has essentially remained flat from the 2019 school year despite the impacts of the pandemic. This data provides insight into the implementation of our ELA curriculum that we believe is providing the instructional direction needed for improved student achievement. Please see the tables below.

Urban Choice Charter School
 Benchmark 1 Indicators
 2021-2022 School Year

NYSED ELA Exam Proficiency: All Students			
Proficiency Level	2022 (230 Tested)	2019 (251 Tested)	2018 (240 Tested)
Level 1	53%	51%	48%
Level 2	35%	31%	31%
Level 3	9%	15%	17%
Level 4	3%	3%	5%

NYSED ELA Exam Proficiency: Grade Level Proficiency (3 & 4)		
Grade	2022	2019
Grade 3	14%	16%
Grade 4	17%	35%
Grade 5	5%	7%
Grade 6	18%	19%
Grade 7	6%	19%
Grade 8	14%	11%

NYSED ELA Exam Proficiency: Students with Disabilities			
Proficiency Level	2022 (17 Tested)	2019 (24 Tested)	2018 (25 Tested)
Level 1	76%	67%	80%
Level 2	24%	25%	20%
Level 3	0%	8%	0%
Level 4	0%	0%	0%

NYSED ELA Exam Proficiency: English Language Learners			
Proficiency Level	2022 (9 Tested)	2019 (11 Tested)	2018 (6 Tested)
Level 1	88%	82%	67%
Level 2	12%	18%	33%
Level 3	0%	0%	0%
Level 4	0%	0%	0%

Overall ELA Trends/Strengths/Weaknesses/Strategies

- Over three testing years, 2018-2022 approximately 50% of students' performance scores are in Levels 2, Level 3, and Level 4
- Gaps among Levels have not significantly widened
- In 2022 and 2019 the number of students who achieved a Level 4 remained the same
- From 2019 to 2022 the number of students in Level 2 through Level 4 only decreased by approximately 2%

Urban Choice Charter School
Benchmark 1 Indicators
2021-2022 School Year

- The number of students in Level 3 decreased by 6% attributing the decline in overall proficiency
- Trends indicate that the number of students who performed at a Level 4 remained consistent over the course of the pandemic, however, the students who were most impacted by the pandemic were those who would benefit the most from improved Tier 1 teaching, differentiated instruction and appropriate intervention programs
- One cohort, Grade 5 to Grade 8 improved performance by 7% from 2019 to 2022

The strategies below highlight the action steps we are taking to address the trends indicated in this data paired with other data sources which are described in the charter renewal application. They include:

- Targeted professional learning for teachers on the quality implementation of Wit and Wisdom for our ELA curriculum which is aligned to the Next Gen Learning Standards
- Daily extended and uninterrupted instructional blocks ELA for all students
- Instructional learning blocks that include large and small group instruction, centers for differentiation, time for read-alouds and independent reading and consistent exposure to a variety of genres
- Laser focused use of summative and formative assessments to adjust and differentiate instruction, including the use of i-Ready as well as other regular formative assessments to adjust in “real-time” particularly in identified and assessed skill areas
- Monitoring and addressing critical ELA skill areas which include Phonological Awareness, Phonics, High Frequency Words, Vocabulary Development, Comprehension of Literature, Comprehension of Informational Text
- Implementation of an identified intervention program for ELA, Magnetic Reading with scheduled professional learning sessions throughout the year
- Intervention programs and strategies embedding use of technology
- Students individual goal setting
- Integrated Co-Teaching (“ICOT”) service model in K-6th grade; and CTS for 7th and 8th grade to better address the needs our students with disabilities and a subject matter expert in the field of Special Education available to teachers
- Professional learning that focuses on ELA and social-emotional learning
- Job embedded teacher coaching, weekly Data Grade Level Meetings and professional learning sessions provided by experts throughout the school year
- Daily common planning time for teachers to adjust pacing and individualize instruction regularly
- Improved lesson planning strategies and monitoring
- Additional 1.0 FTE ELL teacher; added an evidence-based curriculum, and engaged a subject matter expert in the field of English Language Learners
- Implemented a coherent assessment system that utilizes formative and summative assessments with a process for examining data to monitor student progress and adjust/differentiate instruction including i-Ready and its use

Urban Choice Charter School
 Benchmark 1 Indicators
 2021-2022 School Year

- Instituted a three-year plan for creating a *Culture of Care* by using restorative justice principles to address the social and emotional needs that data is showing is impacting student growth

Math Overview

Our progress in mathematics was similar to state and national data. As such, we have been working on immediate adjustments to our instruction. Prior to the pandemic, we clearly were on the correct trajectory to address the math needs of our students. Focusing on unfinished learning due to the pandemic must be addressed.

NYSED Math Exam Proficiency: All Students			
Proficiency Level	2022 (230 Tested)	2019 (251 Tested)	2018 (240 Tested)
Level 1	82%	62%	61%
Level 2	12%	24%	23%
Level 3	5%	10%	10%
Level 4	1%	4%	6%

NYSED Math Exam Proficiency: Grade Level Proficiency (Levels 3 & 4)		
Grade	2022	2019
Gr 3	10%	33%
Gr 4	18%	20%
Gr 5	0%	4%
Gr 6	0%	16%
Gr 7	2%	8%
Gr 8	0%	14%

NYSED Math Exam Proficiency: Students with Disabilities			
Proficiency Level	2022 (17 Tested)	2019 (23 Tested)	2018 (22 Tested)
Level 1	82%	87%	95%
Level 2	12%	13%	5%
Level 3	6%	0%	0%
Level 4	0%	0%	0%

NYSED Math Exam Proficiency by Level: English Language Learners			
Proficiency Level	2022 (9 Tested)	2019 (11 Tested)	2018 (7 Tested)
Level 1	88%	73%	86%
Level 2	12%	18%	14%
Level 3	0%	9%	0%
Level 4	0%	1%	0%

Urban Choice Charter School
Benchmark 1 Indicators
2021-2022 School Year

Overall Math Trends/Strengths/Weaknesses/Strategies

- Students with disabilities continue to make progress including 5% reduction of students in Level 1.
- Students with disabilities reached proficiency for the first time in three exam years
- Increase of students performing at Level 1 of all students
- All grade levels declined from 2019 to 2022

The strategies below highlight the action steps we are taking to immediately address the trends indicated in this data paired with other data sources which are described in the charter renewal application. They include:

- Targeted professional learning for teachers on quality implementation of Eureka Math which is aligned to the Next Gen Learning Standards
- Daily extended and uninterrupted instructional blocks of math for all students
- Instructional learning blocks that include large and small group instruction, centers for differentiation, time for data talks and practical application of math skills
- Laser focused use of summative and formative assessments to adjust and differentiate instruction, including the use of i-Ready as well as other regular formative assessments to adjust in “real-time” particularly in identified and assessed skill areas
- Monitoring and addressing critical mathematical skills which include numbers and operations, algebra and algebraic thinking, measurement and data, and geometry
- Implementation of identified intervention strategies, including the use of i-Ready
- Intervention strategies embedding use of technology
- Students individual goal setting
- Integrated Co-Teaching (“ICOT”) service model in K-6th grade; and CTS for 7th and 8th grade to better address the needs our students with disabilities and a subject matter expert in the field of Special Education available to teachers
- Professional learning that focuses on math and social-emotional learning
- Job embedded teacher coaching, weekly Data Grade Level Meetings and professional learning sessions provided by experts throughout the school year
- Daily common planning time for teachers to adjust pacing and individualize instruction regularly
- Improved lesson planning strategies and monitoring
- Additional 1.0 FTE ELL teacher and engaged a subject matter expert in the field of English Language Learners
- Implemented a coherent assessment system that utilizes formative and summative assessments with a process for examining data to monitor student progress and adjust/differentiate instruction including i-Ready and its use
- Instituted a three-year plan for creating a *Culture of Care* by using restorative justice principles

Urban Choice Charter School
 Benchmark 1 Indicators
 2021-2022 School Year

UCCS Additional Information:

While we understand that the CSO does not have to consider any additional performance data in the renewal process, we would like to present additional data and analyses to generate a more specific understanding of UCCS student performance in ELA and Math and demonstrate alignment among these analyses, the charter renewal application and school improvement plan.

UCCS has engaged in the use of i-Ready as a way in which to monitor growth and proficiency particularly since the beginning of the COVID-19 pandemic. We continue to use the platform to work with our teachers and students to monitor growth, achievement and identify areas that need to be addressed to improve performance.

The growth in both grade level movement and overall Annual Typical Growth aligns with the NYSED Exam data in that we are continuing to make gains in growth even in the face of the hurdles presented by the pandemic to address student learning.

- ELA Performance

Based on the i-Ready diagnostic assessments conducted in SY2021-22, we can document the effectiveness of our ELA curricular approach.

Historical Results



Subject: Reading
 Teacher: All Teachers
 Class/Report Group: 3-8
 Academic Year: 2021 - 2022

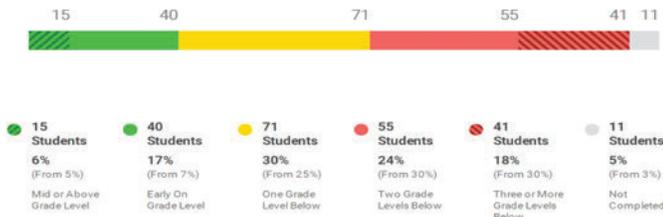
Progress to Annual Typical Growth (Median)

222 students assessed

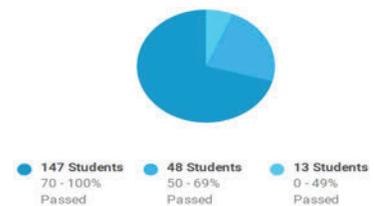


The median percent progress towards Typical Growth for this class was 91% last year. Typical growth is the average annual growth for a student at their grade and initial diagnostic placement level.

Final Overall Placement



% Lessons Passed



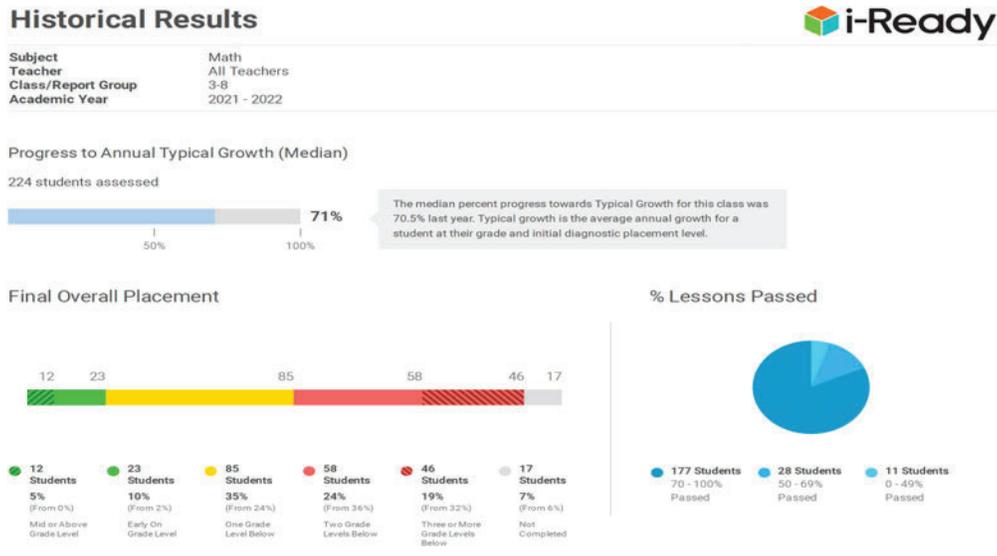
- 91% of students made Annual Typical Growth
- By end of year the percent of students that were early on, mid and above grade level, increased over the course of the year, from 12% to 23%.

Urban Choice Charter School
Benchmark 1 Indicators
2021-2022 School Year

- Percent of students who were three or more grade levels below reduced by approximately 50% from 30% to 18%.
- Deeper analysis shows that the Annual Typical Growth for 7th – 8th Grade ranged from 100% to 150% indicating appropriateness of the curriculum and instruction, and students who attend UCCS for most of their K-8th Grade experience

Math Performance:

Eureka Math will continue to be implemented at UCCS. We believe it is a solid match to meet the needs of students. While our proficiency data was higher than that of our local district’s in our past renewal, like national data, our NYS Math Exam proficiency declined. I-Ready data shows however that in 3rd-8th Grade there was identified progress.



- 71% of students made Annual Typical Growth
- Percent of students two or more grade levels below decreased by 12%
- Percent of students early on, mid, or above grade level 2% to 15%

Overall, the i-Ready data demonstrates that students are making growth. It reinforces decisions to continue to provide evidenced based curricula and interventions paired with frequent progress monitoring to meet the academic needs of students.



CHARTER SCHOOL OFFICE
ROOM 5N EB Mezzanine, 89 WASHINGTON AVENUE, ALBANY NY, 12234
Tel. 518/474-1762; Fax 518/474-7558; charterschools@nysed.gov

To: School District in which Urban Choice Charter School is Located
Public and Nonpublic Schools in the Same Geographic Area as Urban Choice Charter School

From: Lisa Long, Executive Director

Subject: Notice of Receipt of and Pending Action on Charter School Renewal

Date: September 15, 2022

Name of Charter School:	Urban Choice Charter School
BEDS Code:	261600860877
District/CSD of Location:	Rochester City School District
District(s) Required to Hold a Hearing:	Rochester City School District
Deadline to Hold Hearing:	10/17/2022 (30 calendar days)
Type of Request:	Renewal
Current Charter Term:	07/01/2021-06/30/2023
Proposed New Charter Term:	07/01/2023-06/30/2028
Management Company:	NA
Grades Served in the Current Academic Year:	K – Grade 8
Approved Grades and Maximum Enrollment:	K – Grade 8; 400
Proposed Revision(s):	NA

The application of this school is being reviewed for possible action at an upcoming Board of Regents meeting. You are receiving this notice since the school is located in your school district and/or your school is located in the same geographic region as the charter school seeking this proposed action. If you are not the school's district of location, as indicated above, nothing further is required. However, if you seek to provide public comment regarding this proposed revision, additional information on how to do so is provided below.

Please note that pursuant to Education Law §2857(1) and 8 NYCRR §119.4 (available at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/law.html>), **the school district of location is required to hold a public hearing to solicit comments from the community in connection with the foregoing application. The hearing, which is required to be held within the community that is potentially impacted by the charter school, must be held within 30 calendar days of receipt of this letter.**

The charter school's district of location is required to provide the following required documentation to the Charter School Office:

1. A copy of the public hearing notice, at the **time of dissemination**.
2. Written confirmation that this hearing was held, no later than the **next business day** following the hearing.
3. Copies of any and all written records or comments generated from this hearing within **15 business days** after the hearing.

4. **A summary** (shown below) outlining the date and time of the hearing, the number of people who attended, the number of speakers, the number of people in favor, and the number of people opposed, and any comments received **in the following format:**

“The required public hearing was held by the ___[full name of School District/New York City Department of Education] on ___[Date]___, 20[YY]. ___[Number]___ people attended, and ___[Number]___ spoke. ___[Number]___ were in favor of the [renewal/revision/merger] and ___[Number]___ were opposed.”

All documentation listed above must be submitted to charterschools@nysed.gov. The subject line of the e-mail should read “[Name of Charter School] Public Hearing.”

In addition, as stated above, the Board of Regents welcomes all public comments on the proposed application, including those related to the programmatic and fiscal impact of the proposed application on other public and nonpublic schools in the area. Comments can be submitted during the public hearing or can be submitted to charterschools@nysed.gov with a subject line of “School District Response to [Name of Charter School] Application.”

Thank you for your assistance with this matter. If you have any questions, please contact the Charter School Office at charterschools@nysed.gov or (518) 474-1762.

From: Scott, Francine
To: [CHARTERSCHOOLS](#)
Cc: [Susan Gibbons](#); [Wynn, Rahimah](#)
Subject: RE: Public Hearings (2) Urban Choice Charter School + Genesee Community Charter School October 11, 2022
Date: Tuesday, November 8, 2022 2:28:37 PM

Good afternoon,

The Charter School Public Hearing for Urban Choice Charter School and Genesee Community Charter School were held on Tuesday, October 11, 2022 with no speakers or comments for either hearings.

There were approximately 25 people in attendance and there was no vote.

Respectfully,

Francine Scott
Rochester Board of Education
131 West Broad Street
Rochester, NY 14614
Office: (585) 262-8175
Fax: (585) 262-8381

***“Education is the Most Powerful weapon which you can use to change the world”
Nelson Mandela***

From: CHARTERSCHOOLS <CHARTERSCHOOLS@nysed.gov>
Sent: Tuesday, November 8, 2022 12:13 PM
To: Scott, Francine <Francine.Scott@rcsdk12.org>; Wynn, Rahimah <Rahimah.Wynn@rcsdk12.org>
Cc: Susan Gibbons <Susan.Gibbons@nysed.gov>
Subject: Public Hearings (2) Urban Choice Charter School + Genesee Community Charter School October 11, 2022

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Good afternoon, Francine.

We're writing to follow-up on the public hearing that took place on 10/11/2022 for Genesee Community Charter School and Urban Choice Charter School. Could you please send the public hearing summary (#4 in the attached document) and copies of any written records (#3 in the attached document) at your earliest convenience?

We need the summaries in the following format:

“The required public hearing was held by RCSD on October 11, 2022. _____[Number]_____ people attended, and _____[Number]_____ spoke. _____[Number]_____ were in favor of the [renewal/revision/merger] and _____[Number]_____ were opposed.”

Thank you!

The NYSED Charter School Office
New York State Education Department
89 Washington Ave., 5N EB Mezzanine
Albany, New York 12234
Phone: 518-474-1762

From: Scott, Francine <Francine.Scott@rcsdk12.org>
Sent: Friday, October 7, 2022 11:13 AM
To: Scott, Francine <Francine.Scott@rcsdk12.org>
Subject: Rochester Board of Education Charter School Public Hearings (2) Urban Choice Charter School and Genesee Community Charter School Tuesday, October 11, 2022

News Release
Rochester Board of Education

October 7, 2022

The Rochester Board of Education will conduct two Charter School Public Hearings on Tuesday, October 11, 2022 at 5:00 p.m. in Conference Room 3A of the Central Office Building, located at 131 West Broad Street.

The purpose of the hearings is to gather community input to provide to the New York State Education Department regarding Urban Choice Charter School and Genesee Community Charter School applications.

Anyone wishing to sign-up to speak must call the Board of Education office at 262-8525 or send an email to board.of.education@RCSDK12.ORG by noon on the day of the meeting. Pursuant to the Board Bylaws (Policy 2300), speakers shall be permitted to speak only on topics related to the Charter School Public Hearing. The following information must be included when you sign up to speak: Name, Affiliation, Telephone Number and Topic related to the agenda. Speakers who would like to address the Board virtually must state this when they sign-up to receive Zoom accommodation.

Written comments are still accepted and anyone wishing to comment via this means may do so by sending comments to board.of.education@RCSDK12.ORG. These comments will be forwarded to Board Members, posted to the website, and accepted into the public record for the meeting.

Respectfully,

Francine Scott
Rochester Board of Education
131 West Broad Street
Rochester, NY 14614
Office: (585) 262-8175
Fax: (585) 262-8381

***“Education is the Most Powerful weapon which you can use to change the world”
Nelson Mandela***

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New York State Education Department

2022-2023 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Urban Choice Charter School

**Renewal Site Visit Dates: November 1 - 2, 2022
Date of Final Report: February 15, 2023**

[Charter School Office](#)
89 Washington Avenue
Albany, New York 12234
charterschools@nysed.gov
518-474-1762

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ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

ATTACHMENT 3: 2021 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS

ATTACHMENT 4: 2022 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Urban Choice Charter School
Board Chair	Mubarak Bashir
District of location	Rochester City School District
Opening Date	Fall 2005
Charter Terms	<ul style="list-style-type: none"> • Initial: January 11, 2005 - January 10, 2010 • First Renewal: January 11, 2010 - June 30, 2014 (right sizing) • Second Renewal: July 1, 2014 – June 30, 2017 • Third Renewal: July 1, 2017 - June 30, 2020 • Fourth Renewal: July 1, 2020 - June 30, 2021 • Fifth Renewal: July 1, 2021 - June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	K - Grade 8 / 400 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 8 / 400 students
Comprehensive Management Service Provider	None (CEI terminated, February 2022)
Facilities	1020 Maple Street, Rochester New York 14611 - Private Space
Mission Statement	<i>To provide Rochester students with a safe, supportive and intellectually challenging environment. The central philosophy is that strong student-teacher relationships are essential to student motivation, engagement and achievement. This philosophy, in combination with authentic efforts at family involvement, and the effective teaching of a rich, rigorous and engaging curriculum will enable students to build a strong foundation for college and career readiness, exceed state achievement standards and defy the demographic challenges of poverty.</i>
Key Design Elements	<ul style="list-style-type: none"> • Supportive Education Environment • Rich, Rigorous, Engaging curriculum • Extended Learning Opportunities • Authentic Family Involvement • Data Informed Instruction • Focused Professional Development • School Culture
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	None

Noteworthy: A new academic leadership structure has been established, which distributes responsibilities among a principal who oversees the entire academic program, a director of family and community

¹ The information in this section was provided by the NYS Education Department Charter School Office.

engagement, and a director of operations. At the start of the previous charter term in 2020, Urban Choice Charter School (UCCS) moved into a new facility that now includes a gymnasium and outdoor play space well suited to its student population and features the previous site did not include.

As we move beyond the challenges of the past three years, we would like to acknowledge the heroic work of our charter schools that provided social-emotional supports during the 2021-2022 school year, including participation in the New York State Testing Program (NYSTP) Grades 3-8 Assessments, all while keeping students and staff safe.

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school’s charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school’s charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school’s being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
- **Non-Renewal:** A school’s charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school’s charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office’s Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school’s Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students

and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2021 to 2022	Year 2 2022 to 2023
Grade Configuration	K - Grade 8	K - Grade 8
Total Approved Enrollment	400	400

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	400	400	400	400	400

METHODOLOGY

A two-day in-person renewal site visit was conducted at Urban Choice Charter School (UCCS) on November 1-2, 2022. The New York State Education Department’s Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, student success team, the parent and family engagement team, the diverse learners’ team, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers and parents.

The team conducted ten classroom observations in K- Grade 8. The observations were approximately 20 minutes in length and conducted jointly with the principal, ELA coach and math coach. NYSED utilizes the CSO’s Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

The documents and data reviewed by the team before, during, and after the site visit included the following:

² This proposed chart was submitted by Urban Choice in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

- **Current 2022-2023 organizational chart;**
- **A 2022-2023 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board’s self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **School administered teacher and parent survey results;**
- **2021-2022 UCCS Action Plan and 2022-2024 Strategic Plan/ School Improvement Plan;**
- **2022 CSO Annual Survey of Charter Schools Parents/Guardians, and Teachers;**
- **Current school policies, including the code of conduct, enrollment and admissions policy, and by-laws;**
- **School website and social media pages;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Admissions and Waitlist information;**
- **School year 2020-2021 Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during the current charter term;**
- **UCCS 2021 Renewal Site Visit Report and School Response; UCCS 2022 Mid-Term Site Visit Report;**
- **UCCS SY 22-23 renewal application;**
- **UCCS 2019 Notices of Deficiency/Concern;**
- **UCCS Annual Assessment Calendar**
- **UCCS 2021-2022 and 2022-2023 Professional Development calendars; 2022 Summer PD Institute Agenda;**
- **UCCS Job Descriptions**
- **UCCS provided data on School Messenger calls to families;**
- **UCCS provided data on attendance, discipline, referrals for 2021-2022 and current year (2022-2023);**
- **UCCS Lesson Plan template and lesson plans for observed classes; and**
- **UCCS training materials for Chalk, Atlas Data Protocol, Summer Bridge Overview, Parent Advisory Committee recruitment presentations.**

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from 11/1/2022 to 11/2/2022 at UCCS, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2019 Charter School Performance Framework Rating³**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Falls Far Below
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Approaches
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Falls Far Below
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Approaches
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Approaches
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. . High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

³ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- UCCS is in year 18 of operation and serves students in K - Grade 8. During its current charter term, the school is rated in the following manner: meeting three benchmarks, approaching five benchmarks, and falling far below two benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths:**
UCCS is in the third year of implementation of a core curriculum in English language arts (ELA) and mathematics, maintaining a consistent academic program across the charter term. The school provides full time content coaching support to teachers in both ELA and mathematics to promote effective implementation of the core curriculum. UCCS has established comprehensive and coherent practices to promote a productive school culture and provide support for students in need of remediation both academically and behaviorally. UCCS has maintained an effective fiscal management operation and remains in a strong financial condition.

- **Summary of Areas in Need of Improvement:**
The academic performance of UCCS students has fallen below that of the Rochester City School District (RCSD) in this charter term. In 2021-2022, UCCS students performed one percentage point below RCSD in ELA (from five above) and two percentage points below in math (from one above). Similarly, performance by subgroups continued this pattern, with the exception of students with disabilities (SWDs) in math, who scored nine percentage points above the district, an increase of 5. UCCS academic performance remains far below the target of NYS. While the school is in the third year of implementation of the core curricula, high rates of teacher turnover result in few teachers with three years of experience in implementation of the curricula. Parent and family engagement, disrupted during the COVID-19 pandemic, has not resumed the level of activity or reached a level of participation consistent with the aim of “authentic” family engagement as stated in the school’s key design elements (KDE). The board of trustees has been unsuccessful in recruiting new members and has not succeeded in seating and retaining a parent representative as required in its bylaws. Teacher turnover at UCCS remains high, with teachers leaving throughout the school year, as well as not returning. Vacancies exist in key leadership positions including the director of curriculum and instruction and data analyst, as well as classroom teaching and support positions. UCCS continues to enroll fewer SWDs and English language learners (ELLs) than RCSD. UCCS has not fully complied with NYSED reporting and posting requirements and has not implemented its proposed transparency and communication commitments in the school’s Strategic Plan and 2021-2022 Action Plan.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Falls Far Below

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark remains a Falls Far Below due to the results of the 2022 NYSTP Assessments for ELA and math showing that UCCS students performed below students in RCSD and far below NYS, a decrease in performance in both academic areas.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Approaches

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	<ul style="list-style-type: none"> a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. <i>Instruction</i>	<ul style="list-style-type: none"> a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students’ success, including sub-groups.
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School/Middle School:

- ES:
 - K-Grade 5 ELA = *Wit and Wisdom*
 - K-Grade 5 Math = *Eureka Math*
 - K-Grade 5 Social Studies = teacher developed curriculum integrated with ELA
 - K-Grade 4 Science = BOCES 4 Science instructional kits
 - K-Grade 5 = *Magnetic Reading*
- MS:
 - Grades 6-8 ELA = *Wit and Wisdom*
 - Grades 6-8 Math = *Eureka Math*
 - Grades 6-8 Social Studies = teacher developed curriculum integrated with ELA
 - Grades 5-8 Science = Amplify science and ELS and ILS investigations

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs):

- SWD:
 - Curriculum: For ELA, *Wit and Wisdom* (K-Grade 8); for math, *Eureka* (K- Grade 8)
 - Instruction: UCCS assigns six special education teachers to a grade level as integrated co-teachers (ICOT) who plan lessons for the grade level and provide in-class support to students in compliance with their Individualized Education Program (IEP). One special educator is assigned as a consultant teacher for Grades seven and eight.
- ELLs:
 - Curriculum: Same as general education students *Wit and Wisdom* for ELA, *Eureka Math* for mathematics, with modifications provided by the ICOT
 - Instruction: Each of the two English as a New Language (ENL) teachers works in classrooms and also provides instruction in small group pull-out sessions. ENL teachers use the program, *Team Toolkits: Teaching Els for Academic Mastery* with their students in the pull-out lessons.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has remained as Approaches due to a lack of significant improvement in instructional practices.

1. Element: ***Curriculum:***

- **Indicator a:** In the renewal application, UCCS reports that the documented curricula in ELA and mathematics are products produced by Great Minds and aligned with the Next Generation New York State Learning Standards (NYSLs). *Wit and Wisdom* is the ELA curriculum in K- Grade 8 and *Eureka Math* is used as the K-Grade 8 mathematics curriculum. In focus group interviews, school leaders reported that *Magnetic Reading* from iReady was added to the ELA curriculum this year

for K-Grade 2 after being piloted in the 2021-2022 school year by the Grades3-5 teachers. *Magnetic Reading* focuses on phonics and phonemic skills in K-Grade 2 and comprehension in Grades 3-5. The renewal application states that the school uses teacher-developed social studies curriculum integrated with the ELA curriculum. For science, UCCS uses the BOCES 4 Science Instructional kits for K- Grade 4 and *Amplify Science* for grades 5-8. Additional science content is taught through the ELA curriculum, similar to the integration of social studies concepts and skills.

- **Indicator b:** According to the renewal application and meeting calendars provided by the school, regularly scheduled weekly grade level team meeting time enables classroom teachers and their co-teachers and teaching assistants to collaborate on lesson planning and implementation to ensure horizontal alignment. Teachers use a common lesson plan format and preserve and share their plans using the *Chalk* tool as a curriculum repository. School leaders provided a calendar of weekly meetings including the instructional leadership team and the student success team. In focus group interviews, members of the diverse learners' team reported they also meet monthly to discuss student progress and develop intervention strategies. Teachers in the focus groups noted that they meet with special educators (SPED) and English as a New Language (ENL) staff as needed before or after school and during the weekly grade level team meetings.
- **Indicator c:** In the renewal application and interviews with the instructional leaders and members of the diverse learners' team, UCCS described a change in service model for SWD from a consultant teacher model to ICOT in K-Grade 6 to enable SPED teachers to work in classrooms to differentiate instruction within daily classroom activities. In the focus group interview, instructional leaders explained that the core curricula, *Wit and Wisdom* and *Eureka Math*, include suggested modifications to support struggling or excelling students, which teachers can incorporate into their lessons. The UCCS lesson plan template provided to the site visit team includes prompts for teachers to enter specific adjustments to the learning activities for SWD and ELL. Guided by suggestions for differentiation and modification provided in the curriculum materials, teachers are expected to plan and execute lessons suited to each student's needs. In the focus group interview, instructional leaders reported that they monitor differentiation as part of their classroom observation process. They noted that teachers' groupings and lesson designs are informed by regular review of data from the iReady tool as well as exit tickets and observations during lessons.
- **Indicator d:** In the focus group interview, instructional leaders reported that, while they have not conducted an extensive curriculum audit as was completed at the start of the charter term, the principal gathers evidence of curriculum implementation and effectiveness during classroom walkthroughs. The principal described her intention to use those observations to evaluate the effectiveness of the curricula and revise it as indicated. School leaders mentioned that the school is in its third year of implementation of *Wit and Wisdom* and *Eureka Math*. Leaders expressed their expectation that full and consistent implementation will lead to improved outcomes. School leaders cited internal data from iReady showing improving rates of growth as evidence of the quality of the curricula.

2. Element: **Instruction:**

- **Indicator a:** Descriptions of high-quality instructional practices varied across focus group and renewal documents. In the renewal application, UCCS defined three common instructional practices: co-teaching, collaborative groups, and cooperative learning. In the focus group during the site visit, the instructional leadership team mentioned standards-aligned learning objectives and student engagement as their expected instructional practices. On the 2022 CSO Teacher Survey (20 of 36 expected responses for a 56 percent response rate), 13 of the 20 teachers responding agreed that school staff have a shared understanding of high-quality instruction that

supports all learners. However, between the prior survey conducted in 2021 and the 2022 school year, it is uncertain whether the current staff have the same understanding of high-quality instructional practices as the percent agreeing dropped from 64% to 56%. The five teachers in the focus group explained that they are expected to follow the instructional guidelines in the core curriculum. Across the 10 classes observed by the site visit team, each class had a standards-aligned learning target phrased as an “I can. . .” statement, although not all the learning activities observed matched the standards listed in the lesson plans.

- **Indicator b:** Across the ten classes observed by the site visit team, instructional delivery varied in its ability to foster engagement with all students. In the focus group, school leaders reported that teachers are expected to develop strong relationships with their students and to work with them to set personal learning targets and goals. Student engagement varied across the lessons, with students in some classes eagerly engaged in lesson activities while in others, students were obedient but passive as the teacher conducted the whole-class activity, waiting for help from the teacher or other adults in the class. In the focus group, school leaders reported that the core curricula expose students to grade level material; however, iReady data provided by the school shows 72 percent of UCCS students performing below grade level in ELA and 78 percent below grade level in math.
- **Indicator c:** UCCS uses the iReady diagnostic tool to create a personal learning pathway for each student as one element of its approach to differentiating instruction and ensure equity and access for all students. In the renewal application, the school states that teachers use checks for understanding within the lesson and exit tickets at the conclusion of the class to assess students’ attainment of the lesson objective. Those observations, in addition to data meetings examining the results of the iReady diagnostic assessment, are to be used to provide modification to lessons detailed in the core curricula. In the focus group, instructional leaders explained that teachers follow the core curricula for grade level content and skills and use time allocated in the WIN (“what I need”) class period later in the day to provide remediation or enrichment using the online iReady math and reading curricula. In the teacher focus group, teachers gave examples of their strategy for using the exit tickets to adjust their lesson plans to support student success. Special education services are provided through the ICOT model as described above for K-Grade 5 and one consultant teacher serves SWD in Grades 7 and 8. The two ENL teachers work both within classes and in small group pull out sessions with the 15 ELL students at the school. Each K-Grade 6 class is also assigned a teaching assistant who assists with curriculum delivery.
- **Indicator d:** UCCS provides staff with professional development opportunities during the summer pre-opening institute as well as during the school year. The school submitted a calendar of professional development activities for the summer and the coming year that includes sessions focused on core content in ELA and math as well as on school culture practices such as restorative justice. The school employs two content area coaches, one for ELA and one for mathematics, who work with teachers daily to provide training in the implementation of the core curricula. In the focus group, the coaches reported that their support and modeling is particularly helpful to the many new teachers in the building.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** UCCS submitted an annual assessment calendar listing summative and formative assessments to be administered throughout the year. The school lists the iReady diagnostic as a ‘summative’ assessment, although iReady is not recognized as a measure of and is not predictive of mastery of the NYSLS. The calendar lists the standards-aligned curriculum module assessments in both ELA and math as ‘formative’ along with exit tickets and running records. Also on the calendar are teacher developed project-based assessments scheduled for the end of the school

year, but in focus group interviews and renewal documents the school acknowledges that training in project-based learning is postponed until implementation of the core curriculum is well established.

- **Indicator b:** UCCS teachers use iReady results and curriculum-based tests and quizzes as the quantitative data to inform instruction supplemented with qualitative measures such as student engagement, persistence, and attendance according to the renewal application. In focus group interviews, teachers and instructional leaders described structured data conversations around iReady results during weekly grade level team meetings. Sample agendas and minutes from grade level meetings confirm that diagnostic data from iReady is the focus of discussion rather than the standards-aligned measures from the NYS tests and curriculum-based assessments. In the focus group, the instructional leaders explained that, while the core curriculum addresses grade level standards, the iReady results inform remediation needs. The baseline iReady data provided to the site visit team for 2021-2022 shows 42 percent of students three or more grade levels below in ELA and 43 percent three or more grade levels below in math. The school did not report whether data conversations were conducted through the first year of the charter term (2021-2022) or whether data conversations focused on NYS tests or standards-aligned curriculum-based assessments are planned.
- **Indicator c:** The school currently uses Atlas data protocols in reviewing samples of student work and performance in math. In the pending renewal application, the school reports that, beginning July 1, 2023, it will use the protocols described in the Data Wise Improvement Process from Harvard University to guide discussions about the effectiveness of instruction at the classroom and grade level as well as the school level. Both protocols will be used. In the focus group, the instructional leadership team reported they collect both quantitative data from assessments and classroom walkthroughs, along with qualitative data on attendance to monitor not only the implementation of the core curriculum but also its effectiveness. In response to feedback from staff and observations by school leaders, the school added *Magnetic Reading* as an additional resource in phonics and phonemic awareness for K - Grade 2.
- **Indicator d:** According to the assessment calendar submitted with the renewal documents and reports from the leadership focus groups, UCCS relies on iReady to assess student progress toward the NYSLs. On the assessment calendar provided, iReady is labeled “predictive” despite limited evidence that UCCS students’ iReady results are correlated with their NYS test results. The assessment calendar also lists the standards-aligned assessments from the core curricula as tools for determining whether students have met grade level learning standards but at the time of the site visit, teachers were just starting to prepare for the first end-of-module curriculum assessments.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** In the renewal application and the diverse learners team focus group, UCCS reports that the coordinator of student support services follows approved procedures and coordinates with the Rochester City School District (RCSD) Committee on Special Education (CSE) to collect data and monitor the process to identify students in need of special education services. The school reports that it administers the home language survey and identifies those needing English language learning support. At the time of the visit the school was serving 15 ELLs and 34 SWDs according to the October dashboard presented to the board of trustees.
- **Indicator b:** According to the renewal application, UCCS transitioned to the ICOT model in the current school year (2022-2023) from the consultant teacher model to serve SWDs in the classroom. In the ICOT model, as described above, one special educator is assigned to one of each pair of classrooms in K-Grade 6 and plans lessons along with the general education teacher.

Members of the diverse learners focus group explained that the ICOT provides modifications and additions to the lesson plan to serve the specific needs of the students not only in the classroom where s/he is assigned, but for both classes in the grade. In grades seven and eight, one special educator provides services in a consulting teacher role for special education students in those two grades. In the focus group interviews with school leaders and the diverse learners' team, UCCS reported that they have added a second English as a New Language (ENL) teacher to support students, reducing the caseload for each teacher to seven to one. In addition to the special education teachers and ENL teachers, the school employs 14 teaching assistants and assigns one to each K-Grade 5 classroom, one in Grade 6 and one in Grade 8. The school's website lists an opening for a second teaching assistant in Grade six. Teaching assistants support small group instruction, as well as provide individual student support within the classroom. According to interviews with teachers and school leaders, the teaching assistants participate in planning and professional development to better enable them to support the academic program.

- **Indicator c:** Focus group interviews and documents submitted for the renewal cite a regular schedule of weekly meetings among grade level teachers including the ICOT and teaching assistants to communicate and coordinate lesson planning and student support. ENL teachers reported they push-in to classes to work with their students and provide feedback and suggestions on classroom lessons through the *Chalk* online lesson repository. Student progress is tracked by the iReady tool when students work on remediation lessons during the WIN class period. According to teachers and instructional leaders in focus group interviews, teachers, teaching assistants, special educators and ENL teachers supplement the regularly scheduled grade level team meetings with ad hoc conversations before and after school.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students’ social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
<p>1. <i>Measures of Culture, Climate, and Student Engagement</i></p>	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁴</p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁵</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
<p>2. <i>Behavior Management and Safety</i></p>	<p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses</p>

⁴ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttendanceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element

Indicators

	<p>a school’s stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>3. <i>Family Engagement and Communication</i></p>	<p>a. The school communicates with families in their preferred language to discuss students’ strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
<p>4. <i>Social-Emotional and Mental Health Supports</i></p>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the</p>

educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has remained as Meets.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** In the renewal application, the school reports the attendance team, led by the CEO, monitors daily attendance, and develops interventions to avoid chronic absenteeism. The school’s July 2020 *Code of Conduct* posted on the website describes behavior expectations and consequences for infractions but does not address attendance expectations. The *Family Handbook* on the website includes details on the school’s attendance policy and steps that will be followed to address chronic absenteeism. The *Family Handbook* does not list a publication date and includes outdated information about the arrival and dismissal times and school staff. On the October 2022 dashboard report presented to the board of trustees, attendance across all grades ranged from 79 percent to 90 percent, with an average attendance for the current year of 89 percent.
- **Indicator b:** According to the renewal application, the student success team, consisting of the assistant principal, the social worker and the social emotional learning (SEL) coaches, is responsible for promoting a safe and productive learning environment including taking steps to reduce or eliminate the need for out of school suspensions. The alternative to suspension (ATS) room was established prior to 2017 and has consistently been staffed by an experienced SEL coach. The October 2022 dashboard lists four ATS visits for the month of September. In addition, the October dashboard presented to the board lists 10 out of school suspensions in September. No SWD or ELL students were assigned to either the ATS room or suspended out of school for the first two months of the current school year. Data comparing the suspension rate for UCCS with RCSD was not available at the time of the renewal site visit.
- **Indicator c:** UCCS renewal documents do not state whether the process used to measure and evaluate school climate and culture has been approved by NYSED. In the renewal application, the school explains that the student support team, referred to as the student success team, meets weekly and reviews attendance and behavior data to assess the school’s climate and culture. According to interviews with the student success team and school leaders, the school uses the School Wide Information System (SWIS) to collect data on classroom removals and suspensions. In some documents, including the code of conduct, the school reports using the Positive Behavioral Interventions and Supports (PBIS) program to reward and reinforce positive behavior among students. However, the mid-term site visit report quotes the school’s self-evaluation stating that PBIS is in its “infancy.” The site visit team did not note any postings, documents, or teacher actions that would reflect the use of PBIS. In the renewal application, the school states that it will begin administering a student voice survey twice per year beginning in July 2023 as a way to measure and evaluate school climate and culture. However, members of the student success team and school leaders reported in focus group interviews that they have not administered student voice surveys this charter term.

2. Element: ***Behavior Management and Safety:***

- **Indicator a:** UCCS has a written student code of conduct posted on its website listing specific consequences for infractions of the code. The code, dated July 2020, does not reflect the restorative justice approach described in focus group interviews. According to the renewal application, the school assigns an SEL coach to staff “wolf dens” where students can be referred by teachers to receive help in reflecting on minor infractions and develop strategies to resolve misbehavior and return to the classroom to continue their assignments. In the teacher focus group, not everyone agreed that the “dens” process is the most effective approach to behavior management. On the 2022 CSO Teacher Survey, 75 percent of the teachers responding agreed that the school’s discipline policy is clear. High turnover among the teaching staff makes it unclear whether opinions from the current staff match the previous staff responses. While only a small number of parents responded to the 2022 CSO Parent Survey (23 of 382 potential responses for a 6 percent response rate), 15 of the 23 respondents agreed that the school’s discipline policy is enforced by all teachers and staff. It is unclear whether parents hold similar views under the new “dens” structures and procedures.
- **Indicator b:** According to documents submitted for the renewal and focus group interviews during the site visit, UCCS uses a progressive approach to behavioral interventions grounded in the restorative justice model. The progressive approach to behavior management detailed in the code of conduct begins with teacher action, includes communication with parents, and advances to school leaders as needed. The UCCS renewal application lists three key expectations for student behavior— respect, resilience, and responsibility. The summer institute professional development calendar shared with the site visit team includes full staff training in restorative justice and descriptions of how restorative justice will be used in the new “dens” structure. The renewal documents list the *Getting Along Together (GAT)* curriculum and *InFocus* as two curricula implemented in designated grades to build students’ social and emotional skills. However, in the student success team focus group, school staff reported that the SEL curricula are on hold while the school focuses on establishing the restorative justice model within the “dens.” The mid-term site visit report states that *GAT* and *InFocus* are no longer in use at the school.
- **Indicator c:** Both the 2022 CSO Parent Survey and the 2021 UCCS-administered survey of families report strong agreement that the school is safe. Of the 70 respondents to the school-administered survey, 68 agreed that the school is safe with two disagreeing. While 23 parents responded to the 2022 CSO Parent Survey, 83 percent (n= 36) agreed the school is safe while 16 percent (n= 7) disagreed or responded they neither agreed nor disagreed.
- **Indicator d:** According to the renewal application, the school designates the assistant principal as the Dignity for All Students Act (DASA) coordinator. DASA policies are incorporated into the school’s code of conduct, making explicit the prohibition against discrimination, harassment and bullying. Seventy-three percent of the 23 parents responding to the 2022 CSO Parent Survey agreed that the environment is free from bullying, harassment, and discrimination.
- **Indicator e:** Across the 10 classes observed during the site visit, all were judged to be conducive to learning. On the 2022 CSO Parent Survey, 82 percent of the 23 parents agreed that classroom environments are generally free from disruption. Thirteen of the 20 teachers responding to the 2022 CSO Teacher Survey also agreed classrooms are generally free from disruption.

3. Element: **Family Engagement and Communication:**

2021 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

Urban Choice CS	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	392	43	11%	50%	-39
Student Survey (Grades 9-12)	N/A	N/A	N/A	80%	N/A
Teacher Survey	33	21	64%	80%	-16

NOTE: Expected responses for parents and students is based on 2020-2021 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2021 Annual Report.

2022 Annual Survey of Charter School Parents/Guardians, Students, and Teachers

Urban Choice Charter School		Response Rate	Survey Population	Total Responses
Parent	Does not meet 90% or 95% Confidence	6%	382	23
Student	Not Applicable	.	0	.
Teacher	Does not meet 90% or 95% Confidence	56%	36	20

NOTE: The survey population for parents and students is based on 2021-2022 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2022 Annual Report.

The response rates for the 2021 surveys do not meet the target response rates. The response sample sizes for the 2022 surveys do not meet the minimum 90 percent confidence level. Aggregate responses for both years would be statistically undependable.

- Indicator a:** In focus group interviews, members of the diverse students’ team reported that the school offers application documents in both Spanish and English, but they were not aware whether other documents are translated into families’ preferred language, as this is the responsibility of the enrollment coordinator. According to the renewal application, UCCS relies on the website and social media (Facebook, Twitter, Instagram) as well as a messenger system to email and telephone important information to families. As of the time of the renewal site visit, there was no translation option on the school website to allow parents to access posted documents in their preferred language. In the focus group interview, ENL teachers reported they are sometimes called on to provide translation for parents whose first language is not English. Teachers indicated they believed that iReady reports are available in both Spanish and English; and samples of parent notices were shared with the site visit team.
- Indicator b:** In the renewal application and focus group interviews, the school lists multiple methods for communicating and engaging with families, including email, robocalls, social media and the website. A review of school documents posted on the UCCS website and social media feeds show no differentiation to accommodate family variations in language preference or disability status. The school’s Facebook feed was last updated in January 2022 and the Instagram posts are outdated. On the website, both the bimonthly newsletter for September 2022 and the school policies and board minutes are in English with no options for translating to a family’s preferred language. According to the renewal application and interviews during the site visit, the school directs the director of family and community engagement to develop strategies to involve families in the work of the school. While the director of family and community engagement has begun efforts to convene a Parent Advisory Committee (PAC), only one meeting has been held

since the start of the school year. The school provided a calendar of future PAC meetings to the site visit team, but none are posted on the website. On the October 2022 dashboard prepared for the board of trustees, no family engagement activities are listed for September. In the focus group, members of the family engagement team reported approximately 120 attendees at the recent Open House, the first hosted in the new facility since the move in September 2021. School leaders reported that families were treated to cider donuts and bags of fresh foods provided by a community agency. At the open house, volunteer parents solicited names of potential participants in future PAC meetings.

- **Indicator c:** In the renewal application, UCCS states that it assesses family satisfaction through a yearly family survey and the school shared the March 2022 survey results with the site visit team. Only 70 families responded from a school population of 400 students. The survey asked families to list their preferred method of contact, preferred time of day, and whether they have internet access along with questions about school safety and satisfaction with the academic program and transportation. The renewal application also stated the school administers a student voice survey twice a year, but members of the student success team reported that no student survey had been administered this charter term. The school's by-laws require a parent representative on the board of trustees, but it has not been able to fill that position since the 2021 departure of the previous parent representative. In focus group interviews, school leaders did not provide information about their use of community forums and participation logs or other forms of parent input to make schoolwide decisions. In interviews during the site visit, school leaders reported that parents were not involved in the decision to initiate standards-based report cards for the 2021-2022 school year. The director of family and community engagement said that they may hold a parent meeting in December 2022 for parents to improve their understanding of the standards-based reports.
- **Indicator d:** The UCCS website includes a *Family Handbook* tab that describes a variety of school rules and procedures, but a formal complaint policy is not included either in the handbook or in other locations on the website. While the renewal application details the steps for addressing a concern or complaint from families, a school complaint policy could not be located as noted in both the 2021 renewal report and the 2022 mid-term site visit report. Board minutes document concerns from parents about communication with the school which contributed to the establishment of the PAC. The school did not report whether parent concerns shared with the board were resolved. The school reports no formal complaints received for the current charter term.
- **Indicator e:** At the time of the site visit, the UCCS website did not include a link to the most recently available NYS report card as required. The school did not report internal schoolwide data to families on the website or by other means. While the board of trustees proposes transparency as one of its board goals on the 2021 Action Plan, the lack of access to a number of critical documents is noted in this report under Benchmark 10. In the leadership focus group, school leaders said they share school-level local and state results with the board of trustees but not with families or the community.
- **Indicator f:** In the renewal application, UCCS states that it posts the school's participation rate on the New York State assessments compared to RCSD. At the time of the renewal site visit, that information could not be located on the school's website.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** According to the renewal application, UCCS uses *GAT (Getting Along Together)* for students in K-Grade 4 and the *In FOCUS* program for students in Grades 5-8 as the curriculum for addressing students' social emotional and mental health needs. However, the mid-term site visit

report and interviews with the student success team during the site visit indicate that GAT had been suspended while the school staff worked on establishing the “dens” program. At the time of the site visit, this social emotional curricular tool had been reinstated with related professional development planned. The school staffs four social emotional learning (SEL) coaches to work with students who are sent out of class to the “dens.” One SEL coach engaged with students whose behavior goes beyond minor infractions. In the renewal application, the school explains that it is changing the Help Zone process that had been in place in the first year of the charter term (2021-2022) and adopting restorative justice as its model. The “den” system provides many of the same supports as the Help Zone process previously in place. On the master school schedule, fifteen-minute SEL classes are listed for each grade level, most occurring at the end of the day prior to dismissal. At the time of the site visit, with the SEL curriculum on hold as noted above, school leaders reported that teachers and teaching assistants use this time to confer with students and review their performance and progress.

- **Indicator b:** According to the renewal application and additional documents provided by the school, UCCS uses attendance and behavior data as measures of students’ social-emotional needs. Attendance and behavior data including referrals to the “dens” and in-school (formerly ATS) and out of school suspensions is collected by school leaders and provided to the board on the monthly dashboard reports. The data collected by the school focuses on behavior and does not report measures to assess broader areas of the social and emotional needs of its students.
- **Indicator c:** According to the renewal application, the student success team reviews anecdotal data, infractions data, behavior referrals, visits to the Help Zone/Wolf Dens, and ATS to assess whether the school’s programs and practices are yielding the desired outcomes. Since, as noted above, the student success team has suspended implementation of the two social-emotional curricula, no data is collected to assess their impact. Interviews with school leaders and the student success team indicate that the school addresses the social and emotional health needs of students on an individual basis rather than a school-wide approach.
- **Indicator d:** In the professional development calendar provided to the renewal site visit team, the school lists sessions in restorative justice, the newly adopted school-wide behavioral approach, in both the summer 2022 with additional sessions planned across the school year. As reported in the renewal application and interviews with school leaders and staff, the school adopted restorative justice to move away from a punitive approach to student behavior toward a positive learning process that can help students identify and resolve unacceptable behaviors.
- **Indicator e:** According to the renewal application and interviews with school leaders and the student success team, the UCCS social worker is assigned responsibility for identifying McKinney-Vento eligible students and their families to ensure the continuity of the child’s educational program. In the focus group, the social worker reported that the school served 26 McKinney-Vento students in 2021-2022 and nine so far in the current school year. The social worker explained she assisted 42 families by connecting them with community agencies suited to their particular housing and related needs, including those supporting the social and emotional needs of students.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Over this charter term, the trajectory for this benchmark has remained a Meets.

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Urban Choice Charter School appears to be in very good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Urban Choice Charter School’s 2021-2022 composite score is 3.00.

**Composite Scores
2017-2018 to 2021-2022**

<i>Year</i>	<i>Composite Score</i>
2017-2018	2.59
2018-2019	2.88
2019-2020	2.73
2020-2021	3.00
2021-2022	3.00

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over this charter term, the trajectory for this benchmark has remained a Meets.

Renewal is based on evidence that the following indicators are generally present:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Urban Choice Charter School's 2021-2022 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Falls Far Below

Element

Indicators

1. *Board Oversight and Governance*

- a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
- b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
- c. The board demonstrates active oversight of the charter school’s management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
- d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and charter.
- e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
- f. The board engages in ongoing professional development.
- g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school’s charter.
- h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has remained a Falls Far Below due to no significant improvement in the board’s oversight and governance.

1. Element: **Board Oversight and Governance:**

- **Indicator a:** In the renewal documents and focus group interview, UCCS reports that the board completed the *McKinsey & Company Nonprofit Board Self-Assessment Tool* in 2022 to evaluate its own performance. In the focus group, board members confirmed that they completed an

evaluation of the CEO using the *Open Schools Project* rubric. The board said that the results of the CEO evaluation were used to determine salary and bonuses for the school leader. Also in the focus group, board members reported that the charter management organization which was contracted at the beginning of the current charter term was evaluated against the contracted services for which it was hired. However, as noted in the 2022 mid-term site visit report, board minutes do not record regular or periodic review of the contracted providers' services. When the charter management contract was terminated in February 2022, the board reported that it retained two of the independent school improvement consultants used by the management company. The school did not provide evidence that it has evaluated the performance of its after-school program provider.

- **Indicator b:** The UCCS board completed the reconstitution of its membership by replacing members and officers as required as a condition of its 2020 renewal. According to renewal documents and interviews, in 2021 the board hired a charter management provider and assigned it the responsibility to recruit and select new members representative of the community. The reconstitution required that 60 percent of the board be changed. Four of the seven members in 2020-2021 left the board and three new members were added. However, two of those three have resigned their membership and the board has been unsuccessful in recruiting additional members to bring needed expertise. The board has been without a parent representative required in its by-laws since the previous parent left in 2021. Invitations to join the board are posted on the school's website and mentioned in the minutes of each board meeting. In the focus group interview, board members said they rely on relationships developed through community activity, such as a non-profit leadership training program, as well as personal contacts with friends and colleagues to search for potential board candidates. At the time of the renewal site visit, the board reported that four candidates were in the process of developing their applications and obtaining the necessary fingerprint clearance.
- **Indicator c:** The board's oversight of UCCS operations is informed by data reports from school leaders. According to minutes of board meetings across the current charter term, the CEO and school staff provide monthly dashboard reports to the board listing enrollment, academic performance, discipline, culture and climate, and family engagement activities. While the board committed to post dashboard reports on the website to be accessible for public review in its March 2021 *Action Plan*, none could be located. The school provided samples of the May, September and October 2022 dashboard documents listing an array of data including those listed above. However, board minutes do not describe regular discussion of the data or action taken by the board in response to the information about the school until the most recent meeting when the minutes note that one board member questioned school leaders about their strategies for resolving behavior and academic concerns. In the focus group interview, board members noted that they receive the dashboard information a week before their meeting and have time to review it and prepare for discussion. As noted above, board minutes do not document detailed discussion of the dashboard data and do not describe how that data informs board decisions.
- **Indicator d:** According to the document describing the board's self-evaluation process, the board used the results of its self-evaluation to develop the *2022-2024 Strategic Plan/School Improvement Plan (SIP)*. Along with the renewal application, UCCS submitted two documents each containing goals, strategies, and actions steps. The March 2021 *Action Plan* developed in response to the 2021 renewal report and the *2022-2024 Strategic Plan/ School Improvement Plan* are both organized around the NYSED CSO 2019 Charter School Performance Framework but offer different details for each action item. While the *Action Plan* addresses a few goals under each benchmark, the SIP addresses only Benchmark 1 through Benchmark 6, omitting any plans or strategies to address the indicators in Benchmarks 7, 8, 9 and 10. In the *Action Plan* under

Benchmark 6, the board commits to completing a yearly review of the strategic plan to produce a progress report. Similarly, under Benchmark 6 in the SIP, the board commits to convening for work sessions in addition to regular board meetings in order to “monitor implementation of the school improvement plan.” At the request of the site visit team, school leaders provided a color-coded status report on the SIP for benchmarks 1 and 2. At the time of the visit, the board had not yet given input into an assessment of these benchmarks. In the focus group interview, when asked which plan is the guiding document for school and board activities, board members were unable to cite any specific commitments or expectations listed on either plan. One board member referred to the *Corrective Action Plan (CAP)* developed in response to the 2019 *Notice of Deficiency* regarding enrollment and academic performance, but other members were uncertain of the details of the *Action Plan*, the *Strategic Plan/ School Improvement Plan*, or the *Corrective Action Plan*. In an email exchange, the school leader reported that the SIP was intended as an internal document for guiding instructional leaders in the management and oversight of the academic program, with the board adding their goals under Benchmark 6. Differing understandings across the school about which goals and objectives are to be implemented and monitored limit the school’s ability to make adequate progress in improving student outcomes.

- **Indicator e:** In the renewal application and supporting documents, UCCS reports that the board has added policy review to its annual board calendar. The board assigned the school attorney to coordinate this process. At the September 2022 meeting, the board approved an updated Data Privacy and Security Policy and aligned its policy on video conferencing of board meetings with current NYS rules. The school website has few links to board policies for public review and consideration.
- **Indicator f:** According to board minutes and documents provided to the site visit team, the charter management organization provided two professional development trainings to board members during the time it was engaged. The school provided a list of topics for board training over the first year of the charter term and a working calendar for board activities for the current year (2022-2023) listing training topics to be addressed. The school did not indicate the duration, attendees, or outcomes from the training sessions. In the focus group interview, board members said the training sessions were quite helpful, particularly those during the board retreat, in explaining their governance responsibilities especially since several board members are new to their role.
- **Indicator g:** According to the renewal application, the board has regularly used its attorney to advise on its governance role and legal obligations. Beginning in April 2020, the school’s attorney began attending all board meetings. She also offered regularly scheduled trainings for members on its governance role and legal responsibilities.
- **Indicator h:** As noted above, both the March 2021 *Action Plan* and the 2022-2024 *Strategic Plan/ School Improvement Plan* follow the NYSED CSO Performance Framework benchmarks. While the layout of the plans reflects a general understanding of the Performance Framework, the board’s awareness of and understanding of the expectations defined in the indicators under each benchmark is unclear. The board provided no evidence that it has reviewed the goals in either plan to determine the school’s progress toward meeting the Performance Framework standards.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Approaches

<i>Element</i>	<i>Indicators</i>
<p>1. <i>School Leadership</i></p>	<p>a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.</p> <p>b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</p> <p>c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.</p> <p>d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>
<p>2. <i>Professional Climate</i></p>	<p>a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</p> <p>b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups.</p> <p>c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</p> <p>d. The school has established procedures for effective collaboration among teachers.</p> <p>e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teachers and other staff.</p> <p>f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</p>
<p>3. <i>Contractual Relationships (if applicable)</i></p>	<p>a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p>

- b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has remained an Approaches due to no significant improvement in leadership and management.

1. Element: ***School Leadership:***

- **Indicator a:** According to school documents and focus group interviews, the leadership team at UCCS has undergone one reorganization and one adjustment during the current charter term. While the school’s mission is recited at each board meeting and presented prominently on the school’s website and entry to the building, school goals are not regularly reviewed, in part because there is confusion among staff and board members over which goals are the focus of attention. The goals listed in each of the two documents are broad and long term, such as “improved student outcomes” and lack reliable measures to track progress toward proficiency on the NYSLs. The timeline on many of the SIP action steps spans the full school year through June 2023. School leaders shared a color-coded status report that showed some actions steps in process and some completed. Most of the action steps offer few details on how each strategy or action step is to be accomplished. While the board states as a goal on the 2021-2022 *Action Plan* its commitment to transparency to families and the community by posting supporting documents reviewed at each meeting on the website, none could be located at the time of the site visit. The goals in neither the *Action Plan* nor the *SIP* are posted on the UCCS website or reported in board minutes for public review.
- **Indicator b:** In the renewal application, the school lists a variety of communication strategies with families and 17 of the 23 parents responding to the 2022 CSO Parent Survey agreed that the school uses many methods of communication with six disagreeing or choosing neither option. On the March 2022 school-administered family survey, one open response comment indicated dissatisfaction with communication between teachers and administrators. Within the building, the school reports that the leadership team meets weekly and communicates between meetings via email and text but according to focus group interviews, the leadership team minutes are not made available to school staff. In the focus group interview, the instructional leadership team (ILT) led by the principal and including the content coaches, student support services coordinator meets weekly and shares meeting notes with the CEO but not with the full staff. In the board focus group, board members noted that teachers were bringing facilities issues and equipment problems to the board when they should have been dealt with directly between school leaders and staff. The board recommended the establishment of the Teacher Advisory Committee (TAC) to create a regular communication pathway between grade level representatives and school leaders. According to teachers in the focus group, the TAC plays an advisory and communication role and is not involved in decision making. Both the *Action Plan* and the *SIP* list goals to improve communication with families but omit details about the specific strategies proposed to accomplish that goal. As noted under Benchmark 6, the board has not completed regular and systematic reviews of the goals in either the *Action Plan* or the *Strategic Plan/School Improvement Plan*.

- Indicator c:** According to the renewal application, board minutes, focus group interviews and school documents, UCCS has struggled to retain teaching staff and to fill key leadership positions over the course of the charter term. As noted above, the director of curriculum and instruction position was vacant at the time of the site visit. The director of operations, who had been working remotely for UCCS, was scheduled to relocate to Rochester later in the fall. The September 2022 dashboard report submitted to the board lists a number of teaching vacancies including two special educators, one Grade 6 classroom teacher, one math teacher to serve Grades 7 and 8, one physical education teacher, a building substitute and the director of operations. On the October dashboard report, vacancies continued to be listed for one special education teacher, one sixth grade classroom teacher, the director of operations and the building substitute. In addition, the organizational chart submitted with the renewal application lists a data analyst position which has not been filled, although in the focus group, school leaders reported that they have a candidate in mind for that role who is a current classroom teacher, and they are waiting to fill the classroom position before completing the change in assignment. At the March 2022 meeting, board members discussed and approved financial incentives to encourage teachers to stay at the school. Despite the incentive, the school reported 19 out of 36 teachers were new to UCCS for the current school year. Reasons for leaving included dissatisfaction with changes in the instructional model for SWDs, dissatisfaction with teaching as a profession, some health issues, and some stress issues. Seven teachers have departed since September 2022. It was not clear if the school terminated any of the teachers who left. During the previous school year, 2021-2022, as reported in the mid-term site visit report from spring of 2022, “staff vacancies were a dominant concern” for the board and there was a “high turnover rate with over one-third of the teachers leaving between November of 2021 and the time of the mid-term visit in May of 2022.” Some of these departures were attributed to a schedule change precipitated by the district’s transportation needs and others were lost to better salaries and benefits in school districts.
- Indicator d:** School documents including the *March 2021 Action Plan* and *SIP* are mapped to each of the benchmarks in the NYSED Charter School Performance Framework, with the exception that the *SIP* addresses only benchmarks 1 through 6, recording no plans for benchmarks 7 through 10. The action steps and strategies in each plan align with the overall benchmark standards but do not offer details linked to the indicators within each benchmark, indicating that the *SIP* does not break down the action steps by specific indicator. School leaders are familiar with the overall benchmarks. As noted previously, while the board lists a goal to regularly review the status of the school improvement plan, board minutes do not reflect these reviews. In the renewal documents, school leaders did not specify a process or strategy to regularly assess progress toward the goals in the March 2021 Action Plan. The *SIP* specifies that it will be assessed and updated for the initial year of the proposed renewal in 2023-2024. At the request of the site visit team, school leaders provided a color-coded status report for Benchmarks 2 and 3 in the *SIP*, showing several “yellow” and several “green” action items, indicating some planning steps are in process and some in place. According to the 2022 Mid-term Site Visit Report, school leaders shared the findings of the 2021 renewal report with the staff at a May 2022 professional development session to build staff awareness of the performance benchmarks expectations, but the products or outcomes of that session are unclear.

2. Element: ***Professional Climate:***

- Indicator a:** At the renewal site visit, school leaders shared recently completed revisions of the job descriptions for school staff including leadership roles, teachers, and teaching assistants. Each description includes a detailed list of responsibilities and qualifications. In the renewal application, the responsibilities of the CEO are listed. Board responsibilities are included in the board by-laws. Descriptions of the responsibilities and qualifications of the social worker, counselor, data analyst

and social-emotional learning (SEL) coaches were not included in the packet provided to the site visit team.

- **Indicator b:** UCCS submitted a professional development calendar for the summer 2022 session, as well as a calendar for professional development throughout the 2022-2023 school year. Session topics include curriculum implementation, social emotional learning focused on the restorative justice approach, technology tools and behavior management strategies. According to the school's proposed professional development calendar, weekly grade level team meetings focus on using data to inform instruction, while the twice monthly early release days focus on curriculum-specific topics. On the fall 2021 staff survey administered by the school, 40 of the 46 staff rated CEI's training, resources, and communication during the onboarding process at 2.25 on a scale of one to five. While school documents do not specify how the effectiveness or impact of the professional learning sessions are evaluated, teachers in the focus group reported they are regularly surveyed after each PD session to learn their opinions of the event. In the instructional leadership team focus group, the principal and content area coaches reported that they are in classrooms regularly and look for evidence that the strategies presented in the professional development sessions are being implemented. They report their observations to the instructional leadership team to inform plans for future professional learning activities.
- **Indicator c:** As noted previously, UCCS has vacancies in leadership as well as classroom positions. In the focus group interview, school leaders reported that human resources functions are distributed among different staff members until the director of operations (DOO) transitions to working onsite in December. The school contracts with an outside provider, Insero, to assist the CEO with financial operations, and also to guide human resources functions such as insurance. Renewal documents mention that the school uses its website as a key communication tool. The 2021 Renewal Report noted that the school said it contracted with a web services provider but in the current renewal visit interview, school leaders indicated that a staff member was responsible for ensuring content is sent to the external website administrator for posting. The UCCS website lacks key documents and information, particularly information for families accessible in their preferred language. A key leadership role, the director of curriculum and instruction (DCI), remained vacant at the time of the visit. In the focus group, school leaders reported they have interviewed candidates, but none have the expertise to supervise the content area coaches, one of the key responsibilities of the DCI. In interviews, school leaders reported that the data analyst position noted on the organizational chart will be filled with a current classroom teacher once a replacement can be found for the classroom role.
- **Indicator d:** UCCS has established time in the school schedule for regular teacher and leadership meetings. Weekly grade level team meetings are assigned a 45-minute block during the instructional day for K - Grade 6 teams and a 30-minute session for Grades 7 and 8 is scheduled before student arrival once a week. Both teachers and teaching assistants, as well as the special educators serving in the ICOT role meet with the content area coaches to review curriculum implementation challenges and successes and to look at iReady data to plan instructional groupings. With the change to the ICOT model in K-Grade 6 for the current school year, UCCS included professional development in co-teaching strategies in the summer institute. In the focus group, the two ENL teachers reported they review lesson plans on the online repository, Chalk, and provide input on instructional strategies to classroom teachers. In the focus group interview, teachers said they meet whenever there is a need, during the school day or before or after school, and communicate by text or email about student issues. The school provided a sample agenda and minutes from a grade level team meeting showing the topics discussed and follow-up action steps to be addressed.

- **Indicator e:** In the renewal application, UCCS reported that it uses the online lesson plan repository, Chalk, to monitor the implementation of the core curriculum and the Danielson rubric to evaluate teachers. According to focus group interviews, the instructional leaders review and provide input on lesson plans regularly, but the ten lesson plans used by the CSO site visit team during its classroom observations did not display coach’s feedback. Teachers in the focus group confirmed that the formal evaluation process is based on the indicators in the Danielson rubric. In the focus group teachers listed a pre-conference, lesson observation, and a post conference as the activities in the formal evaluation process.
- **Indicator f:** While the renewal application states that the school administers annual teacher satisfaction surveys, the most recent one provided to the site visit team was administered in fall 2021. The renewal application reports that the school “will” use a tool currently on the market to solicit teacher and staff feedback, but none is listed. In the focus group interview and board minutes, board members noted that teachers brought concerns to the public comment section of board meetings that were better addressed at the school level and recommended establishment of the Teacher Advisory Committee (TAC). According to teachers in the focus group, several TAC meetings were held in spring 2022 and one on October 12, 2022. On the fall 2021 school-administered staff satisfaction survey, only 14 of 46 teachers rated UCCS at a 4 or 5 on a scale of 1 to 5 on the statement “school staff feel supported when suggestions, ideas, or assistance is shared with the leadership team.” In contrast, 32 teachers responded with ratings of 1, 2 or 3 on that statement. UCCS school leaders and documents indicate that the school began the year with 19 new teachers. Seven teachers out of the 36 teachers have departed since the beginning of the school year.

3. Element: ***Contractual Relationships:***

- **Indicator a:** UCCS contracted with a charter management provider at the start of the previous charter term (July 1, 2020) and terminated that contract in February 2022. The school monitored the efficacy of the CMO throughout the life of the contract. Regular monthly calls were held with the school’s leadership and board, its attorney, and representatives of the Charter School Office. The terms of the contract were reviewed in detail and noted when complete.
- **Indicator b:** N/A

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter, including in public-facing materials.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches rating due to insufficient implementation of key design elements, and not meeting all aspects of its mission.

1. Element: **Mission and Key Design Elements:**

- **Indicator a:** The central element of the UCCS mission is a “safe, supportive, and intellectually challenging educational environment.” In interviews during the site visit, school leaders and board members voiced their understanding that establishing a supportive environment and positive relationships is key focus area for the school. According to school documents, the school hires staff to provide in-class support, as well as instructional coaching for all of its new teachers. In the school’s Annual Report for 2021-2022 submitted in July 2022, the school explains that it aims to establish a supportive educational environment by providing assistant teachers in classrooms, special education teachers assigned to grade bands, and RTI teachers to work with students needing intensive support. However, the staff roster provided to the site visit team lists no RTI teachers. At the start of the current school year, the school changed its service model from special educators working as consultant teachers to an ICOT model for K - Grade 6 with one consultant teacher/ special educator assigned to Grades 7 and 8 to support the four SWD and 504 students in those grades. In addition to the academic support provided by these staff members, school leaders explained in focus group interviews that the social worker provides counseling for both SWD and other students as parents request. The staff roster documents a number of staff designated to provide behavioral support to students as a means of creating a safe school climate. In the 2022 CSO Parent Survey, 16 of the 23 parents responding agreed that the school is fulfilling its mission while one disagreed and six indicated they did not know the school’s mission. The CSO SV team did not observe in all classrooms, nor did it hear evidence during all focus groups of an intellectually challenging environment, effective teaching of a rich, rigorous and engaging curriculum, or building a strong foundation for college and career readiness. Additional details

can be found in Benchmark 2. Attachment 1 data shows that the school is not exceeding state achievement standards or defying the demographic challenges of poverty.

- **Indicator b:**

- *Supportive educational environment:* The school explains in its Annual Report for 2021-2022 that it aims to establish a supportive educational environment by providing assistant teachers in classrooms, special education teachers assigned to grade bands, and RTI teachers to work with students needing intensive support. However, the staff roster provided to the site visit team lists no response to intervention (RTI) teachers. At the start of the current school year, the school changed its service model from special educators working as consultant teachers to an ICOT model for K - Grade 6 with one consultant teacher/ special educator assigned to Grades 7 and 8 to support the four SWD and 504 students in those grades. In addition to the academic support provided by these staff members, school leaders explained in focus group interviews that the social worker provides counseling for both SWD and other students as parents request. According to focus group interviews and the renewal application, the school assigns responsibility for a safe and supportive educational environment to the student success team who staff “dens” where students are referred by teachers to resolve misbehaviors, replacing the former “Help Zones.” The dens are intended to improve culture as well as to reduce suspensions. The goal is to quickly identify the problem, de-escalate, and provide the student with a strategy for future conflict resolution. Based on the discipline data reported on the October board dashboards, noting four ATS visits and 10 out of school suspensions in the first month of the 2022-2023 school year, the school has partially succeeded in establishing this key design element, limited in part due to vacancies in classroom positions including teachers and teaching assistants.
- *Rich, rigorous, engaging curriculum:* On the most recent Annual Report, the school cites its core curriculum as evidence of a “rich, rigorous, engaging curriculum.” In this charter term, UCCS made comprehensive changes to its core curriculum, adopting *Wit and Wisdom* for ELA and *Eureka* for mathematics to replace *Success for All (SFA)*, *iReady* and *Zearn* math. According to interviews with school leaders, the change followed a curriculum audit conducted by the charter management company and the recommendation to adopt the new core programs which have a strong alignment with the NYSLS. In the focus group interview, instructional leaders emphasized that the current school year will be the third year of implementation of the two new programs, and they cited research that proposes that new curricula take three years to yield improved academic attainment. However, UCCS staff rosters across the charter term show many changes among the teaching staff including the current year in which 19 of the 36 teachers (52%) are newly hired. Since each of these teachers is new to the curriculum, while the school is in the third year of adoption of the core programs, these teachers are in the first year of implementation. As documented in the previous site visit reports, implementation of the core curriculum is inconsistent, likely due in part to frequent staff turnover. The school provided training in the curriculum during the summer professional development sessions and curriculum training is included in the planned PD calendar for the school year, but the departure of seven teachers since September has required the coaches and instructional leaders to provide training while teachers are in the process of implementing the curricula. Across the ten classes observed by the site visit team, students were generally attentive to instruction and classrooms were free of disruption, but levels of engagement with the content of the lesson varied across the school.
- *Extended learning opportunities:* In the renewal application and supporting calendar and master schedule documents, UCCS lists a 7.5-hour school day supplemented with after

school and summer programming for certain students to fulfill its commitment to extended learning opportunities. In the 2022 Annual Report, the renewal application, and focus group interviews, the school described the five-week summer program. The ICOT teaching model is used in summer school and preference is given to SWD and ELL. As noted in the 2021 renewal report, during the COVID-19 pandemic the after-school programming at UCCS was paused. Members of the diverse learners' team said in the focus group interview that SWD and ELL are prioritized for the summer program but noted that parents must commit to the full 30-day program, which may be difficult for some. In renewal documents and focus group interviews, the school reported that it partnered with the Urban League to offer an after-school program for 50 students in grades 6-8 in 2021-2022, expanding to 60 students in grades 5-8 for the current school year. The school noted that the Urban League provides a stipend for students who participate in the after-school program. While the program is fully enrolled, the number of students able to participate in this extended learning opportunity is a fraction of the school population.

- *Authentic Family Involvement:* In the school's 2022 Annual Report and renewal application, UCCS lists typical school practices such as an open house and parent-teacher conferences as evidence of its efforts to implement "authentic family involvement." The mid-term site visit report notes that family engagement activities have not been restarted since their suspension due to the restrictions imposed by COVID-19. On the March 2021 *Action Plan*, the school proposed a strategy to "address ways of engaging families remotely" but school leaders did not report any progress implementing that strategy to get more parents engaged in the life of the school. As reported under other benchmarks, UCCS has initiated a number of changes in school structures, staffing, programs, and procedures across the two years of this charter term, but the school has conducted few information sessions or trainings for families to enable them to understand and make use of the changes to support their children's success.
- *Data informed Instruction:* According to the renewal application and interviews with school leaders and teachers, UCCS relies primarily on iReady data as both a diagnostic and progress measure of student performance, while using additional sources of assessment data to support academic decisions. As noted in the 2021 renewal report and the school's self-reported internal data, iReady results for UCCS students have not been accurate predictors of their performance on the NYS tests. While teachers and school leaders report they adjust instruction and instructional groupings based on iReady data, results on the 2022 NYS tests suggest that those adjustments are not improving student outcomes.
- *Focused professional development:* School leaders submitted a professional development calendar for the summer institute and across the academic year for each year of the current charter term which reflect a comprehensive range of activities to support teachers' effective implementation of the curriculum and use of the school's tools and practices to promote a positive educational environment. In the instructional leadership team focus group, content area coaches described their work to support both experienced and new teachers in daily interactions as well as during professional development sessions. Teachers in the focus group reiterated the frequency of supportive interactions with the instructional leaders.
- *School culture:* On the 2022 Annual Report and in the student success team focus group, the school reports that it monitors behavior data recorded in SWIS and Kickboard as well as referrals to the "dens" as measures of school culture. The school also reports that Positive Behavioral Interventions and Supports (PBIS) is in place throughout the school; however, the site visit team noted no instances of PBIS use in the ten classrooms visited. PBIS was discussed with the student success team as being in the beginning stages of implementation.

The school employs four SEL coaches to apply restorative justice practices to resolve student misbehavior and help students resume productive classroom participation. Data reported on the dashboards prepared for the board for 2021-2022, the first year of the charter term, and for the first two months of the current school year show low incidence of referrals out of class and moderate levels of misbehavior requiring out of school suspension.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has remained an Approaches due to continued enrollment of SED and ELL at a rate that is less than the district of location.

1. Element: **Target are met:**

- **Indicator a:** The school’s overall enrollment has fulfilled the school’s contractual obligation and currently, 2021-2022, the school is at 96 percent of its contracted enrollment of 400 students (382). UCCS’s retention rates for all students, ELL, and ED approach or exceed the district of location (DoL): all students -2 percentage points below the DoL, ELL +7, and ED students -2.

2. Element: **Targets are not met:**

- **Indicator a:** Over the course of this charter term, UCCS has enrolled proportionately fewer ELLs and SWDs than RCSD. In 2021-2022, the school’s enrollment differential for SWD was -12 to the DoL; -13 for ELL, and -10 for ED students.
- **Indicator b:** In the renewal application, the school lists its participation in the Common Application System for Rochester Charter Schools, changes to the application process that allows parents to indicate whether students have an IEP or are speakers of other languages, and the addition of a

weighted lottery in 2021 to improve subgroup opportunities for selection in the enrollment lottery. The policy was amended for the 2022 lottery by doubling the weight. The renewal application also states that the school has ensured applications are translated into Spanish and Punjabi and that the website has a Google Translate option. However, at the time of the renewal site visit, the Google Translate option was not on the school's website. In the diverse learners focus group, school staff reported that French, Spanish, Creole and Punjabi are the home languages served by the school. The school listed its efforts to retain SWD and ELL in its renewal application, including changing the service model for SWD from consultant teachers to an ICOT approach in K-Grade 6, adding a second ENL teacher and a new ELL curriculum, and training teachers to use the Sheltered Instruction Observation Protocol (SIOP) to support ELL in general education classrooms. These program changes are too recent to yield observable improvements in enrollment, recruitment, or retention efforts.

- **Indicator c:** The renewal application reported that the school does not have a system in place to assess the effectiveness of individual recruitment efforts but rather uses actual enrollment numbers to determine if the school's efforts have been effective. However, in the *2021 Action Plan*, the school proposed to add a question on the school's intake forms at enrollment to learn how families heard about UCCS. The school did not provide examples of these forms, nor did it report whether this strategy had been implemented and whether the data was used to inform prospective recruitment efforts.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Approaches

Element

Indicators

1. *Legal Compliance*

- a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.
- b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.
- c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.
- d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.
- e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.
- f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches due to a lack of compliance on several issues.

1. Element: **Legal Compliance:**

- **Indicator a:** UCCS has resolved several issues noted in the 2021 renewal report including fingerprint and certification requirements. However, the school remains out of compliance with several requirements related to reporting and its own bylaws.
 - Instructions for completing the required annual report lists eight critical documents which must be linked on the school's website. Five of the eight documents have links that do not take the visitor to the expected document. The school does not have its Foil Policy or Foil Subject Matter List on its website; the Foil documents listed are not what is required by law.
 - Until a formal revision request to reduce the minimum number of board members to five was submitted to and approved by the NYSED CSO in April 2022, board by-laws defined a minimum of seven members. The board operated since September 2021 with fewer than seven members.

- **Indicator b:** As reported on the 2022 mid-term site visit report, the school completed the required corrective actions requested by the Board of Regents as a condition for its 2021 short-term renewal, including hiring a charter management organization. In February 2022, the UCCS board terminated its contract with the management company. To remain in compliance, the school was required to have a CMO until the Board of Regents formally removed the obligation. The board composition changes were incorporated and approved as part of the CMO revision request in April 2022. Sixty percent of the former members have left as required. The February 2019 Notice of Deficiency for enrollment and academic performance issued by NYSED’s CSO resulted in a Corrective Action Plan which has not been resolved and continues to be in effect.
- **Indicator c:** In the written response to the 2021 renewal report, the school reported that it instituted stricter controls on certification requirements for new staff. Newly created job descriptions provided to the site visit team now include fingerprint clearance as a condition of employment. No clearance issues were reported in the 2020-2021 Annual Report.
- **Indicator d:** The school has submitted revision requests to both the NYSED’s CSO and to the Board of Regents as appropriate. Changes to the organizational chart following termination of the charter management contract were submitted with the April 2022 request.
- **Indicator e:** During the first year of its charter term, 2021-2022, the school is at 96 percent of its contracted enrollment of 400 students (382).
- **Indicator f:** In the school’s 2021 Action Plan, the board commits to having the school’s attorney attend each meeting to monitor its adherence to appropriate procedures. In the focus group, the board mentioned that the attorney attends most meetings and has been charged with providing training on governance responsibilities and leading regular reviews of school policies.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

URBAN CHOICE CHARTER SCHOOL

BEDS Code

261600860877

2021-2022 Enrollment

382

ESEA Accountability Designation (2021-2022):

This school is designated as a school in **Comprehensive Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	ROCHESTER CITY SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter	23%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter	-
Grades Served:	K-8
Address:	1020 MAPLE ST ROCHESTER NY 14611
Website:	www.urbanchoicecharterschool.org
RIC:	MONROE/M.A.A.R.S.
Regents Region:	FINGER LAKES REGION
Regent:	RUTH B. TURNER
Active Date:	7/1/2005
Authorizer:	NYS BOR
CEO:	LYNN MCCARTHY
CEO Phone:	(585) 288-5702
CEO Email:	lmccarthy@urbanchoicecharter.org
BOT President:	MUBARAK BASHIR
BOT President Phone:	(585) 953-6825
BOT President Email:	Mubarak.b81@gmail.com
Institution ID:	800000058267

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

BoR Charter School Office Information

Regional Liaison:	Susan Gibbons
Performance Framework:	2019
Current Term:	7/1/21-6/30/23
2018-2019	Midterm
2019-2020	Renewal
2020-2021	Renewal
2021-2022	Midterm
2022-2023	Renewal

Benchmark Rating	Year of Rating
BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

2022 CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	Does not meet 90% or 95% Confidence	6%	382	23
Student Survey (Grades 9-12)	Not Applicable	N/A	0	N/A
Teacher Survey	Does not meet 90% or 95% Confidence	56%	36	20

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

URBAN CHOICE CHARTER SCHOOL

2022 3-8 Assessments; 2021 4 Year Graduations

Urban Choice CS		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential	
Elementary/Middle	+/- 5	Buffalo Collegiate CS	-6	+3	+13	.
		Canarsie Ascend CS	-53	-52	-60	.
		Cross Hill Academy	-14	-7	-40	.
		KIPP Tech Valley CS	-15	-9	-5	.
		Leadership Preparatory Canarsie CS	-46	-37	-51	.
		Riverton Street CS	-47	-30	-27	.
		Mean	-30	-22	-28	.
	+/- 7.5	Achievement First Apollo CS	-36	-41	-17	.
		Achievement First Endeavor CS	-45	-40	-23	.
		Achievement First Linden CS	-31	-23	-23	.
		Central Brooklyn Ascend CS	-49	-44	-66	.
		Enterprise CS	-2	+3	-1	.
		Icahn CS 1	-61	-68	-53	.
		Imagine Me Leadership CS	-32	-30	-62	.
		KIPP Albany Community CS	-18	-6	-7	.
		PS/IS 119 Glendale (The)	-59	-55	-37	.
		Renaissance Academy CS of the Arts	-21	-9	-33	.
		Rochdale Early Advantage CS	-34	-20	-52	.
		School 42-Abelard Reynolds	+3	-2	-11	.
		School 53 Montessori Academy	-16	-14	-38	.
		Seneca Intermediate School	-11	-15	-39	.
	Mean	-29	-26	-33	.	
	+/- 10	Achievement First Voyager CS	-50	-38	-11	.
		Brooklyn Excelsior CS	-35	-15	-37	.
		Brooklyn Scholars CS	-39	-23	-25	.
		Build Community School	-3	-3	-3	.
		Citizenship and Science Academy of Syracuse CS	-8	-6	+7	.
		Community Partnership CS	-48	-51	-65	.
		Explore CS	-51	-35	-40	.
		Explore Empower CS	-31	-26	-8	.
		Explore Excel CS	-24	-23	-19	.
		Future Leaders Institute CS	-30	-22	-18	.
		Gordon Parks School (The)	-41	-14	-27	.
		Grimes School	-16	-16	-19	.
		Harriet Tubman CS	-41	-26	-49	.
		Highgate Heights	-7	-4	+8	.
Hyde Leadership CS - Brooklyn		-24	-16	-20	.	
Hyde Park School		-9	-6	-57	.	
Icahn CS 3		-75	-76	-66	.	
Icahn CS 5		-55	-69	-48	.	
Icahn CS 6		-64	-84	-65	.	
Icahn CS 7		-54	-48	-42	.	
Leadership Preparatory Brownsville CS	-44	-43	-31	.		
MS 394	-8	-2	-8	.		

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

	Our World Neighborhood CS	-48	-42	-43	.
	PS 66	-22	-19	-45	.
	Paideia School 24	-32	-39	-40	.
	Parley Coburn School	-10	-10	-15	.
	School 21	-28	-25	-50	.
	School 22	-26	-24	-36	.
	School 5	-20	-18	-31	.
	Success Academy CS-Bronx 2	-58	-69	+32	.
	Success Academy CS-Harlem 2	-58	-81	+32	.
	Success Academy CS-Harlem 5	-62	-73	+32	.
	Thomas Jefferson ES	-14	-20	-29	.
	Thomas K Beecher School	-1	0	-13	.
	Mean	-33	-31	-25	.
	Mean	-32	-29	-27	.

*See NOTES (1) and (11).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

URBAN CHOICE CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Urban Choice CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	39%	14%	-	39%	14%	14%	-	13%
2016-2017	29%	19%	-	30%	23%	12%	-	22%
2017-2018	30%	11%	20%	29%	22%	9%	-	21%
2018-2019	30%	29%	0%	30%	18%	18%	0%	15%
2021-2022	26%	0%	0%	26%	2%	0%	0%	2%

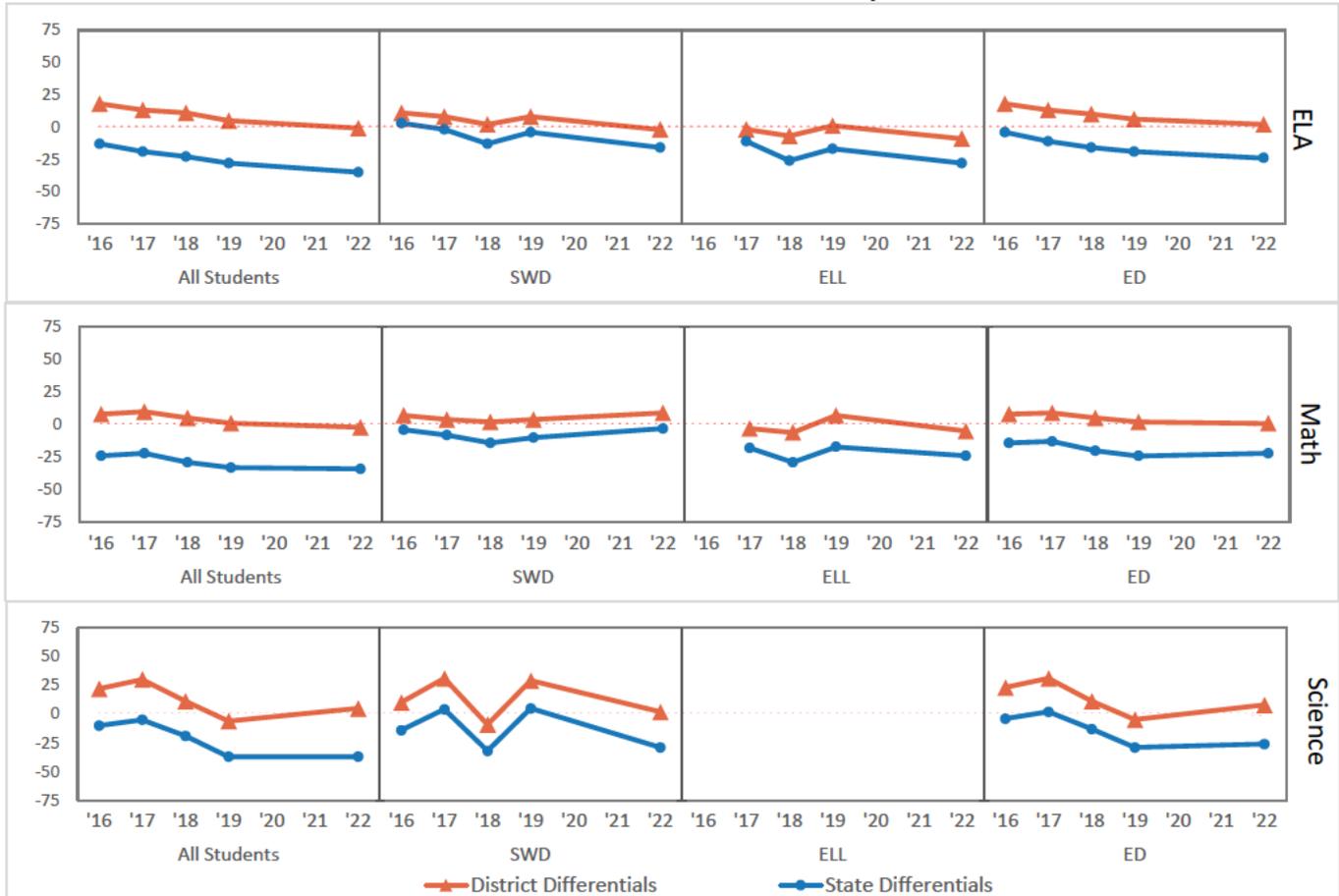
*See NOTES (2), (3), (7), and (8).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
 Comparison of
 Urban Choice Charter School and Rochester City School District



*See NOTES (1), (2), (3), and (6).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
All Students	2015-2016	25%	7%	+18	38%	-13	15%	7%	+8	39%	-24	67%	45%	+22	77%	-10
	2016-2017	21%	8%	+13	40%	-19	18%	8%	+10	40%	-22	70%	40%	+30	75%	-5
	2017-2018	22%	11%	+11	45%	-23	16%	11%	+5	45%	-29	58%	47%	+11	77%	-19
	2018-2019	18%	13%	+5	46%	-28	14%	13%	+1	47%	-33	38%	44%	-6	75%	-37
	2021-2022	12%	13%	-1	47%	-35	5%	7%	-2	39%	-34	32%	27%	+5	69%	-37
SWD	2015-2016	12%	1%	+11	9%	+3	9%	2%	+7	13%	-4	42%	32%	+10	56%	-14
	2016-2017	9%	1%	+8	11%	-2	6%	2%	+4	14%	-8	57%	26%	+31	53%	+4
	2017-2018	4%	2%	+2	17%	-13	4%	2%	+2	18%	-14	25%	34%	-9	57%	-32
	2018-2019	11%	3%	+8	15%	-4	8%	4%	+4	18%	-10	57%	28%	+29	52%	+5
	2021-2022	0%	2%	-2	16%	-16	11%	2%	+9	14%	-3	17%	15%	+2	46%	-29
ELL	2016-2017	0%	2%	-2	11%	-11	0%	3%	-3	18%	-18	-	-	-	-	-
	2017-2018	0%	7%	-7	26%	-26	0%	6%	-6	29%	-29	-	-	-	-	-
	2018-2019	8%	7%	+1	25%	-17	15%	8%	+7	32%	-17	-	-	-	-	-
	2021-2022	0%	9%	-9	28%	-28	0%	5%	-5	24%	-24	-	-	-	-	-
ED	2015-2016	24%	6%	+18	28%	-4	14%	6%	+8	28%	-14	66%	43%	+23	70%	-4
	2016-2017	19%	6%	+13	30%	-11	16%	7%	+9	29%	-13	70%	39%	+31	68%	+2
	2017-2018	20%	10%	+10	36%	-16	14%	9%	+5	34%	-20	57%	46%	+11	70%	-13
	2018-2019	17%	11%	+6	36%	-19	13%	11%	+2	37%	-24	38%	43%	-5	67%	-29
	2021-2022	13%	11%	+2	37%	-24	6%	5%	+1	28%	-22	33%	25%	+8	59%	-26

*See NOTES (1), (2), (3), (6), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	45%	8%	+37	42%	+3	36%	11%	+25	44%	-8	-	-	-	-	-
	2016-2017	40%	11%	+29	43%	-3	33%	14%	+19	49%	-16	-	-	-	-	-
	2017-2018	20%	17%	+3	51%	-31	29%	18%	+11	54%	-25	-	-	-	-	-
	2018-2019	16%	18%	-2	52%	-36	33%	23%	+10	55%	-22	-	-	-	-	-
	2021-2022	14%	11%	+3	46%	-32	10%	14%	-4	48%	-38	-	-	-	-	-
Grade 4	2015-2016	32%	8%	+24	41%	-9	15%	11%	+4	45%	-30	78%	64%	+14	89%	-11
	2016-2017	28%	8%	+20	41%	-13	34%	8%	+26	43%	-9	82%	54%	+28	86%	-4
	2017-2018	29%	13%	+16	48%	-19	23%	13%	+10	48%	-25	75%	65%	+10	89%	-14
	2018-2019	35%	14%	+21	48%	-13	20%	14%	+6	51%	-31	63%	62%	+1	86%	-23
	2021-2022	16%	8%	+8	42%	-26	18%	6%	+12	43%	-25	49%	40%	+9	80%	-31
Grade 5	2015-2016	11%	5%	+6	34%	-23	13%	5%	+8	40%	-27	-	-	-	-	-
	2016-2017	8%	6%	+2	36%	-28	17%	9%	+8	43%	-26	-	-	-	-	-
	2017-2018	21%	7%	+14	37%	-16	23%	11%	+12	44%	-21	-	-	-	-	-
	2018-2019	7%	11%	-4	38%	-31	4%	12%	-8	46%	-42	-	-	-	-	-
	2021-2022	5%	8%	-3	38%	-33	0%	6%	-6	37%	-37	-	-	-	-	-
Grade 6	2015-2016	20%	6%	+14	35%	-15	11%	7%	+4	40%	-29	-	-	-	-	-
	2016-2017	7%	5%	+2	33%	-26	5%	6%	-1	40%	-35	-	-	-	-	-
	2017-2018	29%	13%	+16	49%	-20	14%	9%	+5	44%	-30	-	-	-	-	-
	2018-2019	19%	14%	+5	47%	-28	16%	12%	+4	47%	-31	-	-	-	-	-
	2021-2022	18%	23%	-5	57%	-39	0%	8%	-8	39%	-39	-	-	-	-	-
Grade 7	2015-2016	17%	5%	+12	36%	-19	3%	4%	-1	36%	-33	-	-	-	-	-
	2016-2017	21%	7%	+14	42%	-21	6%	5%	+1	38%	-32	-	-	-	-	-
	2017-2018	0%	6%	-6	40%	-40	0%	6%	-6	42%	-42	-	-	-	-	-
	2018-2019	19%	10%	+9	40%	-21	8%	8%	0	44%	-36	-	-	-	-	-
	2021-2022	5%	13%	-8	48%	-43	2%	4%	-2	36%	-34	-	-	-	-	-
Grade 8	2015-2016	27%	6%	+21	41%	-14	13%	1%	+12	24%	-11	55%	16%	+39	61%	-6
	2016-2017	22%	9%	+13	46%	-24	6%	1%	+5	22%	-16	55%	13%	+42	59%	-4
	2017-2018	31%	11%	+20	48%	-17	3%	1%	+2	31%	-28	38%	10%	+28	59%	-21
	2018-2019	11%	11%	0	48%	-37	0%	2%	-2	34%	-34	6%	9%	-3	56%	-50
	2021-2022	14%	16%	-2	50%	-36	0%	2%	-2	27%	-27	7%	6%	+1	50%	-43

*See NOTES (1), (3), (6), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	33%	1%	+32	13%	+20	11%	3%	+8	18%	-7	-	-	-	-	-
	2018-2019	0%	6%	-6	23%	-23	20%	10%	+10	28%	-8	-	-	-	-	-
Grade 4	2015-2016	17%	1%	+16	12%	+5	40%	3%	+37	17%	+23	63%	47%	+16	74%	-11
	2016-2017	25%	1%	+24	13%	+12	29%	1%	+28	17%	+12	89%	38%	+51	69%	+20
Grade 5	2015-2016	0%	0%	0	7%	-7	0%	1%	-1	13%	-13	-	-	-	-	-
	2016-2017	0%	1%	-1	9%	-9	0%	4%	-4	15%	-15	-	-	-	-	-
	2017-2018	11%	1%	+10	11%	0	13%	2%	+11	17%	-4	-	-	-	-	-
	2018-2019	0%	2%	-2	11%	-11	0%	2%	-2	17%	-17	-	-	-	-	-
	2021-2022	0%	1%	-1	11%	-11	0%	4%	-4	13%	-13	-	-	-	-	-
Grade 6	2016-2017	0%	0%	0	7%	-7	0%	1%	-1	11%	-11	-	-	-	-	-
	2018-2019	17%	3%	+14	15%	+2	17%	4%	+13	15%	+2	-	-	-	-	-
Grade 7	2016-2017	-	-	-	-	-	0%	0%	0	10%	-10	-	-	-	-	-
Grade 8	2016-2017	0%	3%	-3	13%	-13	0%	0%	0	5%	-5	0%	4%	-4	31%	-31
	2017-2018	0%	2%	-2	16%	-16	0%	0%	0	10%	-10	0%	4%	-4	32%	-32

*See NOTES (1), (2), (3), (6), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2018-2019	20%	10%	+10	33%	-13	40%	17%	+23	39%	+1	-	-	-	-	-

*See NOTES (1), (2), (3), (6), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	39%	7%	+32	31%	+8	32%	10%	+22	33%	-1	-	-	-	-	-
	2016-2017	33%	9%	+24	32%	+1	29%	12%	+17	37%	-8	-	-	-	-	-
	2017-2018	16%	15%	+1	40%	-24	26%	16%	+10	43%	-17	-	-	-	-	-
	2018-2019	15%	16%	-1	42%	-27	33%	21%	+12	44%	-11	-	-	-	-	-
	2021-2022	16%	9%	+7	35%	-19	8%	11%	-3	36%	-28	-	-	-	-	-
Grade 4	2015-2016	34%	7%	+27	30%	+4	15%	9%	+6	33%	-18	78%	62%	+16	84%	-6
	2016-2017	26%	6%	+20	31%	-5	33%	7%	+26	32%	+1	83%	52%	+31	80%	+3
	2017-2018	25%	11%	+14	38%	-13	21%	11%	+10	37%	-16	74%	64%	+10	84%	-10
	2018-2019	35%	12%	+23	38%	-3	16%	12%	+4	40%	-24	63%	60%	+3	81%	-18
	2021-2022	20%	6%	+14	30%	-10	22%	5%	+17	31%	-9	51%	37%	+14	72%	-21
Grade 5	2015-2016	10%	4%	+6	23%	-13	12%	5%	+7	28%	-16	-	-	-	-	-
	2016-2017	9%	5%	+4	25%	-16	17%	7%	+10	31%	-14	-	-	-	-	-
	2017-2018	20%	6%	+14	27%	-7	18%	9%	+9	33%	-15	-	-	-	-	-
	2018-2019	5%	9%	-4	28%	-23	3%	10%	-7	36%	-33	-	-	-	-	-
	2021-2022	6%	6%	0	27%	-21	0%	4%	-4	26%	-26	-	-	-	-	-
Grade 6	2015-2016	18%	5%	+13	25%	-7	8%	6%	+2	28%	-20	-	-	-	-	-
	2016-2017	8%	5%	+3	23%	-15	6%	5%	+1	28%	-22	-	-	-	-	-
	2017-2018	28%	11%	+17	39%	-11	14%	8%	+6	32%	-18	-	-	-	-	-
	2018-2019	18%	12%	+6	37%	-19	15%	10%	+5	36%	-21	-	-	-	-	-
	2021-2022	16%	21%	-5	47%	-31	0%	7%	-7	27%	-27	-	-	-	-	-
Grade 7	2015-2016	18%	4%	+14	25%	-7	3%	3%	0	25%	-22	-	-	-	-	-
	2016-2017	17%	5%	+12	31%	-14	7%	3%	+4	26%	-19	-	-	-	-	-
	2017-2018	0%	5%	-5	31%	-31	0%	5%	-5	30%	-30	-	-	-	-	-
	2018-2019	19%	8%	+11	31%	-12	6%	6%	0	33%	-27	-	-	-	-	-
	2021-2022	6%	11%	-5	39%	-33	3%	2%	+1	25%	-22	-	-	-	-	-
Grade 8	2015-2016	30%	5%	+25	31%	-1	16%	1%	+15	19%	-3	53%	14%	+39	51%	+2
	2016-2017	22%	8%	+14	37%	-15	6%	1%	+5	18%	-12	57%	12%	+45	49%	+8
	2017-2018	32%	9%	+23	39%	-7	3%	1%	+2	26%	-23	39%	8%	+31	50%	-11
	2018-2019	9%	10%	-1	39%	-30	0%	1%	-1	29%	-29	6%	8%	-2	47%	-41
	2021-2022	15%	14%	+1	42%	-27	0%	1%	-1	22%	-22	8%	6%	+2	41%	-33

*See NOTES (1), (3), (6), and (7).

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

URBAN CHOICE CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	Urban Choice CS	NYS	Differential to NYS	Charter Total Tested	Urban Choice CS	NYS	Differential to NYS	Charter Total Tested	Urban Choice CS	NYS	Differential to NYS	Charter Total Tested	Urban Choice CS	NYS	Differential to NYS
Living Environment	2017-2018	36	39%	86%	-47	5	0%	53%	-53	-	-	-	-	35	40%	77%	-37

*See NOTES (1), (2), (3), (4), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

URBAN CHOICE CHARTER SCHOOL

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Not applicable to this charter school

3.a.iii. and 3.a.iv. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

Not applicable to this charter school

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

URBAN CHOICE CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Urban Choice CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	400	400	100%
2018-2019	400	396	99%
2019-2020	400	392	98%
2020-2021	400	392	98%
2021-2022	400	382	96%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District
2017-2018	12%	22%	-10	5%	17%	-12	91%	92%	-1
2018-2019	12%	23%	-11	4%	17%	-13	90%	91%	-1
2019-2020	13%	23%	-10	5%	17%	-12	99%	91%	+8
2020-2021	13%	22%	-9	4%	18%	-14	100%	90%	+10
2021-2022	9%	21%	-12	5%	18%	-13	80%	90%	-10

*See NOTES (2) and (6).

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District
2017-2018	86%	87%	-1	87%	90%	-3	94%	87%	+7	87%	87%	0
2018-2019	90%	86%	+4	88%	89%	-1	83%	85%	-2	91%	86%	+5
2019-2020	85%	87%	-2	93%	90%	+3	100%	86%	+14	86%	87%	-1
2020-2021	84%	88%	-4	72%	89%	-17	53%	89%	-36	85%	88%	-3
2021-2022	84%	86%	-2	77%	88%	-11	93%	86%	+7	84%	86%	-2

*See NOTES (2) and (6) below.

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.

Charter School Fiscal Accountability Summary

URBAN CHOICE CHARTER SCHOOL

Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

	2017-18	2018-19	2019-20	2020-21	2021-22
Grades Served	K-8	K-8	K-8	K-8	K-8
Maximum Chartered Grades Served	K-8	K-8	K-8	K-8	K-8
Chartered Enrollment	400	400	400	400	400
Maximum Chartered Enrollment	400	400	400	400	400
Actual Enrollment	400	396	392	392	382

ASSETS

Current Assets

	2017-18	2018-19	2019-20	2020-21	2021-22
Cash and Cash Equivalents	919,532	1,339,633	2,150,201	2,320,823	3,257,934
Grants and Contracts Receivable	47,146	181,949	123,319	341,997	335,881
Prepaid Expenses	56,164	-	32,539	59,920	70,860
Other Current Assets	758,299	696,248	706,440	54,014	-
Total Current Assets	1,781,141	2,217,830	3,012,499	2,776,754	3,664,675

Non-Current Assets

	2017-18	2018-19	2019-20	2020-21	2021-22
Property, Building and Equipment, net	442,207	269,836	152,466	11,485	7,140
Restricted Cash	75,000	75,000	75,000	75,000	75,000
Security Deposits	35,000	35,000	-	-	-
Other Non-Current Assets	-	-	-	1,339,321	1,209,063
Total Non - Current Assets	552,207	379,836	227,466	1,425,806	1,291,203
Total Assets	2,333,348	2,597,666	3,239,965	4,202,560	4,955,878

LIABILITIES and NET ASSETS

Current Liabilities

	2017-18	2018-19	2019-20	2020-21	2021-22
Accounts Payable and Accrued Expenses	58,715	66,774	106,390	195,199	390,525
Accrued Payroll and Payroll Taxes	242,523	322,435	111,615	108,471	232,472
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	-	283,518	-	-
Total Current Liabilities	301,238	389,209	501,523	303,670	622,997

Long-Term Liabilities

	2017-18	2018-19	2019-20	2020-21	2021-22
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	449,182	732,700	-
Total Long-Term Liabilities	-	-	449,182	732,700	-
Total Liabilities	301,238	389,209	950,705	1,036,370	622,997

NET ASSETS

	2017-18	2018-19	2019-20	2020-21	2021-22
Unrestricted	2,032,110	2,208,457	2,289,260	3,166,190	4,332,881
Restricted	-	-	-	-	-
Total Net Assets	2,032,110	2,208,457	2,289,260	3,166,190	4,332,881
Total Liabilities and Net Assets	2,333,348	2,597,666	3,239,965	4,202,560	4,955,878

OPERATING REVENUE

	2017-18	2018-19	2019-20	2020-21	2021-22
State and Local Per Pupil Revenue - Reg. Ed	5,405,679	5,363,651	5,415,495	5,394,874	5,415,516
State and Local Per Pupil Revenue - SPED	-	179,545	228,265	230,612	256,752
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	617,909	49,495	42,261	-	-
State and City Grants	-	412,513	291,020	493,511	1,177,425
Other Operating Income	4,808	293,623	193,959	92,719	1,176,573
Total Operating Revenue	6,028,396	6,298,827	6,171,000	6,211,716	8,028,266

EXPENSES

Program Services

	2017-18	2018-19	2019-20	2020-21	2021-22
Regular Education	4,013,277	3,945,824	3,633,149	3,265,726	3,960,567
Special Education	192,539	279,250	310,014	437,589	517,030
Other Expenses	864,112	918,213	773,997	703,393	1,006,068
Total Program Services	5,069,928	5,143,287	4,717,160	4,406,708	5,483,665

Supporting Services

	2017-18	2018-19	2019-20	2020-21	2021-22
Management and General	953,169	1,013,966	1,375,206	995,044	1,254,371
Fundraising	-	-	-	-	-
Total Support Services	953,169	1,013,966	1,375,206	995,044	1,254,371
Total Expenses	6,023,097	6,157,253	6,092,366	5,401,752	6,738,036
Surplus/Deficit from Operations	5,299	141,574	78,634	809,964	1,288,230

SUPPORT AND OTHER REVENUE

	2017-18	2018-19	2019-20	2020-21	2021-22
Interest and Other Income	-	-	-	-	-
Contributions and Grants	24,673	-	10,200	9,480	4,527
Fundraising Support	11,605	11,666	7,616	856	203
Other Support and Revenue	39,513	23,107	(15,647)	231,336	(126,269)
Total Support and Other Revenue	75,791	34,773	2,169	241,672	(121,539)
Change in Net Assets	81,090	176,347	80,803	1,051,636	1,166,691
Net Assets - Beginning of Year	1,951,020	2,032,110	2,208,457	2,289,260	3,166,190
Net Assets - End of Year	2,032,110	2,208,457	2,289,260	3,340,896	4,332,881

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

	2017-18	2018-19	2019-20	2020-21	2021-22
Operating	15,071	15,906	15,742	15,846	21,011
Support and Other Revenue	189	88	6	617	(318)
Total Revenue	15,260	15,994	15,748	16,463	20,693

Expenses - Per Pupil

	2017-18	2018-19	2019-20	2020-21	2021-22
Program Services	12,675	12,988	12,034	11,242	14,355
Management and General, Fundraising	2,383	2,561	3,508	2,538	3,284
Total Expenses	15,058	15,549	15,542	13,780	17,639
% of Program Services	84.2%	83.5%	77.4%	81.6%	81.4%
% of Management and Other	15.8%	16.5%	22.6%	18.4%	18.6%
% of Revenue Exceeding Expenses	1.3%	2.9%	1.3%	19.5%	17.3%

FINANCIAL COMPOSITE SCORE

	2017-18	2018-19	2019-20	2020-21	2021-22
Composite Score	2.59	2.88	2.73	3.00	3.00
BENCHMARK and FINDING: Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

	2017-18	2018-19	2019-20	2020-21	2021-22
Net Working Capital	1,479,903	1,828,621	2,510,976	2,473,084	3,041,678
Working Capital (Current) Ratio	5.9	5.7	6.0	9.1	5.9
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard				

DEBT TO ASSET

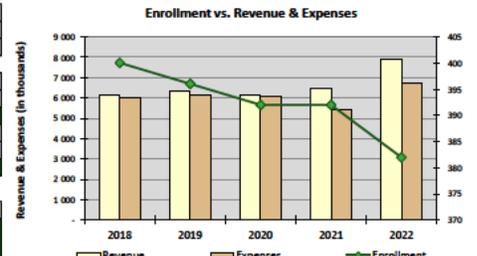
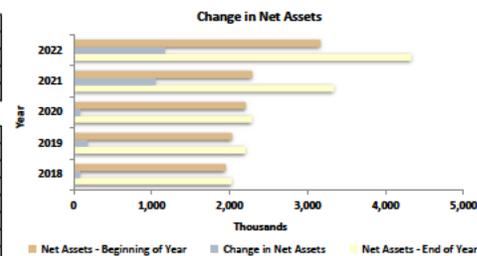
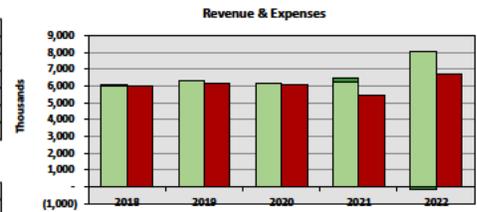
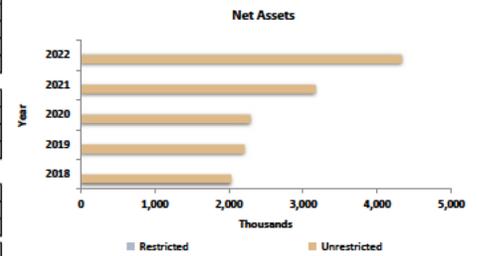
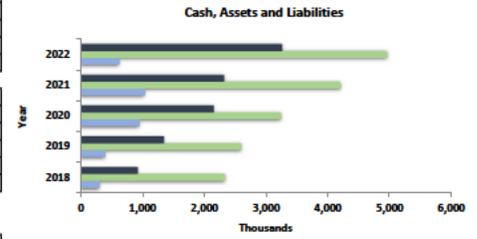
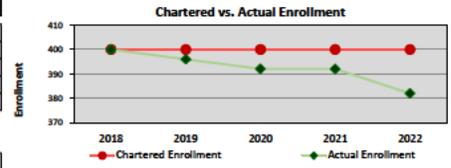
	2017-18	2018-19	2019-20	2020-21	2021-22
Debt to Asset Ratio	0.1	0.1	0.3	0.2	0.1
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard				

CASH POSITION

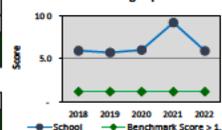
	2017-18	2018-19	2019-20	2020-21	2021-22
Days of Cash	55.7	79.4	128.8	156.8	176.5
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

TOTAL MARGIN

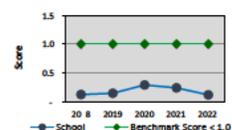
	2017-18	2018-19	2019-20	2020-21	2021-22
Total Margin Ratio	0.0	0.0	0.0	0.2	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard				



Working Capital



Debt to Asset



Days of Cash



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

2021 Annual
Survey of Charter
School
Parents/Guardians,
Teachers, and
Students

Prepared for Urban Choice Charter School

NYS Education Department Charter School Office



Introduction

In February of 2021, the NYSED Charter School Office (CSO) published the first iteration of three new annual surveys: parents/guardians of students, teachers, and students in grades 9 through 12.

Building upon NYSED's commitment to community-based authorizing, these surveys assisted in sharing community voice and provided Board of Regents-authorized charter schools with an invaluable tool to engage in school improvement. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. NYSED expects to see evidence of community voice, as well as a commitment to the principles of diversity, equity, and inclusion, as a central tenant of existing Board of Regents-authorized charter schools. Participation and the findings of these surveys are directly related to the standards of Benchmarks 2 and 3 of the Performance Framework for Board of Regents-authorized charter schools.

I am very pleased to share the school specific results of our first 'Survey of Parents/Guardians, Teachers, and Students 2021.' There was a total of 9,205 parent responses, 2,412 teacher responses, and 3,195 student responses from 92 Board of Regents-authorized charter schools.

Thank you to our charter schools for embracing the task of disseminating these surveys and assisting in the furtherance of our commitment to listening to your communities. I look forward to continuing our work together for the betterment of the students of the state of New York.

Sincerely,

A handwritten signature in black ink that reads "David M. Frank". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

David Frank
Executive Director, Charter Schools Office

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	53%	23	-24
	Somewhat Agree	18%	1,633	33%	14	15
	Neither Agree nor Disagree	4%	331	2%	1	-2
	Somewhat Disagree	1%	96	5%	2	4
	Strongly Disagree	1%	81	7%	3	6
Q1b I am aware of the academic supports available to my child.	Strongly Agree	71%	6,563	51%	22	-20
	Somewhat Agree	21%	1,916	30%	13	9
	Neither Agree nor Disagree	4%	401	7%	3	3
	Somewhat Disagree	2%	198	2%	1	0
	Strongly Disagree	1%	127	9%	4	8
Q1c The teaching quality at this school is very high.	Strongly Agree	72%	6,617	56%	24	-16
	Somewhat Agree	20%	1,887	28%	12	8
	Neither Agree nor Disagree	5%	443	7%	3	2
	Somewhat Disagree	2%	154	2%	1	0
	Strongly Disagree	1%	104	7%	3	6
Q2a The school's discipline policy is clear.	Strongly Agree	72%	6,640	56%	24	-16
	Somewhat Agree	17%	1,557	21%	9	4
	Neither Agree nor Disagree	9%	792	12%	5	3
	Somewhat Disagree	1%	122	5%	2	4
	Strongly Disagree	1%	94	7%	3	6

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
Q2b The school's discipline policy is fair to all students.	Strongly Agree	67%	6,210	58%	25	-9
	Somewhat Agree	18%	1,628	16%	7	-2
	Neither Agree nor Disagree	11%	1,058	16%	7	5
	Somewhat Disagree	2%	159	2%	1	0
	Strongly Disagree	2%	150	7%	3	5
Q2c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	6,147	60%	26	-7
	Somewhat Agree	17%	1,574	16%	7	-1
	Neither Agree nor Disagree	13%	1,240	14%	6	1
	Somewhat Disagree	1%	133	0%	0	-1
	Strongly Disagree	1%	111	9%	4	8
Q2d I am aware of how the school supports student social-emotional development.	Strongly Agree	67%	6,125	37%	16	-30
	Somewhat Agree	20%	1,835	30%	13	10
	Neither Agree nor Disagree	9%	840	23%	10	14
	Somewhat Disagree	2%	218	2%	1	0
	Strongly Disagree	2%	187	7%	3	5
Q2e The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	61%	5,570	37%	16	-24
	Somewhat Agree	20%	1,873	23%	10	3
	Neither Agree nor Disagree	15%	1,367	28%	12	13
	Somewhat Disagree	2%	207	5%	2	3
	Strongly Disagree	2%	188	7%	3	5

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
Q3a The school provides a safe environment.	Strongly Agree	76%	7,006	74%	32	-2
	Somewhat Agree	15%	1,366	9%	4	-6
	Neither Agree nor Disagree	7%	677	9%	4	2
	Somewhat Disagree	1%	95	2%	1	1
	Strongly Disagree	1%	61	5%	2	4
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	6,075	58%	25	-8
	Somewhat Agree	20%	1,801	19%	8	-1
	Neither Agree nor Disagree	11%	1,018	12%	5	1
	Somewhat Disagree	2%	193	7%	3	5
	Strongly Disagree	1%	118	5%	2	4
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	65%	5,997	58%	25	-7
	Somewhat Agree	21%	1,916	19%	8	-2
	Neither Agree nor Disagree	11%	1,026	14%	6	3
	Somewhat Disagree	2%	160	5%	2	3
	Strongly Disagree	1%	106	5%	2	4
Q3d The school has high behavioral expectations for my child.	Strongly Agree	75%	6,923	65%	28	-10
	Somewhat Agree	17%	1,570	12%	5	-5
	Neither Agree nor Disagree	6%	581	16%	7	10
	Somewhat Disagree	1%	57	2%	1	1
	Strongly Disagree	1%	74	5%	2	4

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
Q4a The school provides opportunities for parent participation within the school community.	Strongly Agree	69%	6,353	53%	23	-16
	Somewhat Agree	19%	1,753	7%	3	-12
	Neither Agree nor Disagree	9%	827	30%	13	21
	Somewhat Disagree	2%	152	2%	1	0
	Strongly Disagree	1%	120	7%	3	6
Q4b I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	77%	7,104	47%	20	-30
	Somewhat Agree	15%	1,398	26%	11	11
	Neither Agree nor Disagree	4%	354	12%	5	8
	Somewhat Disagree	2%	204	12%	5	10
	Strongly Disagree	2%	145	5%	2	3
Q4c The school uses many methods of communication with families.	Strongly Agree	80%	7,393	58%	25	-22
	Somewhat Agree	14%	1,274	26%	11	12
	Neither Agree nor Disagree	4%	325	2%	1	-2
	Somewhat Disagree	1%	119	7%	3	6
	Strongly Disagree	1%	94	7%	3	6
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	76%	7,029	44%	19	-32
	Somewhat Agree	16%	1,508	33%	14	17
	Neither Agree nor Disagree	5%	418	9%	4	4
	Somewhat Disagree	2%	159	5%	2	3
	Strongly Disagree	1%	91	9%	4	8

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
Q4e The school has a complaint policy that is easy to find.	Strongly Agree	53%	4,900	35%	15	-18
	Somewhat Agree	20%	1,820	21%	9	1
	Neither Agree nor Disagree	21%	1,970	33%	14	12
	Somewhat Disagree	3%	288	2%	1	-1
	Strongly Disagree	2%	227	9%	4	7
Q4f The school has a complaint policy that is easy to understand.	Strongly Agree	55%	5,098	35%	15	-20
	Somewhat Agree	19%	1,744	26%	11	7
	Neither Agree nor Disagree	21%	1,970	30%	13	9
	Somewhat Disagree	2%	211	2%	1	0
	Strongly Disagree	2%	182	7%	3	5
Q4g The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	54%	4,989	26%	11	-28
	Somewhat Agree	20%	1,803	23%	10	3
	Neither Agree nor Disagree	19%	1,754	35%	15	16
	Somewhat Disagree	4%	364	7%	3	3
	Strongly Disagree	3%	295	9%	4	6
Q5 Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	15%	1,375	5%	2	-10
	I occasionally attend board meetings	27%	2,477	9%	4	-18
	I know when board meetings take place, but do not attend	31%	2,808	47%	20	16
	I do not know when board meetings take place and I do not attend	28%	2,545	40%	17	12

**New York State Department of Education
Charter School Office
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Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
Q6 Do you feel the school is fulfilling its mission?	Yes	87%	7,969	77%	33	-10
	No	4%	353	9%	4	5
	I don't know the school's mission	10%	883	14%	6	4
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	52%	4,758	47%	20	-5
	Somewhat Agree	12%	1,073	5%	2	-7
	Neither Agree nor Disagree	7%	685	12%	5	5
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	0%	46	2%	1	2
	Did not experience in-person learning	28%	2,586	35%	15	7
Q7b I am confident the school is following the proper safety standards.	Strongly Agree	58%	5,347	49%	21	-9
	Somewhat Agree	10%	953	7%	3	-3
	Neither Agree nor Disagree	6%	507	7%	3	1
	Somewhat Disagree	0%	43	2%	1	2
	Strongly Disagree	0%	39	0%	0	0
	Did not experience in-person learning	25%	2,316	35%	15	10
Q7c My child has difficulty learning in the current school setting.	Strongly Agree	13%	1,186	9%	4	-4
	Somewhat Agree	13%	1,191	14%	6	1
	Neither Agree nor Disagree	11%	1,021	16%	7	5
	Somewhat Disagree	7%	604	12%	5	5
	Strongly Disagree	27%	2,455	16%	7	-11
	Did not experience in-person learning	30%	2,748	33%	14	3

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	Strongly Agree	23%	2,082	12%	5	-11
	Somewhat Agree	15%	1,419	12%	5	-3
	Neither Agree nor Disagree	13%	1,207	26%	11	13
	Somewhat Disagree	7%	631	7%	3	0
	Strongly Disagree	14%	1,301	14%	6	0
	Did not experience in-person learning	28%	2,565	30%	13	2
Q8a The school has provided me with help to support my child's remote learning.	Strongly Agree	69%	6,334	47%	20	-22
	Somewhat Agree	19%	1,739	30%	13	11
	Neither Agree nor Disagree	6%	552	5%	2	-1
	Somewhat Disagree	3%	256	5%	2	2
	Strongly Disagree	2%	202	14%	6	12
	Did not experience remote learning	1%	122	0%	0	-1
Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	28%	2,552	16%	7	-12
	Somewhat Agree	21%	1,913	26%	11	5
	Neither Agree nor Disagree	11%	1,004	16%	7	5
	Somewhat Disagree	12%	1,094	14%	6	2
	Strongly Disagree	27%	2,529	28%	12	1
	Did not experience remote learning	1%	113	0%	0	-1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	42%	3,829	44%	19	2
	Somewhat Agree	25%	2,258	21%	9	-4
	Neither Agree nor Disagree	11%	974	16%	7	5
	Somewhat Disagree	7%	656	5%	2	-2
	Strongly Disagree	15%	1,381	14%	6	-1
	Did not experience remote learning	1%	107	0%	0	-1
Q8d The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	65%	6,023	72%	31	7
	Somewhat Agree	22%	2,003	7%	3	-15
	Neither Agree nor Disagree	5%	479	2%	1	-3
	Somewhat Disagree	4%	388	12%	5	8
	Strongly Disagree	2%	227	7%	3	5
	Did not experience remote learning	1%	85	0%	0	-1
Q8e My child has access to a tech device for school when needed for remote learning.	Strongly Agree	84%	7,747	72%	31	-12
	Somewhat Agree	10%	928	7%	3	-3
	Neither Agree nor Disagree	3%	263	7%	3	4
	Somewhat Disagree	1%	97	7%	3	6
	Strongly Disagree	1%	88	7%	3	6
	Did not experience remote learning	1%	82	0%	0	-1
Q9a I have a clear idea how the school is educating my child.	Strongly Agree	67%	6,173	49%	21	-18
	Somewhat Agree	24%	2,170	21%	9	-3
	Neither Agree nor Disagree	6%	508	19%	8	13
	Somewhat Disagree	3%	234	7%	3	4
	Strongly Disagree	1%	120	5%	2	4

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	Strongly Agree	39%	3,628	35%	15	-4
	Somewhat Agree	27%	2,507	30%	13	3
	Neither Agree nor Disagree	15%	1,420	14%	6	-1
	Somewhat Disagree	9%	867	16%	7	7
	Strongly Disagree	9%	783	5%	2	-4
Q9c I am concerned about my child's social or emotional well-being.	Strongly Agree	35%	3,258	21%	9	-14
	Somewhat Agree	23%	2,123	19%	8	-4
	Neither Agree nor Disagree	14%	1,313	30%	13	16
	Somewhat Disagree	10%	877	9%	4	-1
	Strongly Disagree	18%	1,634	21%	9	3
Q9d I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	52%	4,773	35%	15	-17
	Somewhat Agree	24%	2,249	28%	12	4
	Neither Agree nor Disagree	15%	1,360	12%	5	-3
	Somewhat Disagree	5%	447	14%	6	9
	Strongly Disagree	4%	376	12%	5	8

NYSED CSO Parent Survey 2021

New York State Department of Education
 Charter School Office
 Parent Survey 2021
 Open End Responses

Urban Choice CS

<p>OPEN1 Why did you choose this school for your child to attend?</p>	<p>Wry highly recommended</p>
	<p>Because it was devised and had high expectations for children success</p>
	<p>Because my daughter has family in this school</p>
	<p>Daughter has been attending since Kindergarten, we love the school and she excels beyond our expectations. We initially chose due to atmosphere and good word of mouth</p>
	<p>Hate this school</p>
	<p>He has been there since kindergarten and heard about how well the reputation was there that it was very good. PLEASE the school really needs and would benefit going all the way to 12th grade because parents really do not want their kids in city schools. They learn better staying in the same environment.</p>
	<p>Heard a lot of great things about it ...</p>
	<p>Highly recommend by a friend</p>
	<p>I choose this school because the teachers really Care plus educate the children. When a child is struggling they really try helping to make it better for them To learn my daughter has went here since kindergarten and the staff all know her and principals as well by name and face</p>
	<p>I chooses this school because the salted if nice my child was above grade level before the pandemic and they love the school</p>
	<p>I chose this school because a friend of mine had a daughter that went to UCCS and she told me it was a great school and so far it has been.</p>
	<p>I do not know !</p>
	<p>I feel like it's smaller classes so it's a better environment for the kids to learn in</p>
	<p>I heard good things about this school</p>
	<p>I heard great things about the school.</p>
<p>I honestly choose this school because of culture. I thought that would help him encourage him more but it hasn't. He has learned a lot, but I feel like he is in the wrong grade and should not been promoted to the 3rd. I've expressed that with his teacher numerous times that the work thats being provided isn't the level my son is on. Yes I do try to get him to participate every morning but he has no clue what's going on majority of the time so before work most of the time I make sure that I provide him with things</p>	
<p>I like the school</p>	

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	<p>I like the school tries to teach students based on their learning style. The kids are able to express the individuality at the school. The teaching is more open the my child's last school which put too much pressure on behavior versus learning. The teachers send out reminders on what the child is missing for the semester and how the can get it completed. Overall the teaching style and the understanding of different ethnicities is great.</p>
	<p>I love the teachers there. All of them are very supportive and their communication is great!</p>
	<p>I wanted him to be in an environment that can help him economically and take him to the next grade I don't know much about this because we just put him in it and by the time we put a minute this virus started</p>
	<p>I've heard a lot of good things about charter schools. We decided charter school is what is best for our son after looking into them.</p>
	<p>Initially, it was because they were a feasible alternative to the city school district that we reside in. Now it's more that we don't want him to have to change schools again until high school, if possible.</p>
	<p>It was a better option than attending a public school.</p>
	<p>It's a great school and the facility member are all about the children.</p>
	<p>Its a great school with great teachers</p>
	<p>My child has been attending this school since kindergarten. I thought the school was perfect for my child's needs now since the pandemic I don't feel the same.</p>
	<p>My son has been in this school since kindergarten and he loves it. This year has been hard but all the teachers I spoke with have tried to make it easier on me and my child.</p>
	<p>My son wasn't learning in the school I had him in when I changed him to Urban choice his grade tremendously skyrocketed</p>
	<p>The Admin Jackie was wonderful.</p>
	<p>This School is one of the best. Students first. They care! Been with this School with 3 of my kids. Organization, communication is wonderful. My kids feel safe and not just a number. They get the education they need. I lov</p>
	<p>This is a great school the staff is very nice and b4 the pandemic all my children where above grade level in learning or on task. And they loved being at this school .</p>
	<p>Wanted to make sure he would be in a good environment and learn</p>
	<p>We came up on the list.</p>

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OPEN2 Please use the box below if you have any additional comments or concerns regarding this school or click **SUBMIT** to submit your survey.

<p>Communication with building administration has not been consistent; the website hasn't been updated in over a year, I had to get a copy of the school calendar from my child's teacher, the Facebook page is barely used, and when a new Family Engagement Coordinator was finally hired, she's seemed to focus her efforts on a single activity. We have been here seven years and I believe that less than 20% of the original staff remain. In a year of isolation and upheaval, school administration could have made a greater effort to help build and strengthen the school community.</p>
<p>Even though we started his first year during the pandemic we are very happy with the choice we made.</p>
<p>I believe the school should have more days for in school learning.</p>
<p>I feel like if a parent has said it numerous times about a teacher they would like to connect with then that should not be a problem. If I expressed more then one time that the work thats giving to my child and he has a difficult time learning then some new materials should have been provided via email or on Google classroom. Also make sure contact info is updated, I've provided 3 ways to make contact with me. Home address was never updated from the lack of communication in the front office no one ever pays attention to the fact that the area code isn't 585 so im never getting a phone call, only time I do get in contact with. Someone via email</p>
<p>I feel the school is very closed minded when it comes to the community. The school dosen't realize how much the pandemic really effected families financially or emotionality.</p>
<p>I honestly just wish that they were able to provide more after school activities and also wish they were able to attend more than just 2 days a week in person because my son strives in the in school environment and struggles learning from home.</p>
<p>I know the school is taking all of the necessary precautions to keep the staff and students safe but really would like to see the school open back up because my child goes 2 times a week and the rest remote but these times I can't get him on because I have to work he's not getting that extra academic work I know it's tough for the school and parents as well I just want to see my child and everyone else succeed properly.</p>
<p>Some of your questions I don't understand what you're axing</p>
<p>The wall for Goggle Class should NOT be shut down because it is difficult for students to brainstorm with Teachers or peers when techno or class issues arise. Also remote learners need a portion of the day in which the wall is open for the social emotional interaction between peers to engage with each other if only but for 20 minutes a day. Please remember a lot of these kids have not seen classmates or been in a physical classroom in almost a year.</p>

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They haven't given clear instruction on how my child can make a good grade. They said all there student are behind and then they are not helping us find out how to improve the grade,

This a very good school with excellent teachers.

We are very pleased with our daughters education at UCCS. They are a great option that is needed , especially with RCSD failures. The more options we have to keep our kids out of that school system directly the better!

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		All Charter Schools		Urban Choice CS		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	75%	1,804	71%	15	-4
	Somewhat Agree	19%	456	24%	5	5
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	2%	41	5%	1	3
	Strongly Disagree	1%	24	0%	0	-1
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	66%	1,602	52%	11	-14
	Somewhat Agree	22%	528	33%	7	11
	Neither Agree nor Disagree	8%	182	10%	2	2
	Somewhat Disagree	3%	66	0%	0	-3
	Strongly Disagree	1%	34	5%	1	4
Q1c The school's curriculum is aligned vertically between grade levels.	Strongly Agree	59%	1,413	52%	11	-7
	Somewhat Agree	28%	664	29%	6	1
	Neither Agree nor Disagree	9%	219	14%	3	5
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	1%	33	5%	1	4
Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	60%	1,436	52%	11	-8
	Somewhat Agree	29%	692	38%	8	9
	Neither Agree nor Disagree	5%	130	5%	1	0
	Somewhat Disagree	4%	108	0%	0	-4
	Strongly Disagree	2%	46	5%	1	3

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		All Charter Schools		Urban Choice CS		Difference
Q1e The curriculum is systematically reviewed and revised.	Strongly Agree	61%	1,480	57%	12	-4
	Somewhat Agree	24%	576	33%	7	9
	Neither Agree nor Disagree	8%	196	5%	1	-3
	Somewhat Disagree	4%	101	0%	0	-4
	Strongly Disagree	2%	59	5%	1	3
Q1f The school has a strong science curriculum.	Strongly Agree	42%	1,009	10%	2	-32
	Somewhat Agree	27%	660	57%	12	30
	Neither Agree nor Disagree	21%	509	29%	6	8
	Somewhat Disagree	6%	135	0%	0	-6
	Strongly Disagree	4%	99	5%	1	1
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	65%	1,572	62%	13	-3
	Somewhat Agree	27%	650	33%	7	6
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	3%	69	5%	1	2
	Strongly Disagree	1%	34	0%	0	-1
Q2b Instructional delivery fosters engagement with all students.	Strongly Agree	61%	1,468	62%	13	1
	Somewhat Agree	31%	751	38%	8	7
	Neither Agree nor Disagree	4%	104	0%	0	-4
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	20	0%	0	-1

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		All Charter Schools		Urban Choice CS		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	62%	13	-1
	Somewhat Agree	28%	673	38%	8	10
	Neither Agree nor Disagree	5%	110	0%	0	-5
	Somewhat Disagree	4%	90	0%	0	-4
	Strongly Disagree	1%	30	0%	0	-1
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	Strongly Agree	58%	1,405	81%	17	23
	Somewhat Agree	26%	634	19%	4	-7
	Neither Agree nor Disagree	6%	146	0%	0	-6
	Somewhat Disagree	7%	166	0%	0	-7
	Strongly Disagree	3%	61	0%	0	-3
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	64%	1,535	38%	8	-26
	Somewhat Agree	23%	560	43%	9	20
	Neither Agree nor Disagree	6%	154	14%	3	8
	Somewhat Disagree	5%	111	5%	1	0
	Strongly Disagree	2%	52	0%	0	-2
Q3a The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	69%	1,676	52%	11	-17
	Somewhat Agree	25%	606	48%	10	23
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	2%	37	0%	0	-2
	Strongly Disagree	1%	16	0%	0	-1

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		All Charter Schools		Urban Choice CS		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	67%	1,623	52%	11	-15
	Somewhat Agree	26%	633	43%	9	17
	Neither Agree nor Disagree	4%	89	0%	0	-4
	Somewhat Disagree	2%	41	5%	1	3
	Strongly Disagree	1%	26	0%	0	-1
Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	63%	1,508	43%	9	-20
	Somewhat Agree	26%	632	52%	11	26
	Neither Agree nor Disagree	6%	152	0%	0	-6
	Somewhat Disagree	4%	87	5%	1	1
	Strongly Disagree	1%	33	0%	0	-1
Q3d The school modifies its academic program after using data measurements.	Strongly Agree	59%	1,419	62%	13	3
	Somewhat Agree	26%	631	19%	4	-7
	Neither Agree nor Disagree	8%	190	14%	3	6
	Somewhat Disagree	5%	124	5%	1	0
	Strongly Disagree	2%	48	0%	0	-2
Q3e The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	64%	1,555	71%	15	7
	Somewhat Agree	25%	614	14%	3	-11
	Neither Agree nor Disagree	6%	142	10%	2	4
	Somewhat Disagree	3%	76	5%	1	2
	Strongly Disagree	1%	25	0%	0	-1

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		All Charter Schools		Urban Choice CS		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	72%	1,743	90%	19	18
	Somewhat Agree	16%	375	0%	0	-16
	Neither Agree nor Disagree	10%	238	10%	2	0
	Somewhat Disagree	1%	30	0%	0	-1
	Strongly Disagree	1%	26	0%	0	-1
Q4b The school follows the NYSED approved identification process for English language learners.	Strongly Agree	68%	1,648	71%	15	3
	Somewhat Agree	17%	404	19%	4	2
	Neither Agree nor Disagree	12%	296	10%	2	-2
	Somewhat Disagree	2%	38	0%	0	-2
	Strongly Disagree	1%	26	0%	0	-1
Q4c The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	67%	1,606	86%	18	19
	Somewhat Agree	23%	553	14%	3	-9
	Neither Agree nor Disagree	5%	128	0%	0	-5
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	2%	42	0%	0	-2
Q4d The school provides supports to meet the academic needs for English language learners.	Strongly Agree	63%	1,520	86%	18	23
	Somewhat Agree	23%	560	14%	3	-9
	Neither Agree nor Disagree	8%	181	0%	0	-8
	Somewhat Disagree	4%	102	0%	0	-4
	Strongly Disagree	2%	49	0%	0	-2

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		All Charter Schools		Urban Choice CS		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	81%	17	9
	Somewhat Agree	19%	466	19%	4	0
	Neither Agree nor Disagree	6%	148	0%	0	-6
	Somewhat Disagree	2%	49	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q4f The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	67%	1,627	67%	14	0
	Somewhat Agree	22%	533	29%	6	7
	Neither Agree nor Disagree	7%	159	5%	1	-2
	Somewhat Disagree	3%	67	0%	0	-3
	Strongly Disagree	1%	26	0%	0	-1
Q5a The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	55%	1,337	62%	13	7
	Somewhat Agree	27%	644	19%	4	-8
	Neither Agree nor Disagree	8%	199	14%	3	6
	Somewhat Disagree	7%	157	5%	1	-2
	Strongly Disagree	3%	75	0%	0	-3
Q5b In general, attendance is not an issue at the school.	Strongly Agree	32%	776	14%	3	-18
	Somewhat Agree	30%	719	24%	5	-6
	Neither Agree nor Disagree	15%	353	38%	8	23
	Somewhat Disagree	15%	353	10%	2	-5
	Strongly Disagree	9%	211	14%	3	5

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		All Charter Schools		Urban Choice CS		Difference
Q5c The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	50%	1,202	67%	14	17
	Somewhat Agree	22%	541	14%	3	-8
	Neither Agree nor Disagree	23%	547	19%	4	-4
	Somewhat Disagree	3%	75	0%	0	-3
	Strongly Disagree	2%	47	0%	0	-2
Q5d The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	51%	1,240	57%	12	6
	Somewhat Agree	27%	642	24%	5	-3
	Neither Agree nor Disagree	12%	301	19%	4	7
	Somewhat Disagree	6%	136	0%	0	-6
	Strongly Disagree	4%	93	0%	0	-4
Q6a The school's discipline policy is clear.	Strongly Agree	54%	1,306	67%	14	13
	Somewhat Agree	29%	696	24%	5	-5
	Neither Agree nor Disagree	7%	178	0%	0	-7
	Somewhat Disagree	7%	169	10%	2	3
	Strongly Disagree	3%	63	0%	0	-3
Q6b The school's discipline policy is fair to all students.	Strongly Agree	57%	1,371	86%	18	29
	Somewhat Agree	25%	601	5%	1	-20
	Neither Agree nor Disagree	10%	248	5%	1	-5
	Somewhat Disagree	6%	134	5%	1	-1
	Strongly Disagree	2%	58	0%	0	-2

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		All Charter Schools		Urban Choice CS		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	62%	13	18
	Somewhat Agree	32%	766	19%	4	-13
	Neither Agree nor Disagree	12%	281	10%	2	-2
	Somewhat Disagree	9%	216	10%	2	1
	Strongly Disagree	3%	82	0%	0	-3
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	49%	1,188	71%	15	22
	Somewhat Agree	25%	595	10%	2	-15
	Neither Agree nor Disagree	14%	337	5%	1	-9
	Somewhat Disagree	7%	179	14%	3	7
	Strongly Disagree	5%	113	0%	0	-5
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	62%	1,484	81%	17	19
	Somewhat Agree	25%	613	10%	2	-15
	Neither Agree nor Disagree	8%	185	5%	1	-3
	Somewhat Disagree	4%	89	5%	1	1
	Strongly Disagree	2%	41	0%	0	-2
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	58%	1,409	76%	16	18
	Somewhat Agree	26%	626	10%	2	-16
	Neither Agree nor Disagree	9%	229	10%	2	1
	Somewhat Disagree	5%	110	5%	1	0
	Strongly Disagree	2%	38	0%	0	-2

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		All Charter Schools		Urban Choice CS		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	81%	17	3
	Somewhat Agree	17%	409	19%	4	2
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	1%	29	0%	0	-1
	Strongly Disagree	1%	18	0%	0	-1
Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	1,596	81%	17	15
	Somewhat Agree	24%	590	10%	2	-14
	Neither Agree nor Disagree	6%	141	10%	2	4
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	1%	28	0%	0	-1
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	62%	13	1
	Somewhat Agree	27%	662	29%	6	2
	Neither Agree nor Disagree	5%	130	0%	0	-5
	Somewhat Disagree	5%	110	5%	1	0
	Strongly Disagree	2%	40	5%	1	3
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	81%	17	14
	Somewhat Agree	22%	528	14%	3	-8
	Neither Agree nor Disagree	6%	134	5%	1	-1
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	39	0%	0	-2

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		All Charter Schools		Urban Choice CS		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	76%	1,836	81%	17	5
	Somewhat Agree	20%	480	14%	3	-6
	Neither Agree nor Disagree	2%	59	0%	0	-2
	Somewhat Disagree	1%	24	0%	0	-1
	Strongly Disagree	1%	13	5%	1	4
Q7f There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	66%	1,600	71%	15	5
	Somewhat Agree	23%	554	19%	4	-4
	Neither Agree nor Disagree	6%	138	5%	1	-1
	Somewhat Disagree	4%	85	5%	1	1
	Strongly Disagree	1%	35	0%	0	-1
Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name Given	66%	1,597	67%	14	1
	Don't Know	34%	815	33%	7	-1
Q9 When is the last time you received a copy of the school's DASA policy?	This school year	61%	1,469	62%	13	1
	The previous school year	16%	381	19%	4	3
	Prior to the previous school year	5%	121	10%	2	5
	I'm not aware of any DASA policy	18%	441	10%	2	-8
Q10 When is the last time you received DASA training?	<1 year ago	48%	1,147	38%	8	-10
	1-2 years ago	23%	549	33%	7	10
	3-4 years ago	11%	270	5%	1	-6
	>4 years ago	9%	214	14%	3	5
	I've never received DASA training	10%	232	10%	2	0
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	Name Given	49%	1,191	33%	7	-16
	Don't Know	51%	1,221	67%	14	16

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		All Charter Schools		Urban Choice CS		Difference
Q11a The school provides opportunities for parent participation within the school community.	Strongly Agree	66%	1,601	62%	13	-4
	Somewhat Agree	24%	579	19%	4	-5
	Neither Agree nor Disagree	6%	139	14%	3	8
	Somewhat Disagree	3%	68	5%	1	2
	Strongly Disagree	1%	25	0%	0	-1
Q11b Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	71%	1,721	62%	13	-9
	Somewhat Agree	22%	528	38%	8	16
	Neither Agree nor Disagree	4%	90	0%	0	-4
	Somewhat Disagree	2%	54	0%	0	-2
	Strongly Disagree	1%	19	0%	0	-1
Q11c The school uses many methods of communication with families.	Strongly Agree	81%	1,960	71%	15	-10
	Somewhat Agree	15%	365	24%	5	9
	Neither Agree nor Disagree	2%	48	0%	0	-2
	Somewhat Disagree	1%	27	5%	1	4
	Strongly Disagree	0%	12	0%	0	0
Q11d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	73%	1,772	81%	17	8
	Somewhat Agree	18%	443	14%	3	-4
	Neither Agree nor Disagree	6%	134	5%	1	-1
	Somewhat Disagree	2%	39	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1

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		All Charter Schools		Urban Choice CS		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	66%	1,599	67%	14	1
	Somewhat Agree	22%	536	29%	6	7
	Neither Agree nor Disagree	7%	175	5%	1	-2
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q11f The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	59%	1,425	71%	15	12
	Somewhat Agree	18%	437	19%	4	1
	Neither Agree nor Disagree	20%	475	10%	2	-10
	Somewhat Disagree	2%	43	0%	0	-2
	Strongly Disagree	1%	32	0%	0	-1
Q12a The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	68%	1,632	86%	18	18
	Somewhat Agree	23%	553	14%	3	-9
	Neither Agree nor Disagree	4%	106	0%	0	-4
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q12b School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	54%	1,299	62%	13	8
	Somewhat Agree	24%	578	19%	4	-5
	Neither Agree nor Disagree	14%	335	19%	4	5
	Somewhat Disagree	6%	144	0%	0	-6
	Strongly Disagree	2%	56	0%	0	-2

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		All Charter Schools		Urban Choice CS		Difference
Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	53%	1,276	62%	13	9
	Somewhat Agree	23%	552	10%	2	-13
	Neither Agree nor Disagree	17%	400	29%	6	12
	Somewhat Disagree	5%	129	0%	0	-5
	Strongly Disagree	2%	55	0%	0	-2
Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	58%	1,409	52%	11	-6
	Somewhat Agree	26%	624	19%	4	-7
	Neither Agree nor Disagree	8%	189	24%	5	16
	Somewhat Disagree	6%	133	0%	0	-6
	Strongly Disagree	2%	57	5%	1	3
Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	46%	1,106	29%	6	-17
	Somewhat Agree	16%	393	19%	4	3
	Neither Agree nor Disagree	32%	766	38%	8	6
	Somewhat Disagree	3%	76	5%	1	2
	Strongly Disagree	3%	71	10%	2	7
Q13 How many total years of K-12 teaching experience do you have?	Less than 1 year	6%	146	5%	1	-1
	1-3 years	21%	513	14%	3	-7
	4-6 years	29%	711	19%	4	-10
	7-10 years	19%	466	29%	6	10
	More than 10 years	24%	576	33%	7	9

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		All Charter Schools		Urban Choice CS		Difference
Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	43%	9	18
	1-3 years	44%	1,065	48%	10	4
	4-6 years	22%	523	0%	0	-22
	7-10 years	6%	134	0%	0	-6
	More than 10 years	4%	88	10%	2	6
Q15 How long have you been teaching in this school in your current subject area/teaching assignment?	Less than 1 year	19%	470	38%	8	19
	1-3 years	42%	1,016	38%	8	-4
	4-6 years	24%	584	5%	1	-19
	7-10 years	7%	180	0%	0	-7
	More than 10 years	7%	162	19%	4	12
Q16a The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	60%	1,439	48%	10	-12
	Somewhat Agree	26%	625	29%	6	3
	Neither Agree nor Disagree	6%	137	10%	2	4
	Somewhat Disagree	5%	121	5%	1	0
	Strongly Disagree	4%	90	10%	2	6
Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	53%	1,273	43%	9	-10
	Somewhat Agree	27%	658	33%	7	6
	Neither Agree nor Disagree	7%	172	10%	2	3
	Somewhat Disagree	8%	185	5%	1	-3
	Strongly Disagree	5%	124	10%	2	5

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		All Charter Schools		Urban Choice CS		Difference
Q16c The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	48%	1,154	29%	6	-19
	Somewhat Agree	26%	639	52%	11	26
	Neither Agree nor Disagree	12%	294	10%	2	-2
	Somewhat Disagree	8%	201	0%	0	-8
	Strongly Disagree	5%	124	10%	2	5
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	56%	1,353	48%	10	-8
	Somewhat Agree	24%	578	33%	7	9
	Neither Agree nor Disagree	8%	189	5%	1	-3
	Somewhat Disagree	7%	166	5%	1	-2
	Strongly Disagree	5%	126	10%	2	5
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	54%	1,304	52%	11	-2
	Somewhat Agree	26%	635	24%	5	-2
	Neither Agree nor Disagree	10%	251	14%	3	4
	Somewhat Disagree	6%	141	10%	2	4
	Strongly Disagree	3%	81	0%	0	-3
Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	57%	1,370	62%	13	5
	Somewhat Agree	27%	657	24%	5	-3
	Neither Agree nor Disagree	8%	194	10%	2	2
	Somewhat Disagree	5%	129	5%	1	0
	Strongly Disagree	3%	62	0%	0	-3

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		All Charter Schools		Urban Choice CS		Difference
Q17c The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	60%	1,446	48%	10	-12
	Somewhat Agree	24%	575	29%	6	5
	Neither Agree nor Disagree	8%	199	10%	2	2
	Somewhat Disagree	5%	121	10%	2	5
	Strongly Disagree	3%	71	5%	1	2
Q18a The school has established procedures for effective collaboration among teachers.	Strongly Agree	62%	1,501	52%	11	-10
	Somewhat Agree	27%	645	33%	7	6
	Neither Agree nor Disagree	5%	125	5%	1	0
	Somewhat Disagree	4%	92	10%	2	6
	Strongly Disagree	2%	49	0%	0	-2
Q18b The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	65%	1,567	52%	11	-13
	Somewhat Agree	26%	621	38%	8	12
	Neither Agree nor Disagree	5%	129	0%	0	-5
	Somewhat Disagree	2%	57	10%	2	8
	Strongly Disagree	2%	38	0%	0	-2
Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	58%	1,391	48%	10	-10
	Somewhat Agree	25%	607	24%	5	-1
	Neither Agree nor Disagree	7%	171	14%	3	7
	Somewhat Disagree	6%	136	5%	1	-1
	Strongly Disagree	4%	107	10%	2	6

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		All Charter Schools		Urban Choice CS		Difference
Q18d The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	63%	1,514	33%	7	-30
	Somewhat Agree	24%	573	43%	9	19
	Neither Agree nor Disagree	6%	145	14%	3	8
	Somewhat Disagree	5%	123	5%	1	0
	Strongly Disagree	2%	57	5%	1	3
Q18e The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	64%	1,554	57%	12	-7
	Somewhat Agree	22%	537	33%	7	11
	Neither Agree nor Disagree	9%	219	5%	1	-4
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	5%	1	3
Q18f The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	57%	1,365	38%	8	-19
	Somewhat Agree	22%	529	38%	8	16
	Neither Agree nor Disagree	16%	390	19%	4	3
	Somewhat Disagree	3%	71	0%	0	-3
	Strongly Disagree	2%	57	5%	1	3
Q19 How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	45%	1,077	48%	10	3
	Somewhat Agree	33%	804	19%	4	-14
	Neither Agree nor Disagree	10%	244	29%	6	19
	Somewhat Disagree	7%	180	0%	0	-7
	Strongly Disagree	4%	107	5%	1	1

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		All Charter Schools		Urban Choice CS		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	Well organized	78%	1,878	76%	16	-2
	Well attended	83%	2,012	90%	19	7
	Focused on relevant content	70%	1,696	67%	14	-3
	Recognized by all faculty as valuable	45%	1,092	62%	13	17
	None of the above	2%	60	0%	0	-2
Q21 Please select all types of meetings where faculty members collaborate with one another.	Team meetings	94%	2,271	100%	21	6
	Department meetings	76%	1,834	71%	15	-5
	Staff meetings	86%	2,081	86%	18	0
	Informal planning time	78%	1,892	81%	17	3
	Teacher/professional leadership meetings	73%	1,764	81%	17	8
	Other	9%	226	0%	0	-9

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<p>Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:</p>	<p>A lesson which requires students to think beyond the normal and foster self motivation by providing different ways for the students to express themselves in a variety of ways but still grasping the concept or skill of the lesson.</p>
	<p>Academically rigorous lessons have activities that are aligned to the NYS standard and students are fully engaged in the teaching and learning process.</p>
	<p>All instruction in my classroom begins with high expectations, both academically and behaviorally, and with the students knowing and understanding what those expectations are. All expectations and directions are explicitly stated multiple times. Students help to create models of what is expected, academically, and they are explicitly told what is expected on each assignment.</p>
	<p>All learners are challenged and lessons are purposeful relative to the prior knowledge and skill levels of each student, and targets their zone of proximal development.</p>
	<p>An academically rigorous lesson in my classroom has students actively engaged in the learning process. Students have to think deeply about their learning and be able to demonstrate that learning. Students are not simply engaged in "busy" work, but on activities and assignments that deepen their knowledge and understanding of a skill or concept.</p>
	<p>Each lesson has the objective to expand conceptual knowledge. Starting with different sources on the same topic builds the students ability to visualize the point so students can talk about what it is we are learning. Therefore they can better articulate what it is they are learning.</p>
	<p>Engaging, high expectations, formative assessment, focused and student-centered</p>

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	<p>Every student in the classroom is not done with their work so easily. Students are constantly learning and thinking. Students are able to work with one another to build ideas. Students are able to work with little teacher assistance, as they are trying their best to figure out their work, using what they have learned during the class lesson.</p>
	<p>Holding students to high standards academically. We have a balance of practicing procedural fluency skills and conceptual development.</p>
	<p>I am a support teacher.</p>
	<p>It is a well paced lesson that includes high level thinking and questioning. Students will make progress and be able to apply their learning to different scenarios or settings.</p>
	<p>Lessons involve student engagement, critical thinking skills, connections beyond the assignment, and challenges appropriate to the student and/or group. Further, lessons cultivate a sense of personal accomplishment when the student(s) meet/exceed the learning challenge.</p>
	<p>My lessons begin with a fluency review from previous lessons, group led instruction through daily concepts, student opportunities to practice taught skills and independent work time.</p>
	<p>One that is aligned with grade level standards and builds in supports for differentiation to allow all students to complete work</p>
	<p>Our youngest students use math fluency, application problems, along with concept development and problem sets to learn new math concepts.</p>
	<p>Scaffolded instruction via best practice...opening activity to engage prior knowledge and stimulate thought...mini lessons to exemplify and instruct...experimentation/workshop for learners to engage material with support...reflection/summarize learning</p>
	<p>Students are required to read, write and think at higher levels.</p>

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	Students engaged, collaborating, differentiated material
	Teacher mini lesson followed by student work time, student reflection
	The teacher implements it very well
	There is a clear target with differentiated instruction and materials, opportunity for student practice / activity, and questions / discussion to support the learning target, individualized student feedback from the teacher, and exit ticket to assess student understanding of the lesson.

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<p>Q2_Open2 Explain how you differentiate instruction for students in your classes:</p>	<p>All students are divided into different RTI groups, in both Reading and Math, depending on their needs and abilities. Also, general instruction and assignments are altered to better serve students in need of more academic supports.</p>
	<p>By modifying the structure, readings amount, chunking and breaking down reading into smaller pieces and applying scaffolding to assist students.</p>
	<p>By providing a variety of ways for students to access and complete assignments.</p>
	<p>By student ability so struggling students might receive a sentence stem to complete while a higher achieving student might write their own.</p>
	<p>Differentiating lessons by omitting questions from an assignment to fit the needs of SWDs or providing extra time to complete assignments. It's crucial to follow the accommodations on their IEPs.</p>
	<p>Having enough work for students to go ahead who are understanding the material and speaking, writing, listening, and reading components, using diagrams and pictures to represent concepts for students who struggle. I also use warm ups to allows for re-teaching of material (if necessary).</p>
	<p>I am a support teacher.</p>

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	<p>I differentiate instruction in many ways in my classroom. Many assignments are given in multiple formats, such as paper and pencil, or computer based. Some students may have scaffolding embedded into the problems, whereas others may have fewer problems to complete. Another way I differentiate is in small group instruction. Students receive instruction based on what their needs are. For example, one group of students may be working on learning their multiplication facts, whereas another group will be working on multi-digit multiplication, and another group will be working on long division. I also have students that get more adult support on assignments, such as having directions read to them, or having notes partially pre-written for them. Advanced students have the opportunity to complete more challenging problems or even go ahead in the curriculum through online lessons in Zearn or iReady.</p>
	<p>I differentiate lessons by offering different levels of support and resources as well as different lesson specific tasks.</p>
	<p>I incorporate small group learning to make sure all my students are able to learn the material. The children are lead through a whole group reading lesson, then they are split into leveled groups tp read the emergent reading book.</p>
	<p>I may repeat instruction or ask students to repeat important information, incorporate examples and pictures, demonstrate or model expectations, and work with students one-on-one or in small groups whenever possible.</p>
	<p>Instruction is differentiated for students when tasks are leveled and modified to cater to diverse learners. Accommodations are also put in place for students to gain access to content and/or complete assigned tasks.</p>
	<p>Instruction not only meets students' targets (e.g., tactile, visual, auditory, kinesthetic) but it also includes creating different lessons/activities to meet individual learning needs.</p>
	<p>Modified instruction based on reading levels</p>

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	Musically, I provide both standard music notation, symbolic notation, and audio visual examples to help all learning styles assimilate the material.
	My lessons are scaffolded to allow student who are on or above grade level to be challenged while supporting struggling students. We use a variety of models and methods to demonstrate concepts.
	Review documentation of special needs, collaborate with special education/ESOL staff to implement best practice activities/instruction
	Small groups, one to one, think pair share, allowing the students to choose a path for learning
	Some students have notes that are filled in while some do not. Independent readings are catered to the students reading level.
	Students work in differentiated groups based on skill level; accommodations for students with special needs
	The teacher does this

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<p>Q3_Open How do you use data in your classroom to guide instruction?</p>	<p>Data helps create groups in math and reading classes. Data is used to assign students tasks that are at an appropriate level for them.</p>
	<p>Data is used to enable teachers to assess the knowledge and understanding of students in order to teach to the appropriate level</p>
	<p>Data provides me with where students are lacking skills or have mastered skills. This allows me to know how to proceed with a lesson or module.</p>
	<p>Different assessments are used to inform the planning and teaching of both whole-group and small-group instruction. These assessments are used so that I know what my students already know, and what they need the most help with.</p>
	<p>I use both informal and formal assessments to guide individual student instruction. This data comes from scheduled progress monitoring/diagnostic assessments and other impromptu feedback/work samples.</p>
	<p>I use data as a way for me to identify ways I can adapt my lessons.</p>
	<p>I use data from i-Ready as a gauge as to what level reading I should be providing in the classroom. High level readings can result in student frustration. Reading and activities that cater to what the students can build from cause a more productive calssroom.</p>
	<p>I use data to develop goals and drive the instruction and lesson plans that I develop for my students.</p>
	<p>I use data to help determine where students are and how to best help them. I use the data to form Rtl and enrichment groups for small group instruction. The data is also used to determine if a concept or skill needs to be retaught, either to the whole class, or in small groups. The data also allows me to determine if the interventions I have put in place are successful for each students, and allows me to adjust these as needed.</p>
	<p>I use data to modify and adjust lessons based on students retention of knowledge.</p>

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	I use exit tickets and formative in-the-moment assessments to plan for the next lessons, so that everyone is both held accountable and supported in learning the material.
	I use iReady data to help identify subject areas where extra support is needed and plan whole group and small group lessons accordingly. I also use data to different materials and group students to provide targeted support.
	I use it to inform lesson planning and levels of support. It also impacts small group work and intervention.
	It is used in every curriculum
	Reading levels are used to choose appropriate text choice
	Reading levels for small group instruction; diagnostic data informs focus skill
	Students and teachers review data of task completion and mastery to reflect on the learning process and set goals moving forward.
	Students are assessed before instructed, activities are provided at their levels. Their progress is tracked and assessed and there are interventions provided to support students and help them achieve their goals.
	To decide what needs to be retaught or taught. Also, to make goals for students.
	We use iReady diagnostic , pre-assessments, mid and end of unit assessments.
iReady data shows where students are able to perform in math and helps me to group students. Additionally test scores and exits slips on goformative guide my instruction by showing what concepts need re-teaching.	

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<p>Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.</p>	<p>Class dojo and email is a way to contact parents when needed. Student services is also readily available when an intervention or removal is needed in the classroom. Referrals can also be written easily when needed.</p>
	<p>Communicating with families, calling the help zone for assistance, taking students out for a 1 on 1 talk.</p>
	<p>Conversations with staff in Help Zone and Dean of Students.</p>
	<p>Disciplinary infractions are logged electronically. There is a Student Support Unit that addresses these issues and collaborates with all parties to resolve them. Also, the students at our school are divided into leagues and each week there are meetings that focus on issues in that league such as students' behavior</p>
	<p>Help zone, PBIS, MTSS, support team</p>
	<p>Home visits, dean of students</p>
	<p>None</p>
	<p>Once not met with teachers then we have the Leadership team get involved in to guide better or access students in a better form</p>
	<p>Parent contact, working with the Student Support Team, escalating to the Dean of Students. Relationship building is highly emphasized here, however, in the hope that such methods are not necessary due to strong teacher-student relationships.</p>
	<p>Protocols are in place, from emails, to phone calls, to personal conversation, written referrals lead to the SWIZZ system of data collection keeps track.</p>
	<p>Referrals to Student Success Team (SST); open communication with school leadership</p>
	<p>Student Help Zone</p>

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	<p>Teachers are able to utilize support from the help zone, dean of students, school counselors, and principles. Student concerns and parent contacts are logged in Power school, and there is a written referral form to raise student concerns as well.</p>
	<p>Teachers are expected to document all student discipline issues. A list of teacher-addressed and administration-addressed behaviors is given to all teachers. If a teacher has concerns about discipline with students, they know who to go to for help. In all my years here, I've always felt supported by administration regarding discipline issues.</p>
	<p>Teachers can fill out referral forms that are sent to the Student Support Team. We can also send e-mails to members of the Student Support Teams to make them aware of any concerns.</p>
	<p>Warning Private conversation-Tryto utilize restorative practices Student Success Team Phone call to parent In that order</p>
	<p>We can reach out to the Dean of Students and/or Principal(s)/Director(s)</p>
	<p>We have a referral form that can be filled out and handed to the student success team. The team then puts a plan together to assist the student.</p>
	<p>We use a system to write up any incidents which occurs that will needs disciplinary actions taken using the restorative justice approach.</p>
	<p>We utilize the "help zone" room with trained student support teachers. We also have help from our student success team.</p>
	<p>use of student success team and administers</p>

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<p>Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."</p>	<p>Communication, documentation, and appropriate disciplinary action per student/UCC code of conduct plan with involved parties, Dean of Students/Principal(s)/Director(s), teacher(s), and parent(s)/guardian.</p>
	<p>Don't know</p>
	<p>I don't know.</p>
	<p>Interventions are planned where the students involved are allowed to respectfully relay their feelings in a positive way and then the counselor is always available to deal with issues among students or teachers until the situation is resolved.</p>
	<p>Restorative practice models. Mentors, school counselors, teachers and administration have at there disposal support for restorative conversations and accountabilities.</p>
	<p>Restorative practices</p>
	<p>Specific referral forms for bullying; Documentation in PowerSchool; communication with families</p>
	<p>Student success team is utilized to address and quelch these concerns.</p>
	<p>Support team, however, these issues are not tolerated at the school.</p>
	<p>Teachers are expected to address all of these instances immediately, as well as let administration know. From my experiences, though, this hasn't been an issue.</p>
	<p>The school uses restorative practices to address these issues.</p>
	<p>The student services team deals with students one on one when a conversation is needed about respecting one another.</p>
	<p>There is a coordinator who puts together activities to address these topics. These activities are professional development for staff, poster-making activity, displays focusing on these topics, guest speakers, circles focusing on these topics.</p>
<p>There is a no bullying, discrimination, and harassment in place</p>	

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	Through restorative circles.
	We have a student support team and school councilors that deal with these issues in conjunction with homeroom teachers.
	When an issue of bullying, discrimination, or harassment is brought to our attention, we can fill out a DASA form and return it to the DASA coordinator. The coordinator will then follow the process of investigating the report.
	don't know
	don't know.
	our younger students have discussions and presentations about bullying.
	using the dean of students and student success team

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<p>Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:</p>	<p>A welcoming caring environment also the opportunity for students to talk out issues with student support.</p>
	<p>All students have counseling sessions with social workers from the school and counselors from other organizations that provide services for the school who meet with them to address their social-emotional and mental health needs.</p>
	<p>Cool down areas within classroom, restorative classroom management strategies collaboratively shared, councilors and social workers are always available, Student success team</p>
	<p>Counseling services and student help zone.</p>
	<p>Daily check-ins with students; student check-ins with teachers; HelpZone when needed; counseling</p>
	<p>Group/individual counseling</p>
	<p>I provide a daily check-in for my students where they can let us know how they are feeling that day and if there is anything they want to talk to us about. In addition, Grades k-4 use the Getting Along Together Program to teach students about social-emotional skills and concepts.</p>
	<p>Multiple resources available to students during regularly schedule school day... Dean of Students, Counselor, assistants... I cannot speak to the exact program/protocol they follow.</p>
	<p>Our school social workers create student lunch groups to help students with similar social-emotional skills to practice strategies together.</p>
	<p>SEL practices are integrated daily. The school utilizes PBIS and restorative practices to support students and foster positive teacher-student relationships. The help zone and school counselors are also always available to support students and classrooms.</p>

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	<p>School counselor and social worker available daily for students to work with when they need to. Teachers are constantly helping students with emotional and mental health needs by collaborating with student success team. Support staff such as rti nd sped are available to help students regularly.</p>
	<p>Strong teacher-student relationships, two in-school counselors, providing opportunities for positive socialization among students.</p>
	<p>Student Success Team</p>
	<p>Teachers and staff work hard to develop and maintain strong relationships with students. For students who need more support, our Student Support Team offers services to students in need.</p>
	<p>Team of therapists in the building at all times, PBIS</p>
	<p>The school has the student success team that walks students through restorative practices, two counselors that students can talk to on a weekly basis about school and life, there is also a list of teachers and support staff that students have identified as people that they trust and can talk with.</p>
	<p>There is counseling available and a school social worker</p>
	<p>They give them time to express they feeling of any and then we give our feedback and see if it helps of any sort. Also we have them take some time to calm down and then help with any resolution if it is one</p>
	<p>We did this with support of the student success team. We also provide school counseling services.</p>
	<p>We provide counseling in a variety of ways.</p>
	<p>through a variety of programs</p>

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Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.

At the start of the school year, teachers are made aware of the areas (competencies) they will be evaluated on. Teachers are observed and feedback is provided on these observations. Teachers are also given the opportunity to respond to feedback from the administration. There is a mid-year evaluation meeting to assess performance so far in the school year and how to improve for the rest of the year. The school year culminates with a final year evaluation meeting.

Danielson Framework

Follows Danielson

Formal observations using Danielson Framework w/ pre and post observation meetings

I have not experienced this yet. Observations are coming up.

I'm new... Not sure how it works.

Meetings with supervisor through out the fall and winter, two lesson observed in mid-Spring, reflective conversations to follow seeking to improve that which is lacking and or reinforce that which is of quality

None

Observations done sporadically.

Principal Observation two time a year.

Supervisors complete regular formal observations of teachers, provide feedback, and assist in creating action plans with SMART goals.

The Danielson Model is used for teacher evaluations. Informal evaluations are also sprinkled in throughout the school year.

The school uses the Danielson Framework to evaluate teachers in a two-lesson observation. However as it is my first year, I have not yet experienced this process firsthand.

The school utilizes the Danielson Framework to evaluate teachers.

The use of the danielson model is used.

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	Three part interview , demo lesson, background check.
	We are evaluated using the Danielson Model. Our supervisor drops into our rooms regularly. In addition, we have a formal observation that is based on the key elements of the Danielson Model. We also turn in lesson plans weekly. We have also set personal professional goals for ourselves.
	We have a Danielson evaluation process.
	We have a weekly meeting with our subject principal. We are given two informal observations and one formal observation.
	don't know
	teachers are evaluated by administrators

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<p>Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.</p>	<p>1 on 1 meetings... Discussion of lesson plans/strategies</p>
	<p>Face-to-face communication and email; occasional survey on school climate/culture</p>
	<p>Frequently stating "come to us with your questions and concerns" in meetings. Unsure if there is a formal way to solicit feedback, no surveys have been sent out from leadership, etc.</p>
	<p>Informal conversations, group discussions, and surveys.</p>
	<p>Leadership welcomes feedback at anytime, they reiterate the message during staff meetings and emails.</p>
	<p>None</p>
	<p>Opportunities for feedback are provided by way of emails, surveys, forms to respond to specific issues, and even verbal feedback at times</p>
	<p>Principals ask for feedback during weekly staff meetings, team meetings, teacher meeting, and have an open door policy.</p>
	<p>Staff surveys, weekly meetings.</p>
	<p>Surveys</p>
	<p>Surveys and meetings</p>
	<p>Surveys are conducted after PDs and meetings, and many administrators have asked for unsolicited feedback throughout the year.</p>
	<p>Surveys, Professional developments, email (written documentation) as well as the ever open doors of our leadership</p>
	<p>Surveys, open dialogue, etc.</p>
	<p>They have an open door policy and always come around to check on teachers.</p>
	<p>We are given surveys during professional development days.</p>
<p>don't know</p>	
<p>none</p>	

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through informal conversations and group
dialogue on matters as well as surveys

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<p>Q22_Open Describe your understanding of the mission and key design elements of the school:</p>	<p>Collaborating with families in the community to better serve our students in an urban setting remains the most relevant mission of our school. We try to work with our families, but COVID has made it more difficult. Thanks to the teachers and staff of the school, we are able to do as much as possible with what we have.</p>
	<p>I don't know</p>
	<p>Our mission is to ensure a safe, rigorous educational experience for our community.</p>
	<p>Our mission is to provide students with a safe, supportive, and intellectually challenging educational environment. We use a rigorous curriculum and teacher-student relationships to help us achieve these goals.</p>
	<p>Provide a safe, supportive environment where students learn in through authentic ways that meets their individual needs. The challenging curriculum engages all students, at all levels/abilities, to meet and exceed New York State learning standards.</p>
	<p>Supportive and safe school for all our children and staff.</p>
	<p>The UCCS mission is to provide Rochester students with a safe, supportive, and intellectually challenging educational environment. The central philosophy is that strong student-teacher relationships are essential to student motivation, engagement, and achievement.</p>
	<p>The mission is evident in the structure of the school.</p>
	<p>The mission of the school is to provide a structured environment for student to learn.</p>
	<p>The mission of the school is to provide an education to all students that is rigorous and meets the NYS standards.</p>
<p>The school is focused on strong student-teacher relationships, and providing children with a safe socio-emotionally nurturing environment so that they are best equipped to learn.</p>	

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	The school's mission is to provide young people, regardless of their socio-economic background a rigorous education with the critical skills needed to develop into strong, successful adults who are economically, socially and emotionally independent.
	The school's mission, in a nutshell, is to provide a safe, supportive, and intellectually-challenging learning environment for all of its students.
	The schools mission is about relationships. Student teacher relationships are pivotal in making a difference and/or impact on a students academic career and life.
	To help each student and support each other.
	To keep kids guided and focused with intent to provide a understanding and engaging atmosphere for the students
	To provide Rochester students with a safe, supportive and intellectually challenging environment. The central philosophy is that strong student-teacher relationships are essential to student motivation, engagement and achievement. This philosophy, in combination with authentic efforts at family involvement, and the effective teaching of a rich, rigorous and engaging curriculum will enable students to build a strong foundation for college and career readiness, exceed state achievement standards and defy the demographic challenges of poverty.
	To provide a safe, caring, rigorous learning experience for the children of Rochester.
	To provide social and emotional support needed to allow for a successful education for all students
	Very clear
	We teach the students that are before us...we see the humanity of each and every child and seek to find best practices that reach them where they are; regardless of mitigating circumstances we see the student as a person.

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Urban Choice CS

<p>Q23_Open Please use this space to provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.</p>	<p>Administration</p>
	<p>During COVID, Urban Choice Charter School has had a strong performance teaching both remote and in-class students. Our students have been hybrid since September, and for that reason our school has limited any learning loss and has allowed our students to not only survive, but thrive.</p>
	<p>I feel lucky to be a part of the team here. I feel respected as a professional.</p>
	<p>I have been teaching for over fifteen years, in my fifteen years, I have been at three schools. UCCS is the first school that I have observed that cares for the whole well being of a child and their family. They recognize the importance of providing a learning environment that engages and supports the multiple learning needs of our students. They don't ignore the community and poverty that many of these students are coming from daily, they provide uniforms, weekend food in the backpack program, learning opportunities for parents, and multiple events to engage parents in the learning experience of their child. I have had the opportunity to move onto other teaching positions but I believe in the opportunities and support that UCCS provides for the children of Rochester and I want to continue to be a part of that.</p>
	<p>I'm good, thanks.</p>
	<p>I've seen the school culture grow over the last few years. I would like to see chances for staff collaboration to increase.</p>
	<p>It's a fantastic school which is helping to meet the needs of the community by providing quality education and support to students and families.</p>

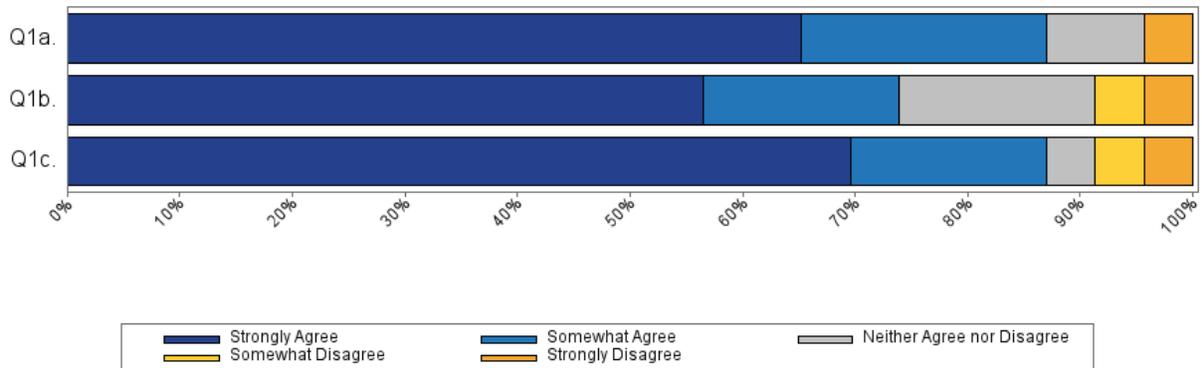
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	<p>The staff here are wonderful and dedicated, and care about the academic outcomes of our students; UCCS has many growth areas but the community built around this school is strong and is palpable even to a new staff member such as myself. UCCS would benefit most from strong leader-to-staff communication, systems of staff accountability (meeting deadlines, quality of lesson plans, etc.), and a clear school-wide behavior management system that balances rewards and consequences that teachers are held accountable to consistently upholding.</p>
	<p>There is no additional information that is relevant at this time.</p>
	<p>We work hard to maintain good data on our lesson efficacy in the process, we maintain excellent data records on our student's performance; differentiating and reflecting every step of the way. We have come along way in making sure we have staff that are compassionate and knowledgeable, consistent and creative. We are a community of staff and families, we are a family.</p>
	<p>n/a</p>

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Academics

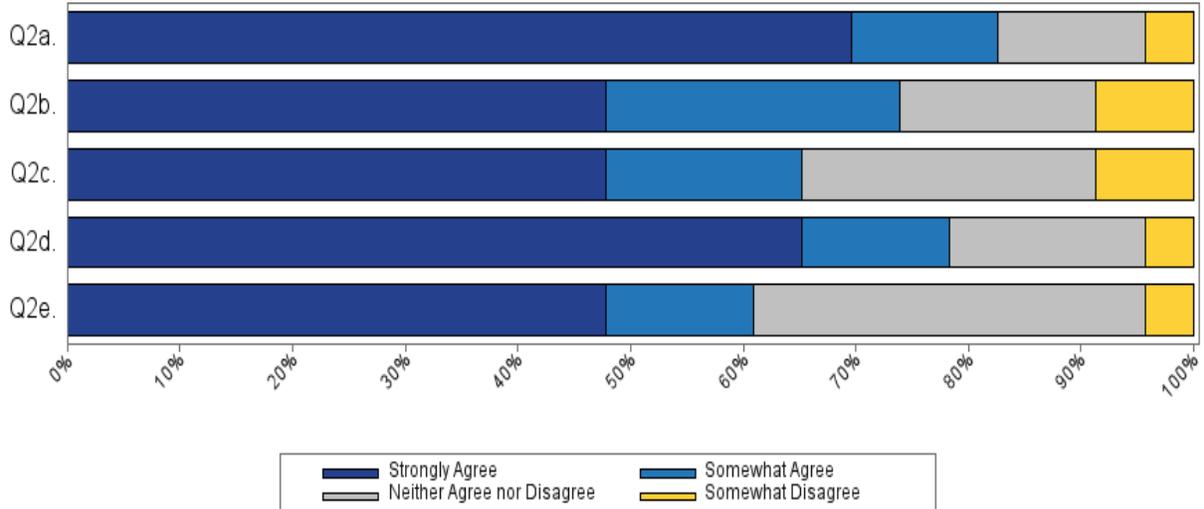


Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	65%	15	74%	4,204
	Somewhat Agree	22%	5	19%	1,080
	Neither Agree nor Disagree	9%	2	4%	225
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	4%	1	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	57%	13	70%	3,988
	Somewhat Agree	17%	4	20%	1,166
	Neither Agree nor Disagree	17%	4	4%	254
	Somewhat Disagree	4%	1	3%	143
	Strongly Disagree	4%	1	3%	144

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1c. The teaching quality at this school is very high.	Strongly Agree	70%	16	67%	3,790
	Somewhat Agree	17%	4	23%	1,335
	Neither Agree nor Disagree	4%	1	5%	309
	Somewhat Disagree	4%	1	3%	148
	Strongly Disagree	4%	1	2%	113

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Behavior Management and Safety

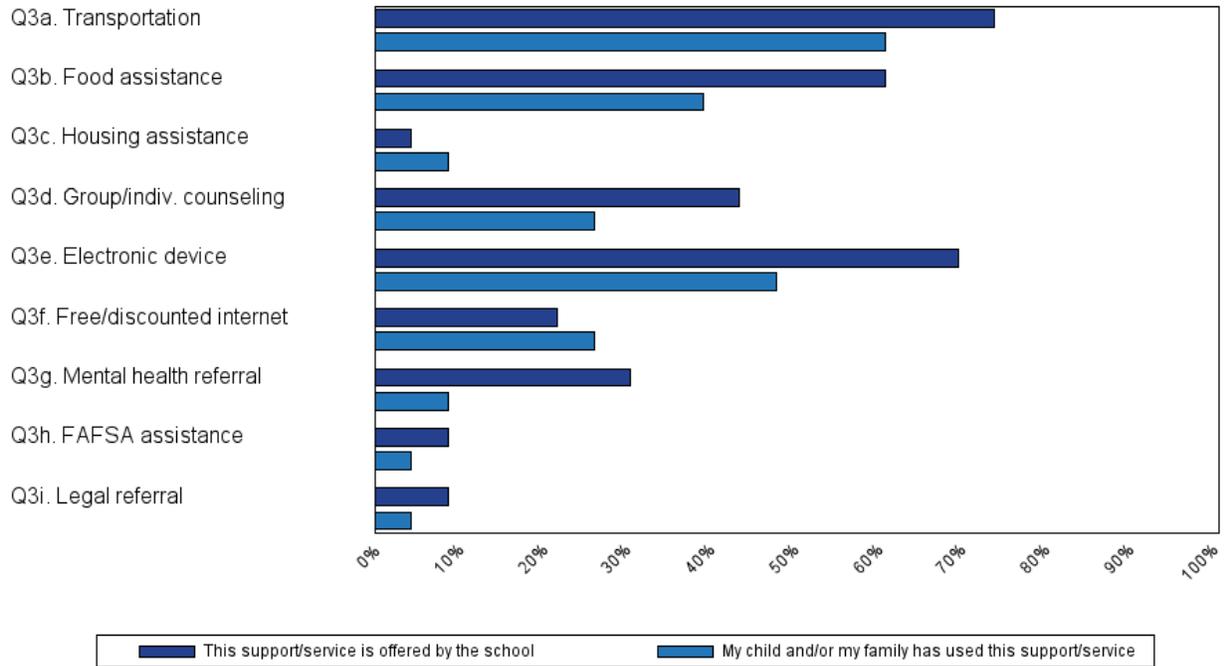


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	70%	16	68%	3,849
	Somewhat Agree	13%	3	18%	1,051
	Neither Agree nor Disagree	13%	3	8%	456
	Somewhat Disagree	0%	0	3%	173
	Strongly Disagree	4%	1	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	48%	11	63%	3,610
	Somewhat Agree	26%	6	19%	1,068
	Neither Agree nor Disagree	17%	4	10%	593
	Somewhat Disagree	0%	0	4%	205
	Strongly Disagree	9%	2	4%	219

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	48%	11	61%	3,481
	Somewhat Agree	17%	4	20%	1,132
	Neither Agree nor Disagree	26%	6	12%	703
	Somewhat Disagree	0%	0	3%	189
	Strongly Disagree	9%	2	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	65%	15	63%	3,610
	Somewhat Agree	13%	3	22%	1,233
	Neither Agree nor Disagree	17%	4	9%	498
	Somewhat Disagree	0%	0	3%	172
	Strongly Disagree	4%	1	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	48%	11	59%	3,372
	Somewhat Agree	13%	3	21%	1,183
	Neither Agree nor Disagree	35%	8	14%	809
	Somewhat Disagree	0%	0	3%	159
	Strongly Disagree	4%	1	3%	172

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Support Services



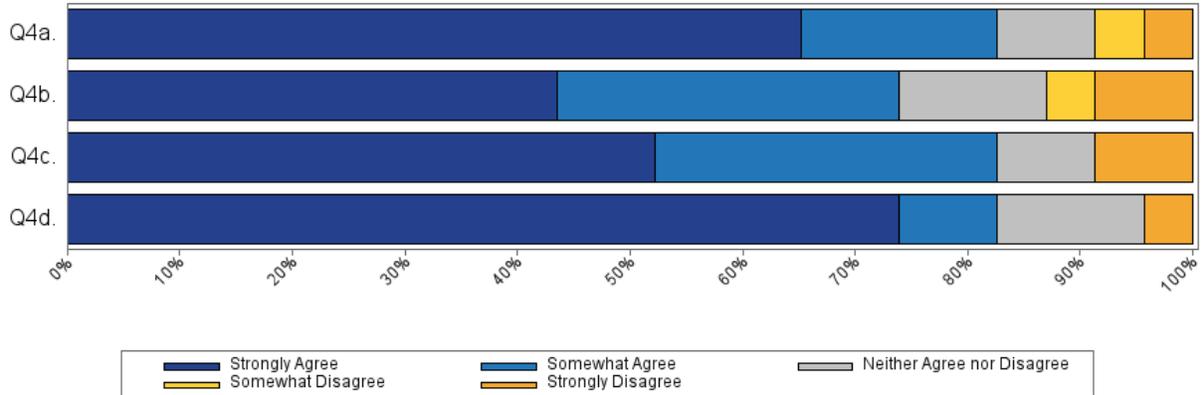
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	74%	17	68%	3,897
	My child and/or my family has used this support/service	61%	14	28%	1,601

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	61%	14	63%	3,572
	My child and/or my family has used this support/service	39%	9	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	4%	1	26%	1,475
	My child and/or my family has used this support/service	9%	2	8%	449
Q3d. Group/individ. counseling	This support/service is offered by the school	43%	10	56%	3,182
	My child and/or my family has used this support/service	26%	6	16%	905
Q3e. Electronic device	This support/service is offered by the school	70%	16	70%	3,986
	My child and/or my family has used this support/service	48%	11	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	22%	5	43%	2,429
	My child and/or my family has used this support/service	26%	6	14%	799
Q3g. Mental health referral	This support/service is offered by the school	30%	7	42%	2,366

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3g. Mental health referral	My child and/or my family has used this support/service	9%	2	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	9%	2	34%	1,957
	My child and/or my family has used this support/service	4%	1	8%	470
Q3i. Legal referral	This support/service is offered by the school	9%	2	27%	1,523
	My child and/or my family has used this support/service	4%	1	5%	281

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Behavior Management

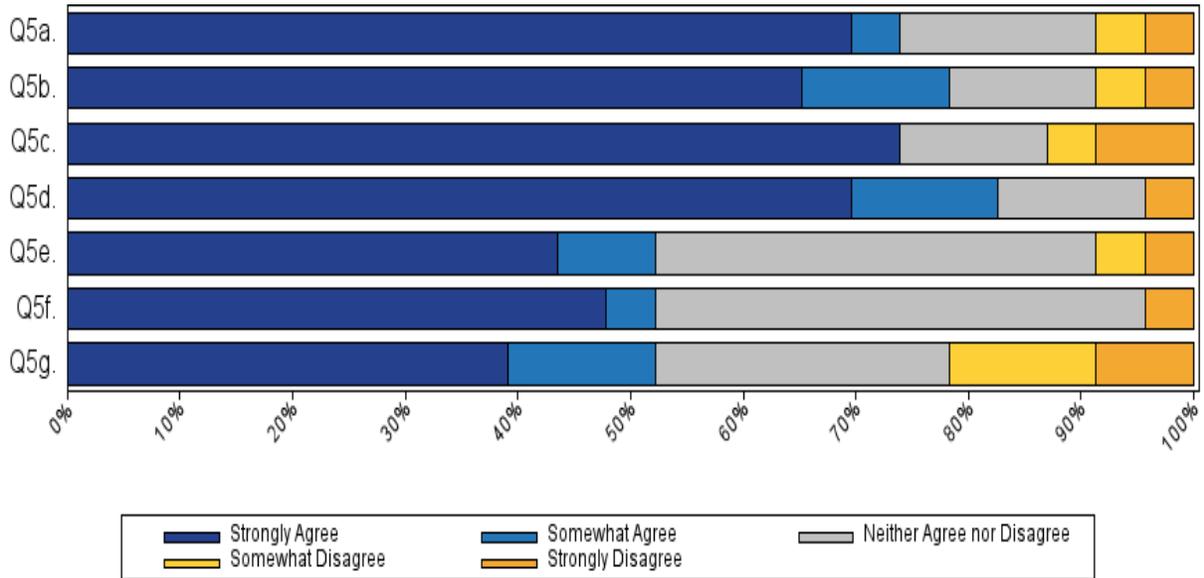


Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	65%	15	70%	3,988
	Somewhat Agree	17%	4	20%	1,160
	Neither Agree nor Disagree	9%	2	5%	296
	Somewhat Disagree	4%	1	3%	143
	Strongly Disagree	4%	1	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	43%	10	60%	3,406
	Somewhat Agree	30%	7	23%	1,293
	Neither Agree nor Disagree	13%	3	10%	546
	Somewhat Disagree	4%	1	4%	255
	Strongly Disagree	9%	2	3%	195

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	52%	12	59%	3,369
	Somewhat Agree	30%	7	24%	1,383
	Neither Agree nor Disagree	9%	2	10%	568
	Somewhat Disagree	0%	0	4%	221
	Strongly Disagree	9%	2	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	74%	17	71%	4,023
	Somewhat Agree	9%	2	20%	1,129
	Neither Agree nor Disagree	13%	3	7%	379
	Somewhat Disagree	0%	0	1%	84
	Strongly Disagree	4%	1	1%	80

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Family Engagement and Communication



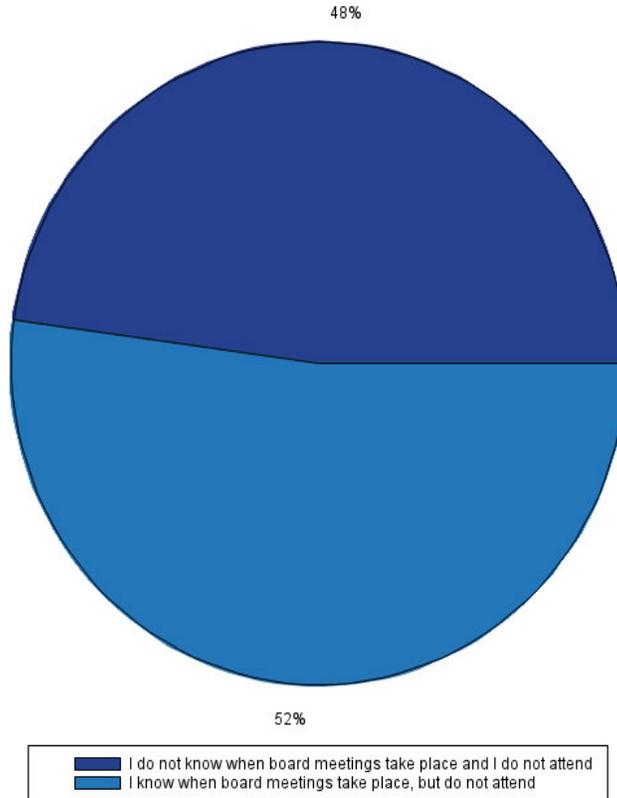
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	70%	16	63%	3,613
	Somewhat Agree	4%	1	21%	1,172
	Neither Agree nor Disagree	17%	4	10%	582
	Somewhat Disagree	4%	1	3%	175
	Strongly Disagree	4%	1	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	65%	15	74%	4,219
	Somewhat Agree	13%	3	16%	937
	Neither Agree nor Disagree	13%	3	4%	235
	Somewhat Disagree	4%	1	3%	157
	Strongly Disagree	4%	1	3%	147

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school uses many methods of communication with families.	Strongly Agree	74%	17	77%	4,411
	Somewhat Agree	0%	0	15%	875
	Neither Agree nor Disagree	13%	3	4%	213
	Somewhat Disagree	4%	1	2%	96
	Strongly Disagree	9%	2	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	70%	16	72%	4,123
	Somewhat Agree	13%	3	18%	1,003
	Neither Agree nor Disagree	13%	3	6%	324
	Somewhat Disagree	0%	0	2%	126
	Strongly Disagree	4%	1	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	43%	10	51%	2,911
	Somewhat Agree	9%	2	19%	1,055
	Neither Agree nor Disagree	39%	9	22%	1,271
	Somewhat Disagree	4%	1	4%	209
	Strongly Disagree	4%	1	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	48%	11	53%	3,016
	Somewhat Agree	4%	1	18%	1,018
	Neither Agree nor Disagree	43%	10	23%	1,295
	Somewhat Disagree	0%	0	3%	150
	Strongly Disagree	4%	1	4%	216

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5g. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	39%	9	51%	2,877
	Somewhat Agree	13%	3	19%	1,107
	Neither Agree nor Disagree	26%	6	20%	1,162
	Somewhat Disagree	13%	3	5%	261
	Strongly Disagree	9%	2	5%	288

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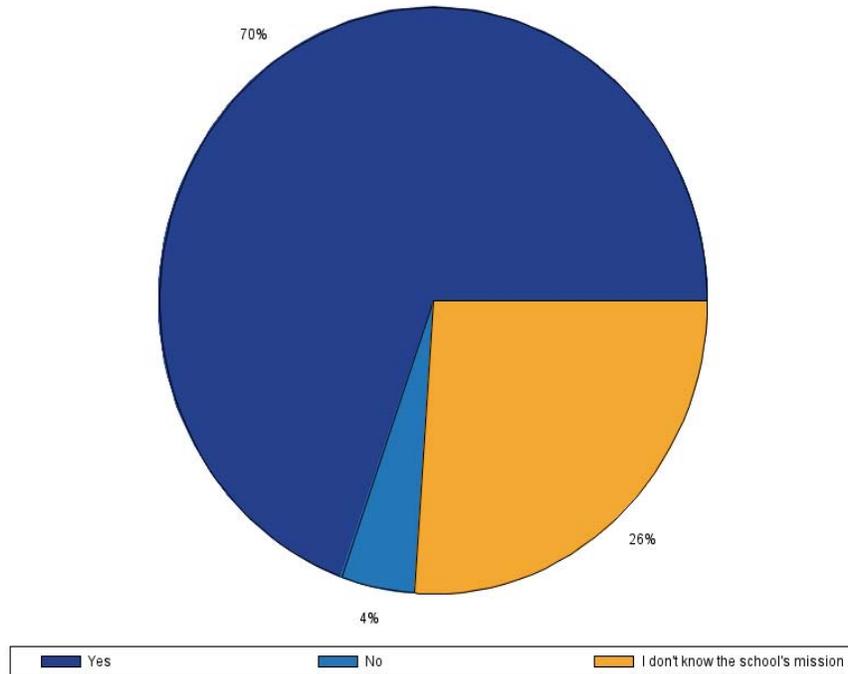
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?



Board Meetings		% by School	Total by School	% All Schools	Total All Schools
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	0%	0	14%	808
	I occasionally attend board meetings	0%	0	23%	1,314
	I know when board meetings take place, but do not attend	52%	12	35%	1,975
	I do not know when board meetings take place and I do not attend	48%	11	28%	1,598

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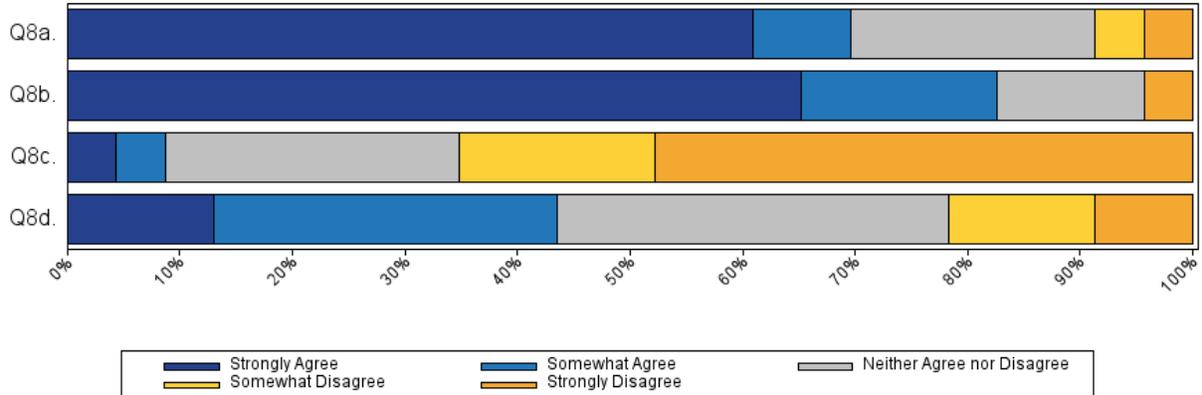
Q7. Do you feel the school is fulfilling its mission?



School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	70%	16	83%	4,724
	No	4%	1	6%	328
	I don't know the school's mission	26%	6	11%	643

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COVID-19 In-Person Learning Environment

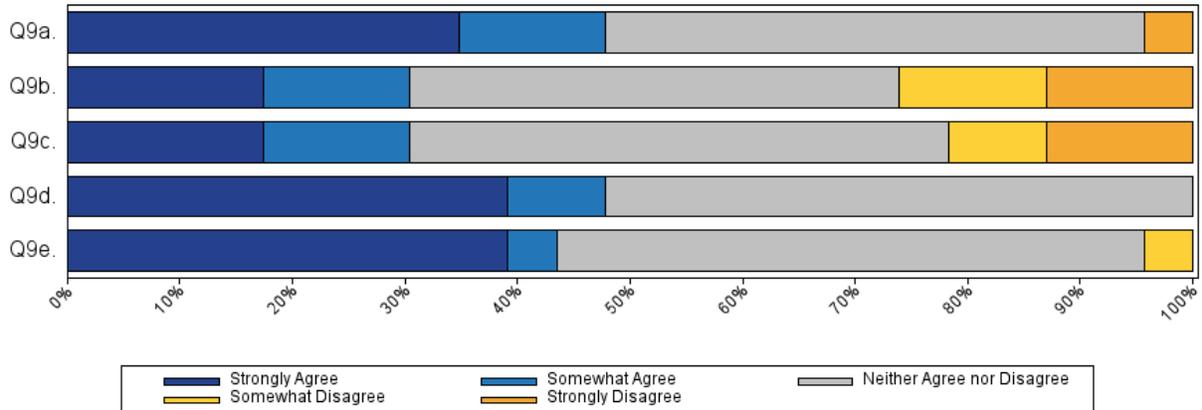


COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	61%	14	64%	3,665
	Somewhat Agree	9%	2	18%	1,042
	Neither Agree nor Disagree	22%	5	14%	798
	Somewhat Disagree	4%	1	2%	97
	Strongly Disagree	4%	1	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	65%	15	70%	3,979
	Somewhat Agree	17%	4	19%	1,060
	Neither Agree nor Disagree	13%	3	8%	457
	Somewhat Disagree	0%	0	2%	101
	Strongly Disagree	4%	1	2%	98

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	4%	1	14%	779
	Somewhat Agree	4%	1	12%	663
	Neither Agree nor Disagree	26%	6	14%	790
	Somewhat Disagree	17%	4	9%	523
	Strongly Disagree	48%	11	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	13%	3	19%	1,085
	Somewhat Agree	30%	7	21%	1,194
	Neither Agree nor Disagree	35%	8	24%	1,384
	Somewhat Disagree	13%	3	11%	623
	Strongly Disagree	9%	2	25%	1,409

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23 RESPONSES
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COVID-19 Remote Learning Environment

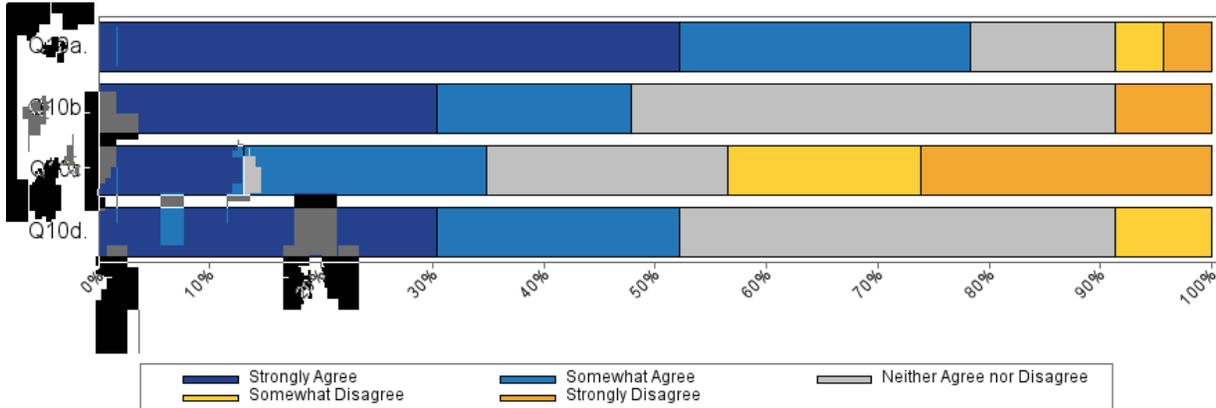


COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	35%	8	58%	3,325
	Somewhat Agree	13%	3	17%	943
	Neither Agree nor Disagree	48%	11	21%	1,204
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	4%	1	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	17%	4	26%	1,463
	Somewhat Agree	13%	3	16%	888
	Neither Agree nor Disagree	43%	10	24%	1,359
	Somewhat Disagree	13%	3	11%	603
	Strongly Disagree	13%	3	24%	1,382

COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	17%	4	29%	1,657
	Somewhat Agree	13%	3	20%	1,153
	Neither Agree nor Disagree	48%	11	26%	1,500
	Somewhat Disagree	9%	2	8%	434
	Strongly Disagree	13%	3	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	39%	9	64%	3,669
	Somewhat Agree	9%	2	14%	824
	Neither Agree nor Disagree	52%	12	16%	939
	Somewhat Disagree	0%	0	2%	142
	Strongly Disagree	0%	0	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	39%	9	73%	4,151
	Somewhat Agree	4%	1	10%	585
	Neither Agree nor Disagree	52%	12	14%	814
	Somewhat Disagree	4%	1	1%	57
	Strongly Disagree	0%	0	2%	88

NYSED CSO Parent Survey 2022
URBAN CHOICE CHARTER SCHOOL
23 RESPONSES
6% RESPONSE RATE

COVID-19 Learning Environment



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	52%	12	66%	3,744
	Somewhat Agree	26%	6	24%	1,354
	Neither Agree nor Disagree	13%	3	6%	335
	Somewhat Disagree	4%	1	3%	165
	Strongly Disagree	4%	1	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	30%	7	32%	1,812
	Somewhat Agree	17%	4	25%	1,437
	Neither Agree nor Disagree	43%	10	23%	1,332
	Somewhat Disagree	0%	0	11%	621
	Strongly Disagree	9%	2	9%	493

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	13%	3	27%	1,564
	Somewhat Agree	22%	5	18%	1,028
	Neither Agree nor Disagree	22%	5	17%	947
	Somewhat Disagree	17%	4	14%	771
	Strongly Disagree	26%	6	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	30%	7	48%	2,721
	Somewhat Agree	22%	5	24%	1,389
	Neither Agree nor Disagree	39%	9	19%	1,075
	Somewhat Disagree	9%	2	5%	284
	Strongly Disagree	0%	0	4%	226

NYSED CSO Parent Survey 2022
URBAN CHOICE CHARTER SCHOOL
23 RESPONSES
6% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
I like the one on one services that are provided for my son.
More structured and close to home
I thought it would be a good school academically.
Family
When reading everything the school had to offer I felt like this school would be the perfect fit for my little one and my other 2 children have been and graduated from charter schools I felt like I should keep it going with him as well
Awesome school
It's a good school
My 2 older children attended UCCS. I love the environment of UCCS. I feel heard and included in my child's education.
I chose UCCS because I wanted my daughter to attend a school that has rules, great teachers, great communication, extra help and more.
School size and previous location
Admin Jackie was very professional.
My child was chosen for this school through a lottery. My child has family that also attends the school. So I continued to keep my child in the school. The relationship with the school has been difficult and very stressful for my household.
Was looking for smaller class sizes and a timeframe that fit my schedule. And after talking to ms. Jackie in the office, i was just comfortable. Come to find out the teachers are great too.
I read some other pamphlets and I thought it would be a good match I still think it is there's some work need to be done I think some teachers and aids I know kids are hard and they need to learn thanks and I hope this will help some of your questions on the survey I didn't know how to answer. Some of the questions I agree with Summer I wasn't sure about so I didn't answer.
The standards and high education level there also teach in small groups
She has been here since Kindergarten.
I believe that she would get better schooling with this school the teachers there really help the kids there and may sure they learn the right thing
They have a good reputation in our community
Been here since kindergarten love the atmosphere of the staff and teachers
The high standards and interactions with parents

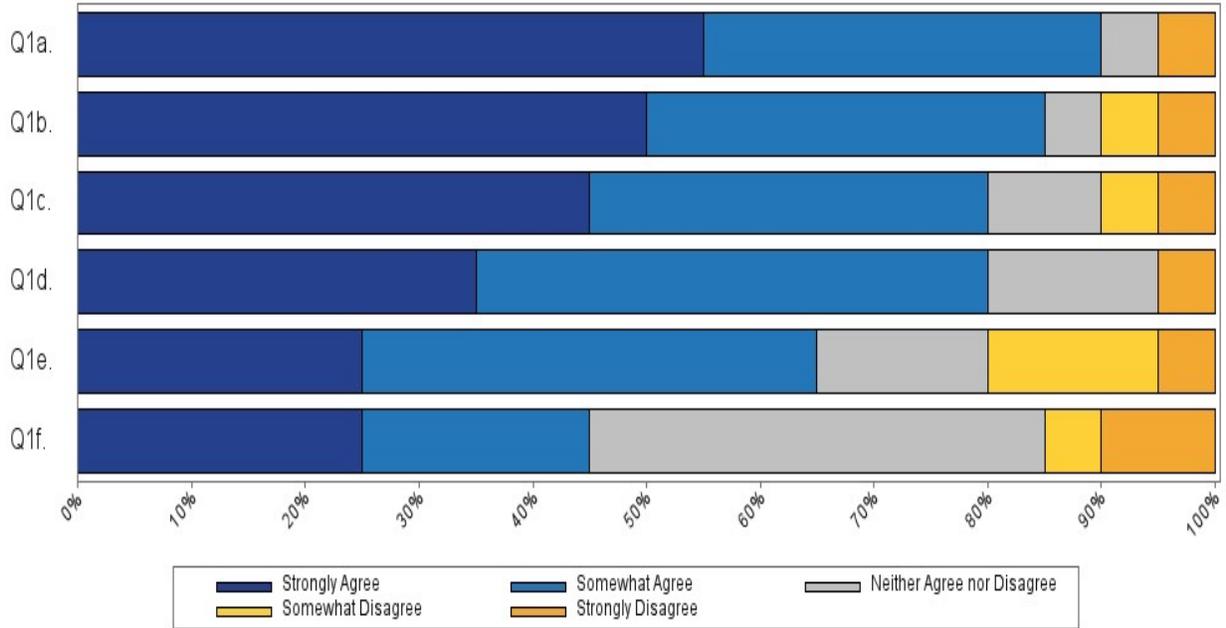
NYSED CSO Parent Survey 2022
URBAN CHOICE CHARTER SCHOOL
23 RESPONSES
6% RESPONSE RATE

Q12. Do you have any additional comments or concerns regarding this school?

Question Answer
The teachers and entire staff go out of their way to help each student. I am most please and grateful for the care, communication and assistance that has been provided to my daughter.
Just wish that the school communicated better and in a timely manner.
Teachers to often do victim blaming or sweep naughty behavior under rug and I am SICK OF IT!
Our teacher Mrs Dix was a great teacher however she has an assistant in the classroom who has brought a great deal of stress an confusion to the class. She made the learning enviroment very stressful. I spoke to administration about the situation and my child ketp being bullied by this teacher and Mrs Flaff
5th and kinder

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
56% RESPONSE RATE

Curriculum

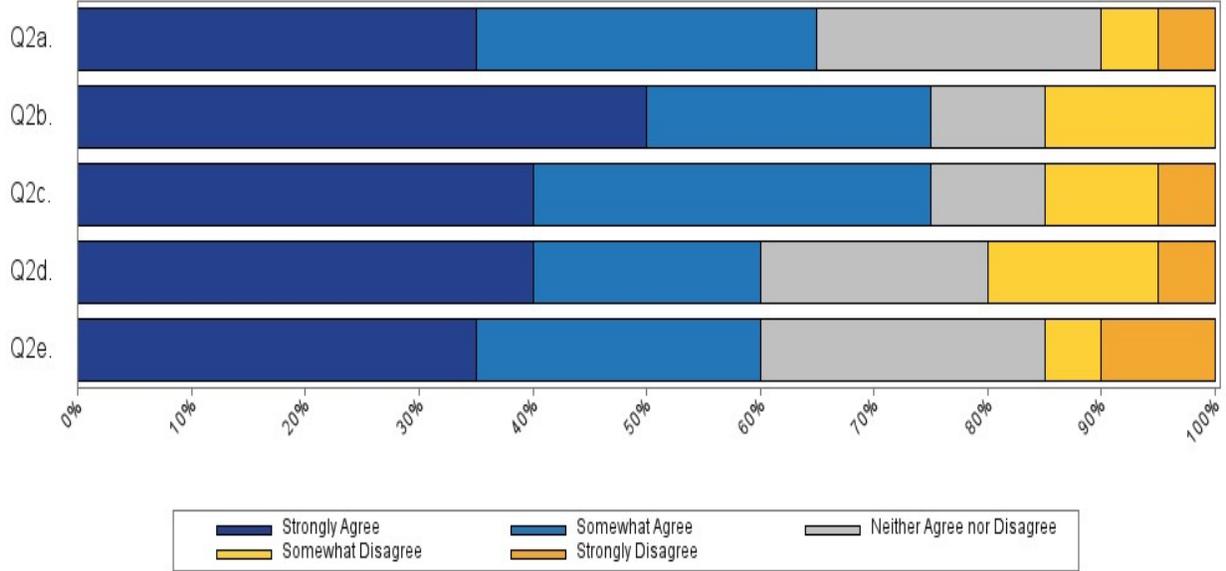


Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	55%	11	68%	1,310
	Somewhat Agree	35%	7	24%	460
	Neither Agree nor Disagree	5%	1	4%	74
	Somewhat Disagree	0%	0	3%	49
	Strongly Disagree	5%	1	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	50%	10	58%	1,113
	Somewhat Agree	35%	7	26%	506
	Neither Agree nor Disagree	5%	1	10%	190
	Somewhat Disagree	5%	1	4%	82
	Strongly Disagree	5%	1	2%	40

Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1c. The school's curriculum is aligned vertically between grade levels.	Strongly Agree	45%	9	51%	978
	Somewhat Agree	35%	7	32%	612
	Neither Agree nor Disagree	10%	2	11%	212
	Somewhat Disagree	5%	1	4%	85
	Strongly Disagree	5%	1	2%	44
Q1d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	35%	7	50%	975
	Somewhat Agree	45%	9	34%	651
	Neither Agree nor Disagree	15%	3	8%	146
	Somewhat Disagree	0%	0	5%	106
	Strongly Disagree	5%	1	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	25%	5	50%	966
	Somewhat Agree	40%	8	28%	545
	Neither Agree nor Disagree	15%	3	11%	222
	Somewhat Disagree	15%	3	7%	127
	Strongly Disagree	5%	1	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	25%	5	35%	683
	Somewhat Agree	20%	4	30%	574
	Neither Agree nor Disagree	40%	8	23%	436
	Somewhat Disagree	5%	1	7%	136
	Strongly Disagree	10%	2	5%	102

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
56% RESPONSE RATE

Instruction

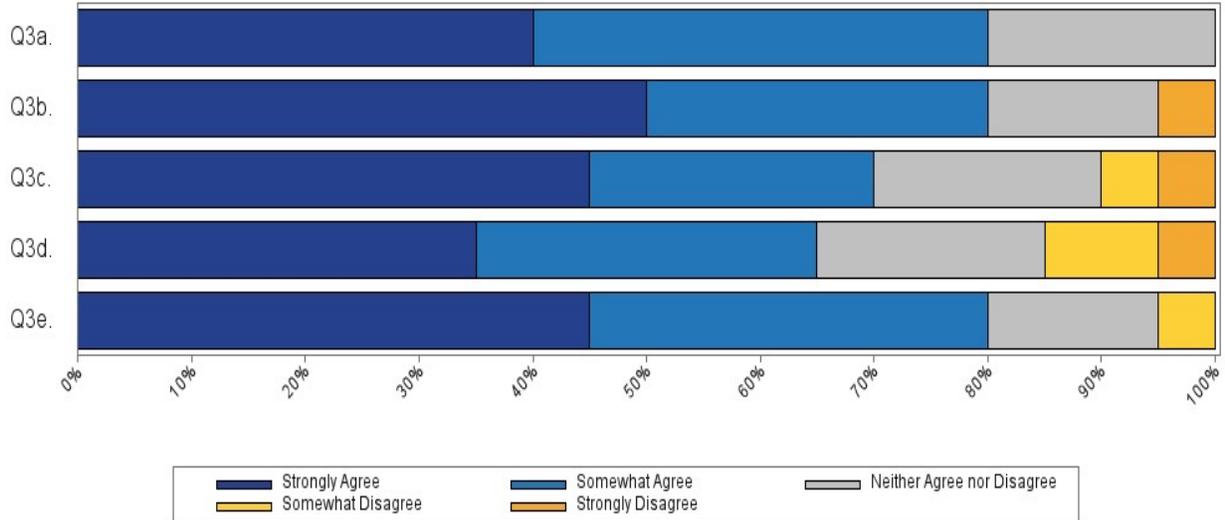


Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	35%	7	54%	1,038
	Somewhat Agree	30%	6	34%	653
	Neither Agree nor Disagree	25%	5	4%	86
	Somewhat Disagree	5%	1	6%	113
	Strongly Disagree	5%	1	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	50%	10	52%	1,008
	Somewhat Agree	25%	5	36%	691
	Neither Agree nor Disagree	10%	2	6%	114
	Somewhat Disagree	15%	3	5%	94
	Strongly Disagree	0%	0	1%	24

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	40%	8	52%	999
	Somewhat Agree	35%	7	34%	654
	Neither Agree nor Disagree	10%	2	6%	124
	Somewhat Disagree	10%	2	6%	115
	Strongly Disagree	5%	1	2%	39
Q2d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs).	Strongly Agree	40%	8	48%	922
	Somewhat Agree	20%	4	30%	570
	Neither Agree nor Disagree	20%	4	9%	170
	Somewhat Disagree	15%	3	8%	162
	Strongly Disagree	5%	1	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	35%	7	53%	1,022
	Somewhat Agree	25%	5	29%	566
	Neither Agree nor Disagree	25%	5	8%	159
	Somewhat Disagree	5%	1	6%	114
	Strongly Disagree	10%	2	4%	70

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
56% RESPONSE RATE

Assessment and Program Evaluation

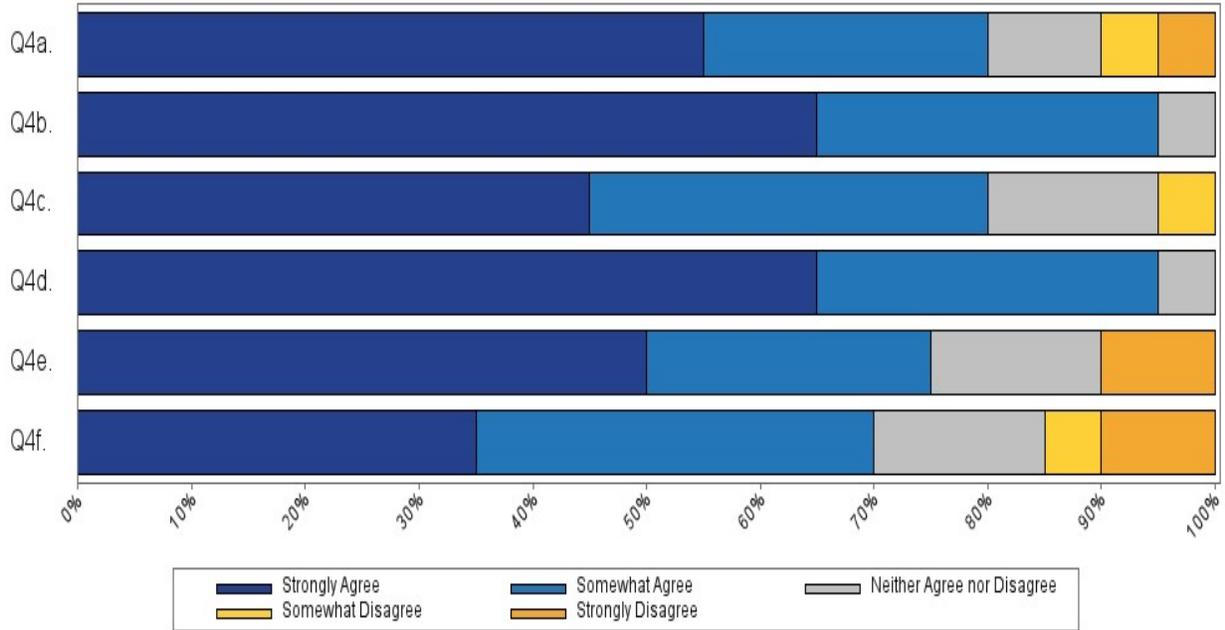


Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	40%	8	66%	1,267
	Somewhat Agree	40%	8	27%	522
	Neither Agree nor Disagree	20%	4	5%	88
	Somewhat Disagree	0%	0	2%	37
	Strongly Disagree	0%	0	1%	17
Q3b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	50%	10	62%	1,200
	Somewhat Agree	30%	6	28%	532
	Neither Agree nor Disagree	15%	3	6%	125
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	5%	1	1%	24

Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	45%	9	58%	1,129
	Somewhat Agree	25%	5	29%	555
	Neither Agree nor Disagree	20%	4	7%	134
	Somewhat Disagree	5%	1	5%	87
	Strongly Disagree	5%	1	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	35%	7	50%	964
	Somewhat Agree	30%	6	30%	583
	Neither Agree nor Disagree	20%	4	11%	218
	Somewhat Disagree	10%	2	7%	126
	Strongly Disagree	5%	1	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	45%	9	59%	1,144
	Somewhat Agree	35%	7	28%	532
	Neither Agree nor Disagree	15%	3	8%	156
	Somewhat Disagree	5%	1	4%	69
	Strongly Disagree	0%	0	2%	30

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
56% RESPONSE RATE

Supports for Diverse Learners

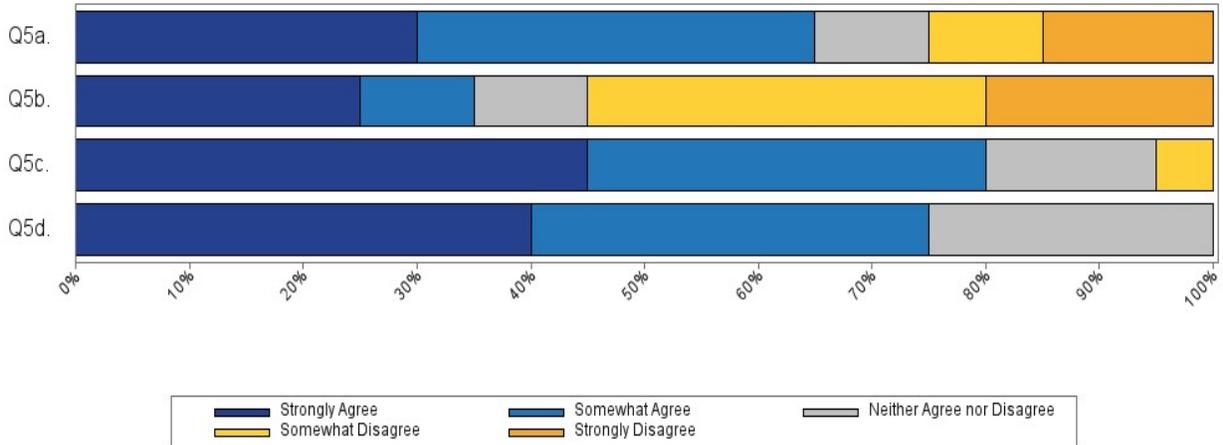


Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	55%	11	62%	1,194
	Somewhat Agree	25%	5	20%	391
	Neither Agree nor Disagree	10%	2	14%	262
	Somewhat Disagree	5%	1	3%	55
	Strongly Disagree	5%	1	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	65%	13	61%	1,181
	Somewhat Agree	30%	6	20%	393
	Neither Agree nor Disagree	5%	1	15%	286
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	0%	0	1%	21

Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	45%	9	56%	1,079
	Somewhat Agree	35%	7	27%	516
	Neither Agree nor Disagree	15%	3	9%	172
	Somewhat Disagree	5%	1	6%	115
	Strongly Disagree	0%	0	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	65%	13	55%	1,053
	Somewhat Agree	30%	6	26%	511
	Neither Agree nor Disagree	5%	1	10%	200
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	0%	0	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	50%	10	61%	1,169
	Somewhat Agree	25%	5	25%	477
	Neither Agree nor Disagree	15%	3	10%	201
	Somewhat Disagree	0%	0	3%	59
	Strongly Disagree	10%	2	1%	25
Q4f. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	35%	7	54%	1,050
	Somewhat Agree	35%	7	28%	533
	Neither Agree nor Disagree	15%	3	9%	183
	Somewhat Disagree	5%	1	6%	110
	Strongly Disagree	10%	2	3%	55

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
56% RESPONSE RATE

Measures of Culture, Climate, and Student Engagement

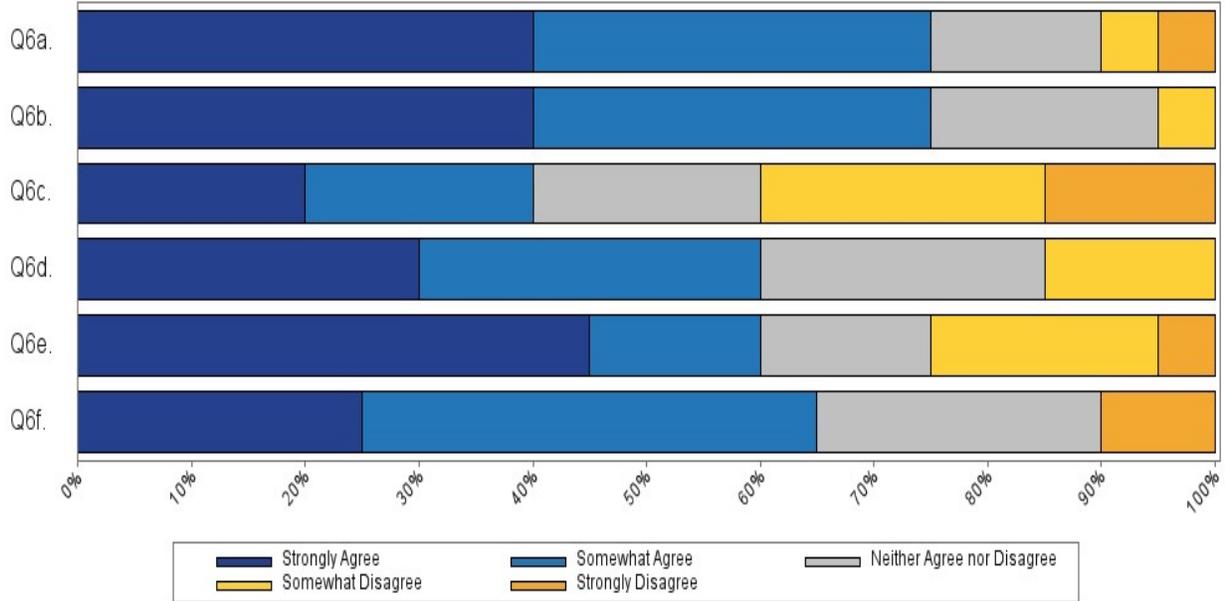


Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	30%	6	38%	725
	Somewhat Agree	35%	7	30%	577
	Neither Agree nor Disagree	10%	2	12%	238
	Somewhat Disagree	10%	2	12%	225
	Strongly Disagree	15%	3	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	25%	5	24%	456
	Somewhat Agree	10%	2	27%	512
	Neither Agree nor Disagree	10%	2	15%	293
	Somewhat Disagree	35%	7	21%	405
	Strongly Disagree	20%	4	14%	265

Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	45%	9	37%	717
	Somewhat Agree	35%	7	29%	569
	Neither Agree nor Disagree	15%	3	21%	407
	Somewhat Disagree	5%	1	7%	141
	Strongly Disagree	0%	0	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	40%	8	38%	738
	Somewhat Agree	35%	7	31%	589
	Neither Agree nor Disagree	25%	5	16%	306
	Somewhat Disagree	0%	0	8%	161
	Strongly Disagree	0%	0	7%	137

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
56% RESPONSE RATE

Behavior Management and Safety

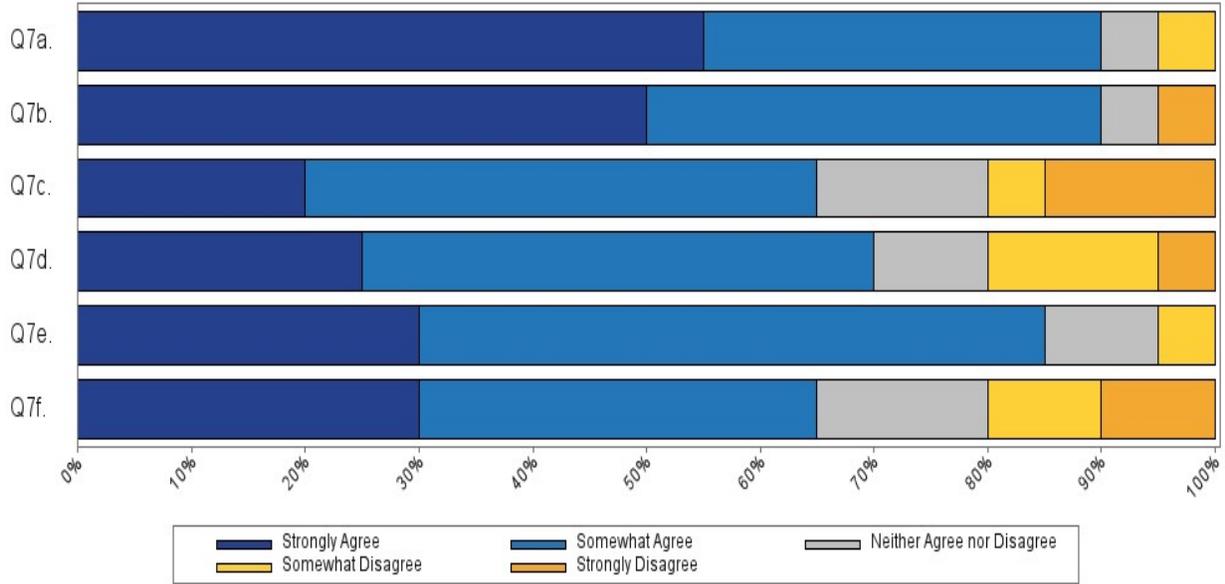


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	40%	8	35%	674
	Somewhat Agree	35%	7	30%	580
	Neither Agree nor Disagree	15%	3	10%	190
	Somewhat Disagree	5%	1	14%	270
	Strongly Disagree	5%	1	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	40%	8	39%	751
	Somewhat Agree	35%	7	26%	509
	Neither Agree nor Disagree	20%	4	13%	257
	Somewhat Disagree	5%	1	13%	256
	Strongly Disagree	0%	0	8%	158

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	20%	4	28%	545
	Somewhat Agree	20%	4	30%	581
	Neither Agree nor Disagree	20%	4	13%	244
	Somewhat Disagree	25%	5	18%	352
	Strongly Disagree	15%	3	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	30%	6	33%	641
	Somewhat Agree	30%	6	26%	509
	Neither Agree nor Disagree	25%	5	16%	310
	Somewhat Disagree	15%	3	14%	273
	Strongly Disagree	0%	0	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	45%	9	42%	818
	Somewhat Agree	15%	3	32%	617
	Neither Agree nor Disagree	15%	3	11%	209
	Somewhat Disagree	20%	4	9%	181
	Strongly Disagree	5%	1	5%	106
Q6f. Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	25%	5	42%	811
	Somewhat Agree	40%	8	33%	628
	Neither Agree nor Disagree	25%	5	14%	265
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	10%	2	4%	82

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
56% RESPONSE RATE

Behavior Management and Safety

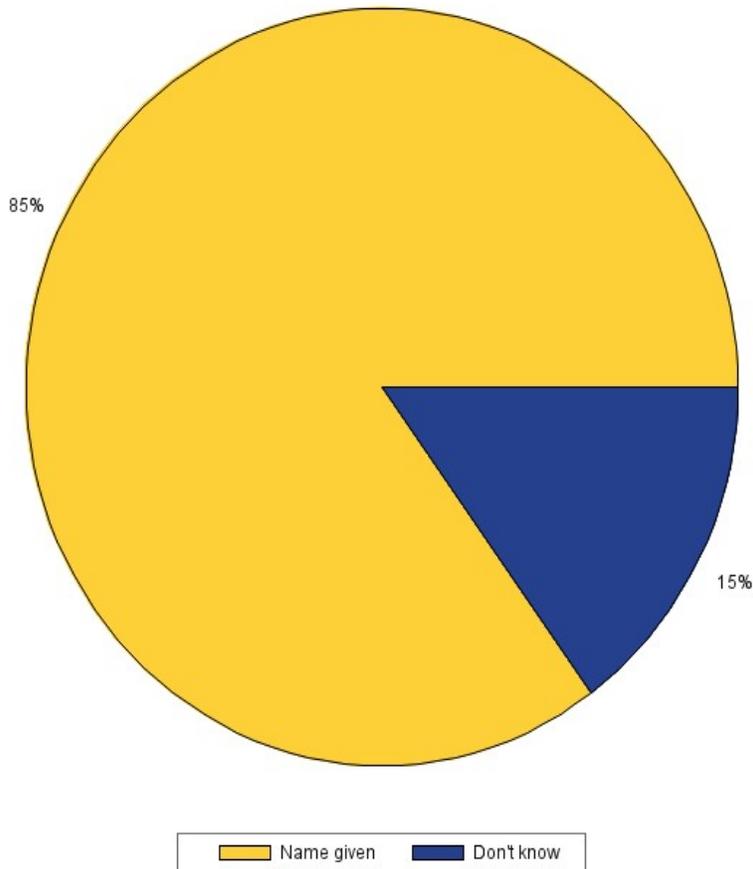


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	55%	11	60%	1,162
	Somewhat Agree	35%	7	27%	523
	Neither Agree nor Disagree	5%	1	5%	103
	Somewhat Disagree	5%	1	5%	104
	Strongly Disagree	0%	0	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	50%	10	49%	945
	Somewhat Agree	40%	8	30%	586
	Neither Agree nor Disagree	5%	1	8%	155
	Somewhat Disagree	0%	0	9%	165
	Strongly Disagree	5%	1	4%	80

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	20%	4	38%	741
	Somewhat Agree	45%	9	34%	654
	Neither Agree nor Disagree	15%	3	9%	180
	Somewhat Disagree	5%	1	12%	233
	Strongly Disagree	15%	3	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	25%	5	47%	899
	Somewhat Agree	45%	9	30%	570
	Neither Agree nor Disagree	10%	2	9%	171
	Somewhat Disagree	15%	3	10%	194
	Strongly Disagree	5%	1	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	30%	6	55%	1,062
	Somewhat Agree	55%	11	33%	637
	Neither Agree nor Disagree	10%	2	7%	126
	Somewhat Disagree	5%	1	4%	79
	Strongly Disagree	0%	0	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	30%	6	48%	933
	Somewhat Agree	35%	7	31%	598
	Neither Agree nor Disagree	15%	3	9%	174
	Somewhat Disagree	10%	2	8%	149
	Strongly Disagree	10%	2	4%	77

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
56% RESPONSE RATE

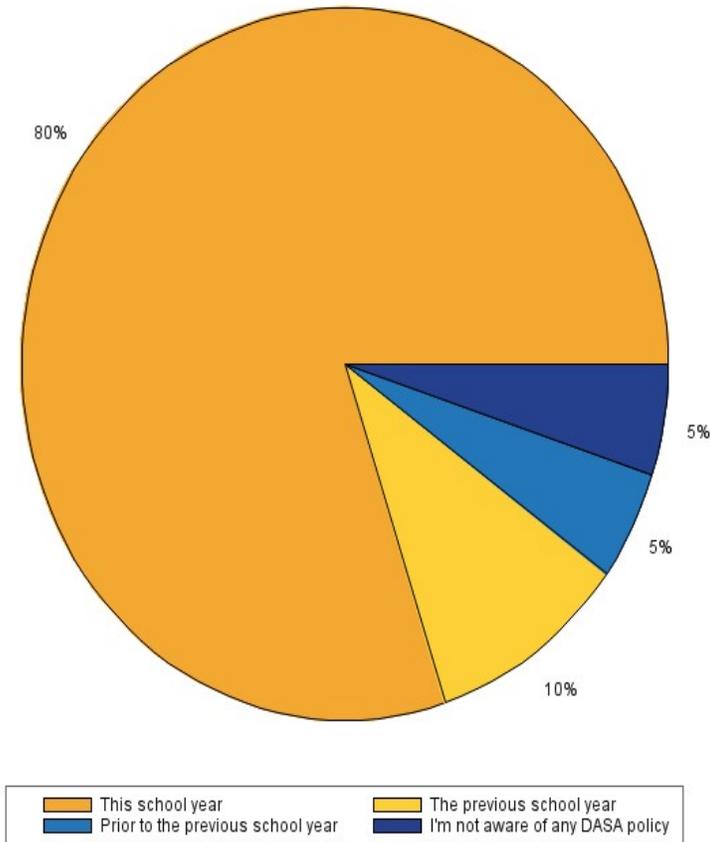
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name given	85%	17	59%	1,144
	Don't know	15%	3	41%	787

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
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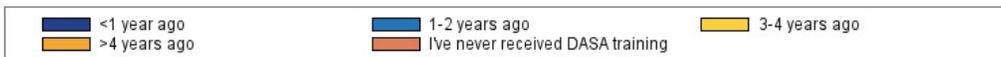
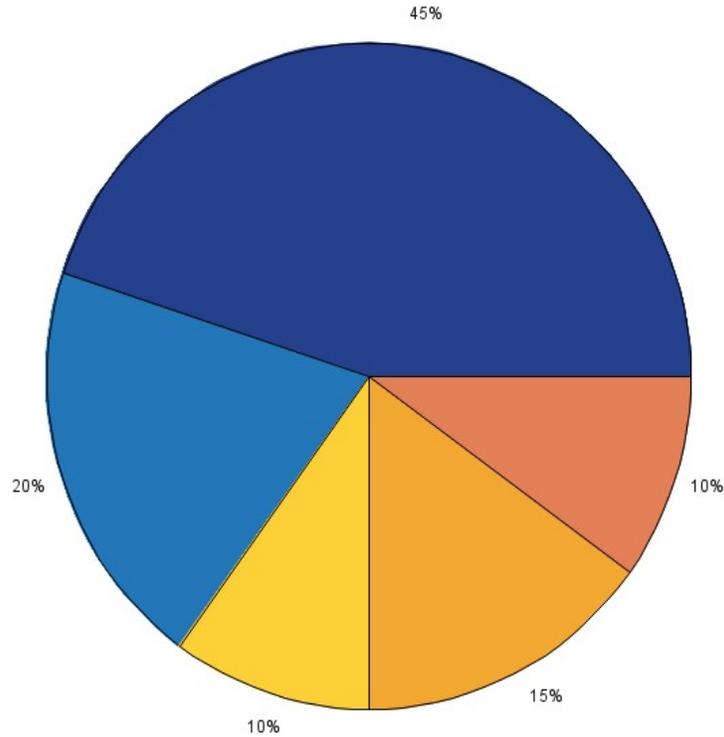
Q9. When is the last time you received a copy of the school's DASA policy?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q9. When is the last time you received a copy of the school's DASA policy?	This school year	80%	16	62%	1,204
	The previous school year	10%	2	9%	176
	Prior to the previous school year	5%	1	6%	117
	I'm not aware of any DASA policy	5%	1	22%	434

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URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
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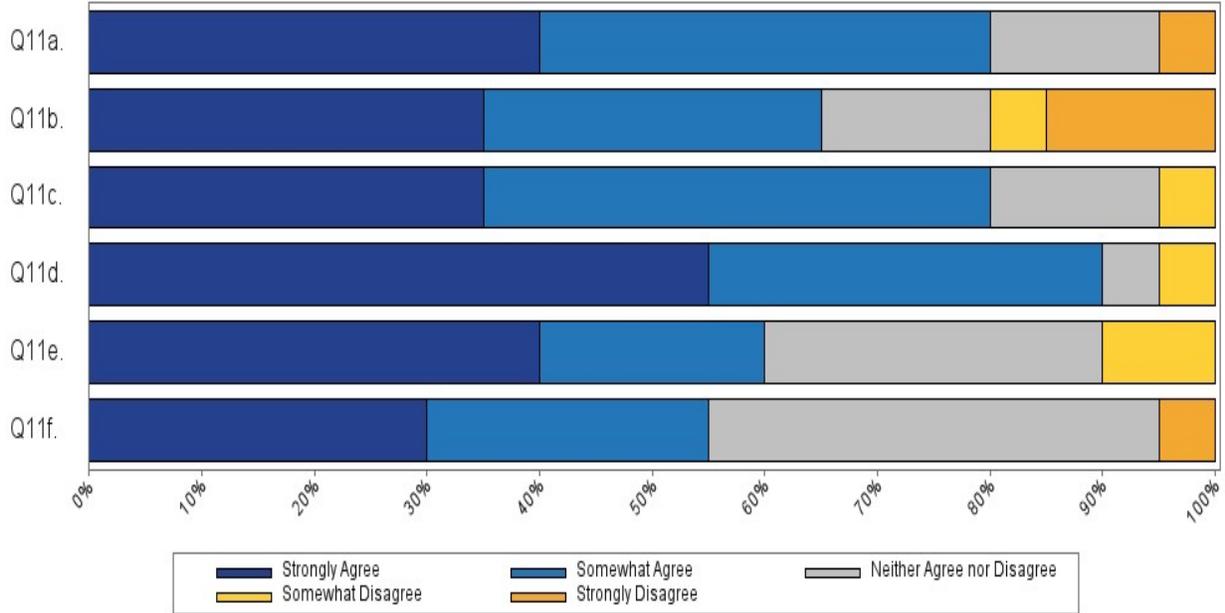
Q10. When is the last time you received DASA training?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q10. When is the last time you received DASA training?	<1 year ago	45%	9	48%	927
	1-2 years ago	20%	4	21%	399
	3-4 years ago	10%	2	10%	193
	>4 years ago	15%	3	10%	195
	I've never received DASA training	10%	2	11%	217

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
56% RESPONSE RATE

Family Engagement and Communication

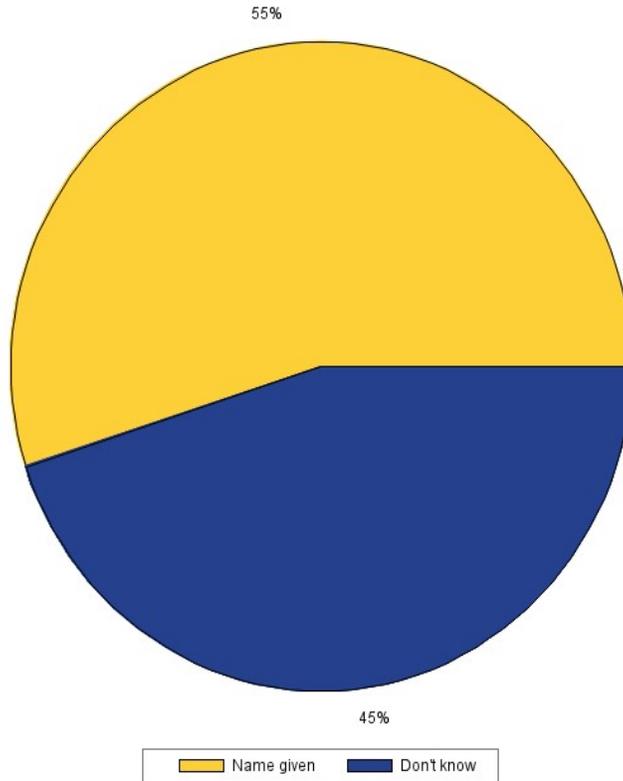


Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	40%	8	50%	961
	Somewhat Agree	40%	8	30%	585
	Neither Agree nor Disagree	15%	3	11%	214
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	5%	1	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	35%	7	57%	1,100
	Somewhat Agree	30%	6	31%	601
	Neither Agree nor Disagree	15%	3	7%	135
	Somewhat Disagree	5%	1	3%	60
	Strongly Disagree	15%	3	2%	35

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11c. The school uses many methods of communication with families.	Strongly Agree	35%	7	67%	1,295
	Somewhat Agree	45%	9	26%	511
	Neither Agree nor Disagree	15%	3	4%	79
	Somewhat Disagree	5%	1	1%	26
	Strongly Disagree	0%	0	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	55%	11	56%	1,088
	Somewhat Agree	35%	7	29%	567
	Neither Agree nor Disagree	5%	1	10%	196
	Somewhat Disagree	5%	1	3%	54
	Strongly Disagree	0%	0	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	40%	8	52%	996
	Somewhat Agree	20%	4	30%	572
	Neither Agree nor Disagree	30%	6	12%	240
	Somewhat Disagree	10%	2	4%	82
	Strongly Disagree	0%	0	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	30%	6	45%	873
	Somewhat Agree	25%	5	23%	448
	Neither Agree nor Disagree	40%	8	25%	484
	Somewhat Disagree	0%	0	4%	80
	Strongly Disagree	5%	1	2%	46

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
56% RESPONSE RATE

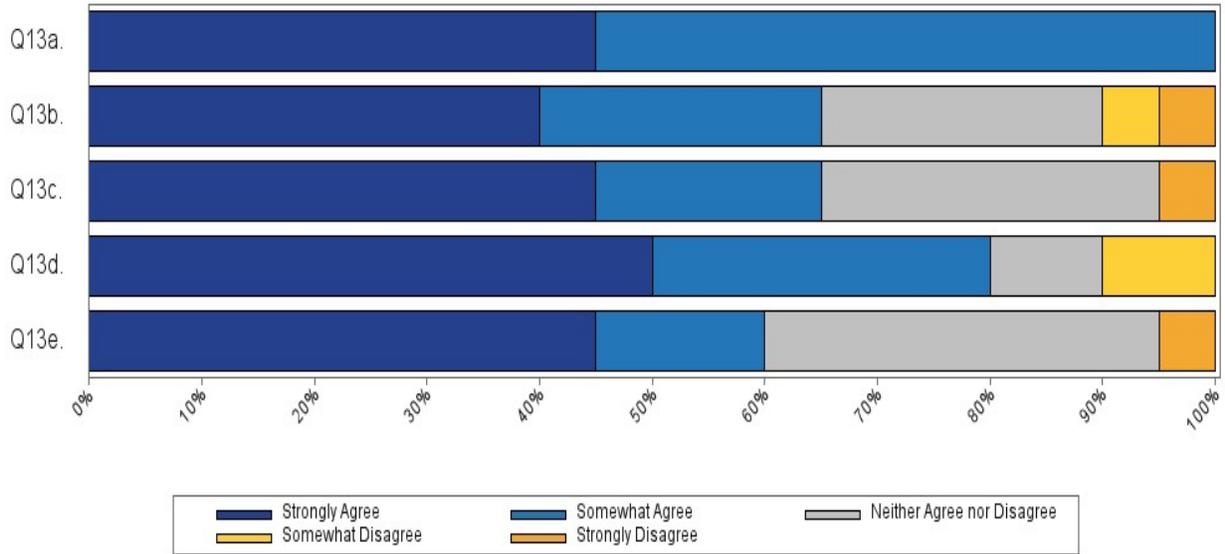
Q12. What is the name of your school's McKinney-Vento Coordinator?



McKinney-Vento		% by School	Total by School	% All Schools	Total All Schools
Q12. What is the name of your school's McKinney-Vento Coordinator?	Name given	55%	11	40%	780
	Don't know	45%	9	60%	1,151

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
56% RESPONSE RATE

Social-Emotional and Mental Health Support

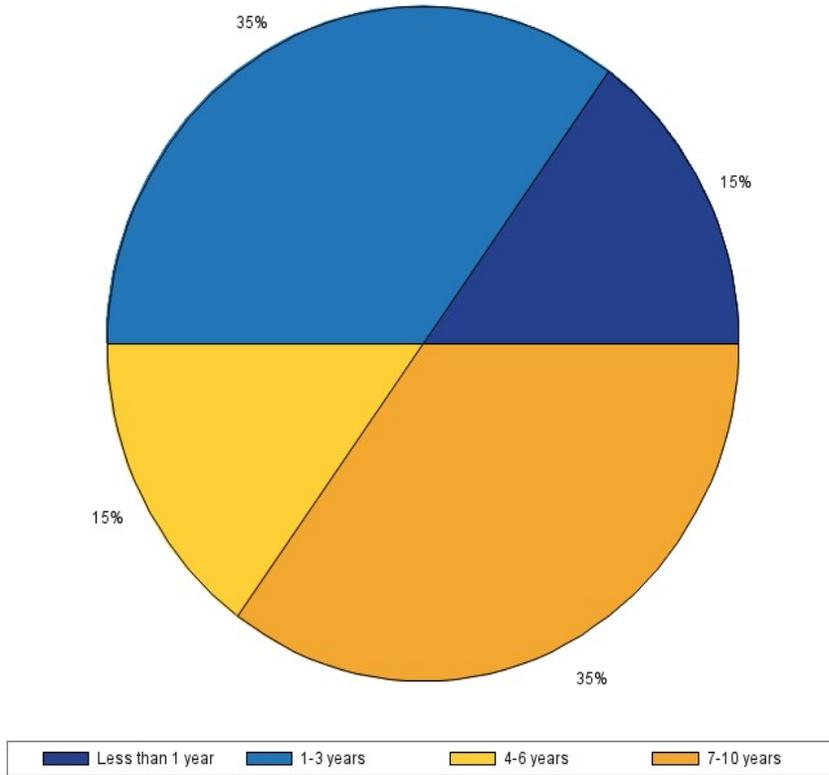


Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	45%	9	53%	1,023
	Somewhat Agree	55%	11	32%	618
	Neither Agree nor Disagree	0%	0	6%	111
	Somewhat Disagree	0%	0	6%	122
	Strongly Disagree	0%	0	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	40%	8	43%	831
	Somewhat Agree	25%	5	29%	552
	Neither Agree nor Disagree	25%	5	16%	314
	Somewhat Disagree	5%	1	8%	155
	Strongly Disagree	5%	1	4%	79

Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	45%	9	43%	829
	Somewhat Agree	20%	4	27%	526
	Neither Agree nor Disagree	30%	6	18%	352
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	5%	1	4%	79
Q13d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	50%	10	46%	892
	Somewhat Agree	30%	6	30%	583
	Neither Agree nor Disagree	10%	2	10%	202
	Somewhat Disagree	10%	2	8%	145
	Strongly Disagree	0%	0	6%	109
Q13e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	45%	9	36%	688
	Somewhat Agree	15%	3	20%	392
	Neither Agree nor Disagree	35%	7	35%	676
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	5%	1	5%	97

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
56% RESPONSE RATE

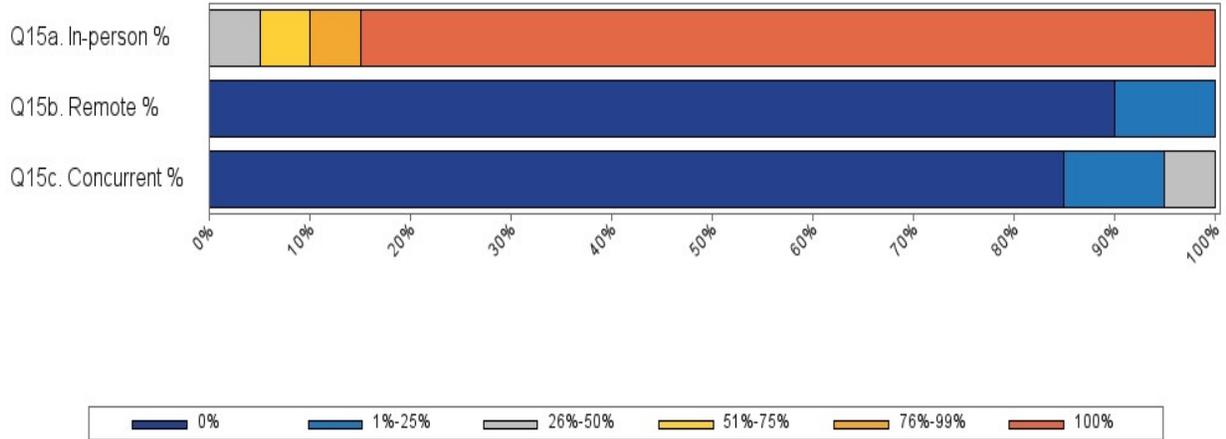
Q14. How many total years of K-12 teaching experience do you have?



Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	0%	0	7%	137
	1-3 years	15%	3	21%	401
	4-6 years	35%	7	26%	499
	7-10 years	15%	3	21%	408
	More than 10 years	35%	7	25%	486

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
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Teaching Modality

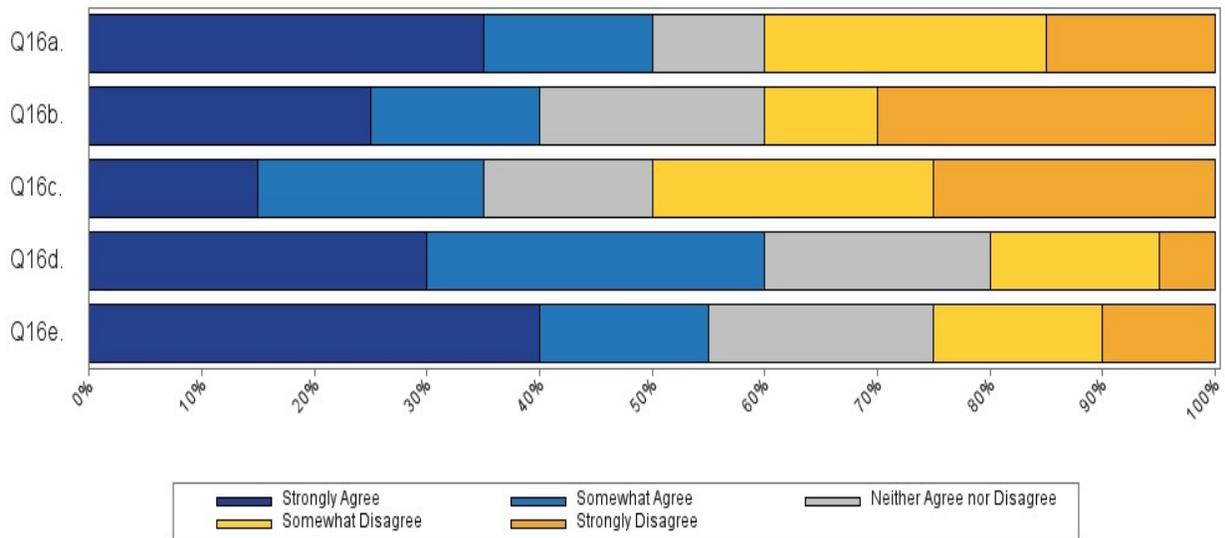


Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15a. In-person %	0%	0%	0	4%	69
	1% to 25%	0%	0	1%	15
	26% to 50%	5%	1	3%	63
	51% to 75%	5%	1	5%	92
	76% to 99%	5%	1	52%	1,002
	100%	85%	17	36%	690
Q15b. Remote %	0%	90%	18	42%	804
	1% to 25%	10%	2	55%	1,054
	26% to 50%	0%	0	3%	50
	51% to 75%	0%	0	0%	9
	76% to 99%	0%	0	0%	7
	100%	0%	0	0%	7

Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15c. Concurrent %	0%	85%	17	79%	1,522
	1% to 25%	10%	2	16%	311
	26% to 50%	5%	1	2%	38
	51% to 75%	0%	0	0%	3
	76% to 99%	0%	0	1%	13
	100%	0%	0	2%	44

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
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School Leadership

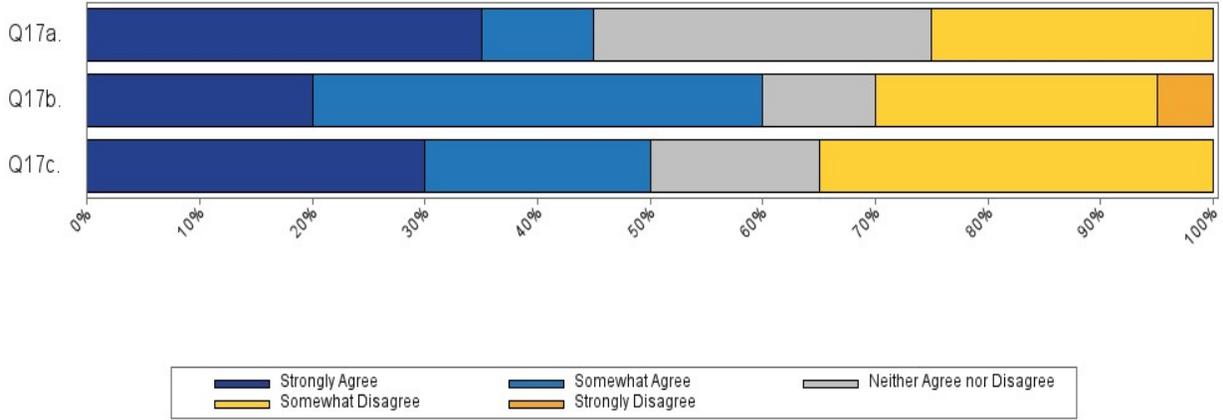


School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	35%	7	47%	914
	Somewhat Agree	15%	3	29%	565
	Neither Agree nor Disagree	10%	2	9%	173
	Somewhat Disagree	25%	5	8%	159
	Strongly Disagree	15%	3	6%	120
Q16b. The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	25%	5	42%	811
	Somewhat Agree	15%	3	30%	570
	Neither Agree nor Disagree	20%	4	10%	192
	Somewhat Disagree	10%	2	11%	217
	Strongly Disagree	30%	6	7%	141

School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.	Strongly Agree	15%	3	34%	655
	Somewhat Agree	20%	4	28%	539
	Neither Agree nor Disagree	15%	3	15%	280
	Somewhat Disagree	25%	5	15%	295
	Strongly Disagree	25%	5	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	30%	6	37%	709
	Somewhat Agree	30%	6	26%	508
	Neither Agree nor Disagree	20%	4	21%	411
	Somewhat Disagree	15%	3	10%	184
	Strongly Disagree	5%	1	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	40%	8	42%	810
	Somewhat Agree	15%	3	28%	539
	Neither Agree nor Disagree	20%	4	14%	271
	Somewhat Disagree	15%	3	9%	166
	Strongly Disagree	10%	2	8%	145

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
56% RESPONSE RATE

Professional Climate

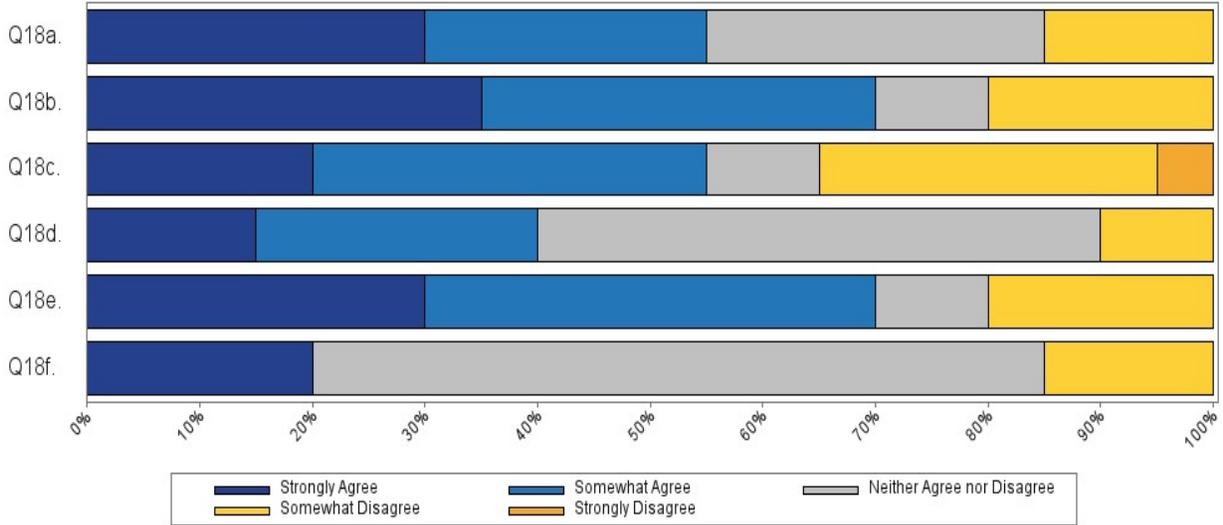


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	35%	7	43%	838
	Somewhat Agree	10%	2	30%	585
	Neither Agree nor Disagree	30%	6	13%	249
	Somewhat Disagree	25%	5	8%	158
	Strongly Disagree	0%	0	5%	101
Q17b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	20%	4	44%	843
	Somewhat Agree	40%	8	32%	623
	Neither Agree nor Disagree	10%	2	12%	228
	Somewhat Disagree	25%	5	8%	153
	Strongly Disagree	5%	1	4%	84

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	30%	6	42%	813
	Somewhat Agree	20%	4	27%	527
	Neither Agree nor Disagree	15%	3	14%	267
	Somewhat Disagree	35%	7	10%	192
	Strongly Disagree	0%	0	7%	132

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
56% RESPONSE RATE

Professional Climate

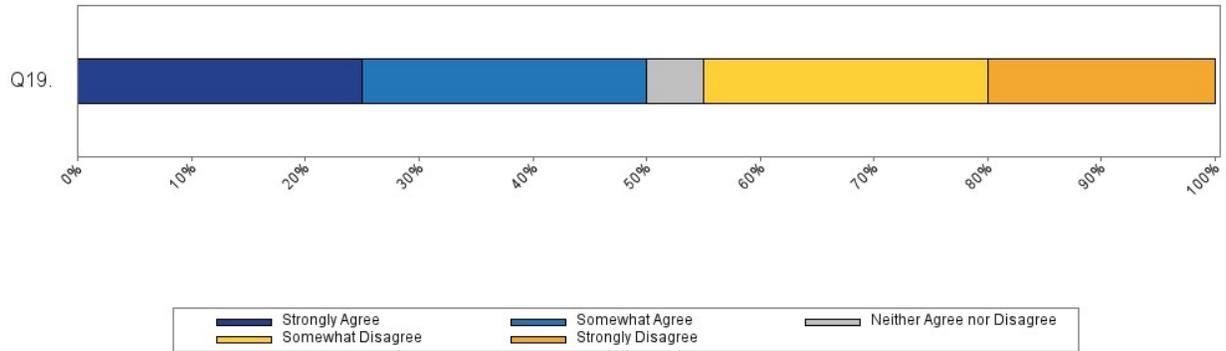


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	30%	6	48%	922
	Somewhat Agree	25%	5	34%	656
	Neither Agree nor Disagree	30%	6	8%	151
	Somewhat Disagree	15%	3	7%	141
	Strongly Disagree	0%	0	3%	61
Q18b. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	35%	7	52%	1,001
	Somewhat Agree	35%	7	32%	615
	Neither Agree nor Disagree	10%	2	9%	165
	Somewhat Disagree	20%	4	5%	90
	Strongly Disagree	0%	0	3%	60

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18c. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	20%	4	45%	870
	Somewhat Agree	35%	7	31%	599
	Neither Agree nor Disagree	10%	2	11%	207
	Somewhat Disagree	30%	6	8%	155
	Strongly Disagree	5%	1	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	15%	3	47%	913
	Somewhat Agree	25%	5	27%	522
	Neither Agree nor Disagree	50%	10	18%	356
	Somewhat Disagree	10%	2	5%	90
	Strongly Disagree	0%	0	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in -person.	Strongly Agree	30%	6	53%	1,030
	Somewhat Agree	40%	8	33%	633
	Neither Agree nor Disagree	10%	2	7%	128
	Somewhat Disagree	20%	4	5%	91
	Strongly Disagree	0%	0	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	20%	4	39%	759
	Somewhat Agree	0%	0	22%	434
	Neither Agree nor Disagree	65%	13	32%	610
	Somewhat Disagree	15%	3	4%	78
	Strongly Disagree	0%	0	3%	50

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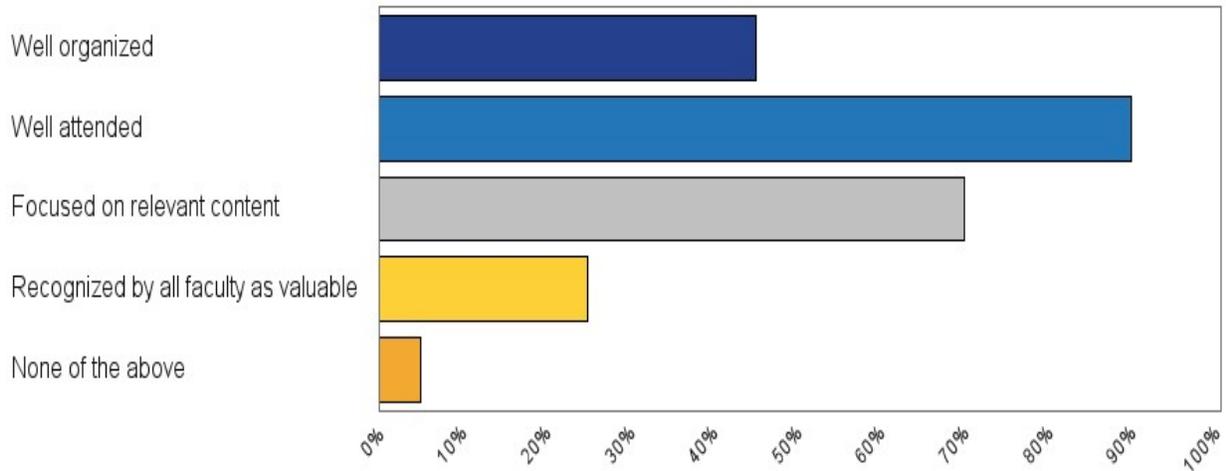
Professional Climate



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q19. How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	25%	5	40%	764
	Somewhat Agree	25%	5	35%	683
	Neither Agree nor Disagree	5%	1	12%	225
	Somewhat Disagree	25%	5	8%	148
	Strongly Disagree	20%	4	6%	111

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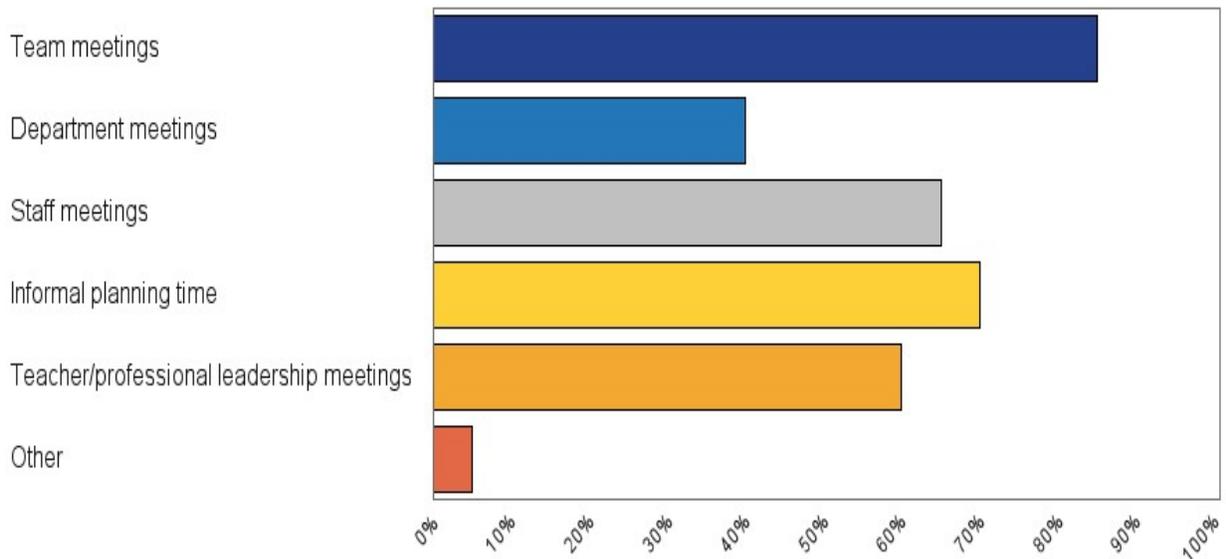
Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:



Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	% by School	Total by School	% All Schools	Total All Schools
Well organized	45%	9	68%	1,314
Well attended	90%	18	78%	1,500
Focused on relevant content	70%	14	63%	1,217
Recognized by all faculty as valuable	25%	5	36%	700
None of the above	5%	1	5%	105

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
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Q21. Select all types of meetings where faculty members collaborate with one another:



Q21. Select all types of meetings where faculty members collaborate with one another:	% by School	Total by School	% All Schools	Total All Schools
Team meetings	85%	17	90%	1,739
Department meetings	40%	8	67%	1,297
Staff meetings	65%	13	80%	1,553
Informal planning time	70%	14	73%	1,419
Teacher/professional leadership meetings	60%	12	65%	1,257
Other	5%	1	5%	95

NYSED CSO Teacher Survey 2022
URBAN CHOICE CHARTER SCHOOL
20 RESPONSES
56% RESPONSE RATE

Q22. Please provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.

Question Answer
Communication is not clear between leadership and teachers and results in many mishaps that could have easily been avoided.
I have worked at a variety of district schools and UCCS provides many advantages that district schools do not. There is a real sense of community here. Parents are often in and around the building, interacting with many teachers and staff. Students are well known by many staff members and have many advocates working with them in an intentional way. Supports for students are of a much wider variety, more relevant and effective, and result in issues being resolved quickly.
In the [number of] years I have taught at UCCS, I have observed a vast improvement in the quality of teaching, staff and engagement in students. I have taught for over sixteen years in two other school systems, and continue to marvel at the amount of effort put in by staff and leadership to work with the students of UCCS. I feel the urgency that the City of Rochester has for meeting the educational needs of their youth. UCCS has made great strides to refocus and meet these needs while not losing focus of the student and their families. Many of our students would flounder in a larger city school, and perhaps unfortunately, be overlooked. I believe in the mission of UCCS and our students, and I know many of my colleagues feel the same way.
Pleasuring being a Teacher at UCCS!
The school needs to work on communication throughout the entire school. There also needs to be clear designation of assignments/responsibilities, consistency across the school, and accountability to make sure all classrooms are most effective in teaching.
This school is a palace of learning, a cathedral of knowledge, and a staple of the community
Urban Choice Charter has made wonderful progress over the past two years and I am proud to be a part of it.
I have taught in various settings over my [career] and I must say for a charter school in a high needs area with at risk and struggling students this school goes above and beyond to care for the students on an individual basis no matter what the challenges. They excel in identifying social-emotional needs and supporting the students and families in every realm. I have never worked at a school where the Dean, Social worker, Principal, Assistant principals and leadership overall will go to any means to ensure guardians, students and school are all working together for the students best interest. I have witnessed them coming out of their own pockets to pay for transportation for parents to attend meetings in-person, ensures our kids and families have food, provided clothing and provide all school supplies without hesitation. The leadership often bears the brunt of hard conversations to address concerns for student success. Daily they work in the students best interest. It is also extremely refreshing that the leadership is always open and receptive to criticism and growth. The challenges that this school faces are above average and being a charter they have many teachers from non-instructional backgrounds; all employees are chosen based on positives they are able to contribute to enhance the school climate but have their own gaps in pedagogy. If we had an HR position to support on-boarding, and professional development most of the internal struggles of administration would resolve themselves. In the aftermath of a pandemic with a at risk population, in a district with many "Title 1" challenges, I have been nothing but impressed with the leadership and their ability to support such a varying staff while recognizing abilities and potential of faculty and balancing instructional support while ensuring the growth of all learners despite the academic and social gaps being witnessed nationally. I can confidently say UCCS takes Rti-a, Rti-b, and overall PBIS seriously and works to accommodate and motivate our students the best any school could.

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Q22. Please provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.

Question Answer

The CEO is not approachable. She is demeaning toward some people and is often overheard talking negatively about teachers and TAs to her office staff. She will not acknowledge that the significant teacher turnover year after year is a direct result of her actions, and is her responsibility to fix. The teachers are the heart of the school. They are passionate about the children and work harder than any other staff I have worked with. The school should remain open for the sake of the children. I have already announced my departure. I have not said anything out of anger. I have only spoken the truth that the teachers see but Leadership does not appear to.
--

February 23, 2023

New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

*RE: Urban Choice Charter School
Rebuttal to Renewal Site Visit Report and Potential Closure Recommendation*

Dear Members of the Board of Regents:

Urban Choice Charter School (UCCS) submits this letter in response to the Renewal Site Visit Report. We understand the Charter School Office (CSO) intends to recommend a non-renewal, and UCCS respectfully requests the Regents consider the following information and reject CSO's recommendation.

1. CSO's requirement that UCCS work with a CMO significantly impeded and delayed UCCS's ability to make improvements this charter term.

In March 2020, UCCS was required to enter into an agreement with a charter management services provider (CMSP or CMO) as a condition of its renewal, despite CSO's awareness that no high-performing CMOs were willing to work in Rochester. Nonetheless, ██████████ "strongly encouraged" UCCS to work with the Center for Educational Innovation (CEI), an unknown entity with no proven successful charter school improvement experience.

Pursuant to the CSMP agreement, CEI was contractually required to develop and implement an instructional program, lead board development, support teacher recruitment, and provide full-time, on-site instructional coaches, among other things. CEI, however, did none of these things. Unfortunately, UCCS was forced to continue to work with CEI because (1) CSO had strongly encouraged the partnership *specifically* with CEI; and (2) there were no other entities to provide CMSP services.

UCCS renegotiated the contract with CEI at the beginning of the current charter term (July 2021) and built more accountability into the agreement, but CEI continued to fail to meet its obligations under the contract. Throughout the first half of the 2021-22 school year, UCCS continually searched for a new CMO, to no avail. By February 2022, when it was clear CEI was unable to provide meaningful school improvement services, UCCS's Board terminated the agreement.

Throughout the 2022-2023 school year, UCCS had requested CSO to allow it to work with individual subject matter experts.¹ Importantly, ██████████ rejected this request without any justification until February 2022, when he finally recognized CEI had failed to assist the school in any meaningful way.

Notably, UCCS has filed a breach of contract claim against CEI, and intends to arbitrate that claim pursuant to the terms of the agreement. Significant time – almost half of the charter term – was lost because of CEI's failure to support UCCS.

¹ CSO defines a CMSP as an entity that provides services in three or more areas (e.g., instruction; HR; finance) and meets one of three other requirements (5% or more of school's revenue goes to CMSP; manages two or more schools or includes school management in its articles of incorporation).

2. Since terminating its contract with the CMO, UCCS has made significant progress towards improving student outcomes.

UCCS readily acknowledges its April/May 2022 student assessments scores were unacceptably low. These scores are the direct result of the lack of services provided by CEI during the two years leading up to them. However, once the CEI agreement was terminated and UCCS began hiring individual consultants with specific subject matter expertise (like it had requested it be able to do all along), its instructional programs began showing improvement.

CSO conducted a mid-term site visit in May 2022, and a renewal site visit in November 2022. *CSO's reports from the two visits confirm that, since separating from CEI, UCCS has made progress in many areas, most importantly in Teaching and Learning.*

A review of the Teaching and Learning Benchmark sections of the two reports indicates CSO found UCCS made improvements in the following:

- All four *Curriculum* indicators:
 - UCCS has a documented, NYS standards-aligned curriculum
 - Curriculum is horizontally and vertically aligned
 - Curriculum is differentiated
 - Curriculum is reviewed by the principal
- At least two of the four *Instruction* indicators:
 - Instruction is differentiated
 - Professional development promotes student success
- At least two of the four *Assessment and Program Evaluation* indicators:
 - UCCS uses data to inform instruction
 - UCCS uses multiple measures to assess student progress
- At least two of the three *Supports for Diverse Learners* indicators:
 - SWDs and ELLs are identified in compliance with NYSED requirements
 - UCCS has systems to monitor student progress

Given this progress, UCCS respectfully requests the Regents allow it to continue to operate, especially given that it takes more than one year to demonstrate academic growth.

3. CSO intentionally created a false narrative following a recent surprise, high-stakes site visit for purposes of supporting its recommendation.

On January 27, 2023, [REDACTED], [REDACTED], and [REDACTED] made an unannounced visit to UCCS for the purpose of collecting evidence in support of their non-renewal recommendation. Following the visit, CSO wrote a letter that grossly conflates what occurred during that visit. It is undisputed that [REDACTED], [REDACTED], and [REDACTED] used no protocols and had no idea what they were observing prior to entering classrooms, but drew uninformed and misleading conclusions, nonetheless. A written exchange between UCCS and CSO following their visit is attached for your review, but in sum, their findings are directly contradicted by their colleagues' Site Visit Renewal Report. (See Attachment 1)



4. CSO's finding with respect to the Board Oversight and Governance Performance Benchmark is inconsistent with the evidence presented by the site visit team, upon which that finding is based.

The Site Visit Team's Benchmark finding of "falls far below" for Board Oversight and Governance is directly contradicted by the evidence the site visit team itself cites for that finding. Had the finding aligned with the evidence the site visit team collected, the team would have found UCCS was "approaching" meeting this goal.

The Renewal Report contains evidence the UCCS Board is meeting or partially meeting all of the Indicators for Board Governance:

- The board now utilizes annual performance-based evaluations for itself, its leaders, and its providers.
- Since the time of the site visit, the Board has secured four new members with significant subject matter expertise.
- The Board has clearly demonstrated active oversight of its CMSP. It also completes written evaluations of its CEO, whose goals are the same as the academic goals set by the Board.
- The Board engaged in strategic planning in August 2022 and prioritized three of the ten Benchmarks as areas of focus for the 2022-23 school year.
- The Board regularly updates its policies.
- The Board has engaged in monthly professional development.
- The Board is demonstrating full awareness of its governance and legal obligations.
- The Board understands the Performance Framework, though it is "unclear" if it understands the indicators under each one.

Had the accurate finding been assigned to this goal, UCCS would be approaching or meeting all of the Benchmarks except Student Performance (which is discussed above).

5. We have acknowledged and know; the NYS ELA and math proficiency rates are not acceptable, but you should understand that our proficiency rates show students one or two points below proficiency making a difference of 11% in ELA (from 12%-23%) and 5% in math (from 6% - 11%). (See table 1)

Finally, UCCS is providing a safe, nurturing environment for our students during a time when they and their families continue to struggle daily with the effects of poverty, poor health outcomes, and uncontrolled violence in our community. UCCS is truly a community-based charter school, and our community does not want UCCS closed. It provides critical services and a sense of security/safety that its students and families will not receive if its students are forced to return to the Rochester City School District. Please see attached timely article regarding safety at Rochester City School District. (See Attachment 2)

For these reasons, UCCS respectfully requests that the Board of Regents reject CSO's closure recommendation and allow UCCS to continue to make the progress that was recognized and acknowledged by CSO's renewal site visit team.

Thank you for your consideration,

Lynn McCarthy, CEO

Attachment 1



February 2, 2023

SENT VIA EMAIL AND US MAIL

Lynn McCarthy, Chief Executive Officer
Urban Choice Charter School
1020 Maple St
Rochester, NY 14611

Dear Ms. McCarthy:

Thank you for welcoming [REDACTED] and me into Urban Choice Charter School (“Urban Choice”) on Friday, January 27, 2023. We appreciate the time you and your leadership team took to accompany us to the 11 classrooms and the “Pup Den” student support space. We also appreciate you, Amy Rawleigh-Schiavi, and Carl Parris spending time with us at the conclusion of our visit to debrief and discuss what we saw with Ms. Rawleigh-Schiavi as we went from class to class. As mentioned onsite, we took this opportunity to conduct an unannounced visit pursuant to [the NYSED Charter School Monitoring Plan](#) in order to observe teaching and learning at Urban Choice as part of the school’s renewal process.

After orienting you and your team to the purpose and scope of our visit, Ms. Rawleigh-Schiavi accompanied us in classrooms at the elementary and middle school level. In conversations with Ms. Rawleigh-Schiavi, Mr. Parris, and Michael Samuel, it was conveyed to us that two of the school’s priorities were to develop a stronger culture and climate at Urban Choice and find teachers to fill vacancies. In walking the halls and observing classrooms, it did appear that Urban Choice students were aware of school behavioral and classroom management expectations. Students appear ready to learn and responsive to teacher requests. However, we consistently saw teaching that did not conform to the processes and procedures set forth in the school’s charter or expectations voiced by school leadership. For example, we observed:

- A lack of a sense of urgency in many of the classes we observed. For example, at the beginning of the school day we observed a yoga lesson taking over 15-20 minutes when the posted class schedule showed students in a math block or a teacher allowing students to pick teams for close to 10 minutes also during a math block.
- Adults in classrooms without any clear role or purpose. Teaching assistants consistently appeared to not support instruction or classroom management and their purpose was not well understood. In multiple classrooms, when the lead teacher needed to step out of the room, instruction stopped, and the teaching assistant stood silently until the teacher returned.

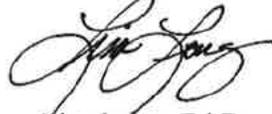
- A teacher using YouTube to teach numerical division concepts and then needing to use a calculator to check student work, demonstrating that the concept was not understood by the teacher.
- In numerous instances, teachers asking students to display their work on the chalkboard at the front of the room. In all observed cases, the student, not the teacher, explained their work and in some instances, when multiple students were asked to display their work at the chalkboard, once one student completed the problem, the teacher stopped the other student from working and had them sit down without demonstrating understanding of the concept or lack thereof.
- Many lessons that appeared to be far below grade level. For example, in 5th grade classes, students were engaged in basic multiplication exercises (i.e., flash cards with $4*11$, $6*3$, or $2*12$). Based on New York State Standards, these concepts are taught in the 3rd grade. When asked, students told us that these concepts were also covered in the 4th grade.
- Notebooks in student cubbies that universally contained no writing or showed any use at all.
- Students who were often seen to be engaged in work without supports or scaffolds. For example, we observed a student who was asked to engage in long division exercises when the student stated they did not understand basic math (i.e., the 4th grade student was unable to subtract 12 from 13) while the adult in the room was socializing with another student who the adult stated did not belong in that space. In another instance, 6th grade students were engaged in writing activities on a worksheet where basic spelling and grammar rules were not evident. This is not to place any blame on the student, but rather to demonstrate that at no time in either of these observations were adults or systems in place to help support student growth and learning.

Although school leadership stated that coaching occurs, the quality and unevenness of teaching observed provided no evidence to show that such coaching was efficacious or effective. A theme of teacher turnover and shortages was repeatedly mentioned, but we observed many adults in the building and in classrooms with no apparent purpose or function. As mentioned above, it was difficult to discern the role of teaching assistants. Although every class observed had a teaching assistant, the instruction provided in the school did not appear to be designed to properly utilize the availability of these potential teaching and learning resources. We did not observe any small group instruction, breakout groups, teaching assistants conferencing with students, or other strategies to utilize these adults in any productive way that would benefit students, many of whom appeared to be struggling with the concepts being discussed in the classroom. Although, as mentioned above, in many instances those concepts were far below the students' grade level.

In summary, in the great majority of classrooms observed over the three hours we spent in the school, in multiple cases, we saw little evidence of academic rigor or supports in place to scaffold teaching to conform to effective practices. Although school leadership stated that the school was "five months into a three-year turnaround plan," despite the school being in its 18th year of operation, little evidence of academic impact could be observed. Although, as stated above, the school did appear to be safe and orderly. Tellingly, a clear vision of exemplary teaching was not shared or observed.

We left Urban Choice with a clear vision of the promise and possibility inherent in your students, but we were left with serious concerns that the school has the capacity, will, or skill to best serve its students and meet the standards for renewal set forth in the Education Law and Charter School Performance Framework for Board of Regents-authorized charter schools. We will continue to have conversation with you, the school's leadership team, and board of trustees. We will be in touch regarding next steps and welcome you reaching out with any comments or questions.

Sincerely,



Lisa Long, Ed.D.
Executive Director

cc: Angelique Johnson-Dingle

[Redacted]
[Redacted]
[Redacted]
[Redacted]

Amy Rawleigh-Schiavi
Carl Parris
Mubarak Bashir



SENT VIA EMAIL AND US MAIL

██████████ Ed.D.
Executive Director
The New York State Education Department
Charter School Office
Room 5N EB Mezzanine
89 Washington Avenue
Albany, NY 12234

Dear ██████████:

I am writing in response to your February 3, 2023, letter to express grave concern for the misinformation contained therein and to question the purpose of such tactic immediately prior to a renewal recommendation. One can only deduce that the purpose of your visit and letter is to discredit your colleagues' teaching and learning findings from their November renewal site visit¹ and pave the way for a non-renewal recommendation to the Board of Regents.

On January 27, 2023, you and ██████████ made an unannounced visit to Urban Choice. You signed in at 9:30 and signed out at 12:30. You observed ten classrooms and a de-escalation room, each for ten minutes or less. While NYSED is of course welcome at a charter school at any time, a high-stakes, two-hour surprise visit is not contemplated by your Monitoring Plan. Rather, it is the renewal site visit that is to "supplement and validate...information collected over the charter term by the CSO. *This information* is used to inform the action taken by the Board of Regents to approve, modify or disapprove the charter school's request for renewal."²

You were escorted on those visits by Principal Amy Schiavi, who has more than 25 years of experience as teacher, instructional leader, principal, and principal supervisor in urban education. Ms. Schiavi spends the vast majority of her time in classrooms providing coaching and feedback related to best instructional practices. Ms. Schiavi is widely respected in Western New York as an instructional expert. Your recitation of what was occurring in classrooms is almost entirely contradicted by Ms. Schiavi's contemporaneous notes as follows:

- At no time during any of the classroom visits did you ask to see lesson plans, ask what you should expect to see during the visit/lesson, ask follow-up questions, or have any discussion following a visit about anything related to what was occurring in the classroom with Ms. Schiavi. Had you made any one of these inquiries, you could have had at least some basis upon which to draw your conclusions.
- The 15-minute yoga lesson you criticize was actually a planned part of a 90-minute math block, held for the purpose of helping students re-focus. Had you inquired, you would have understood that these 15-minute lessons are strategically allocated throughout the week based on SWIS data which identifies the times and classes where students are struggling with behavioral regulation.

¹ Relevant portions of the draft renewal site visit report are attached. (Note: factual corrections to the report have not yet been made.)

² See p.1 2022-23 Monitoring Plan



- The ten-minute math team selection exercise, which you suggest was problematic, was intentionally built into the lesson (also during a 90-minute math block) which included a learning objective related to collaborative decision-making and team building. Had you inquired, you would have learned there was a debrief with the students about what they had learned about team building as a result of that exercise.
- With respect to the role of the teaching assistants, your letter states they did not have a clear role or purpose and that their purpose was not well understood. While you may not have understood their purpose based on a ten-minute observation with no context, a review of the observations indicates that, in five of ten classes, the teaching assistants were in fact being utilized appropriately while you were in the classroom.
- Your statement, “In multiple classrooms, when the lead teacher needed to step out of the room, instruction stopped, and the teaching assistant stood silently until the teacher returned” is entirely inaccurate. There was *only one* instance where a teacher stepped out of a room: it was for 20 seconds to redirect a student without embarrassing him in front of the class, and it was during a transition moment for the students in the classroom, so there was nothing for the teaching assistant to be doing in that moment.
- No teacher used YouTube to teach a lesson; a YouTube video was used to reinforce a previously taught concept. This in no way “demonstrates that the concept was not understood by the teacher” – had you inquired about what was happening in the classroom, this information would have been provided to you.
- I am at a loss to understand why students displaying and explaining their work is problematic for you.
- You express concern that another student was stopped by the teacher while doing math at the board. The student was stopped because (1) it was an intentional part of the lesson plan; and (2) after you exited the room, the student completed the problem and the teacher subsequently checked for understanding. Again, neither you nor [REDACTED] made any inquiry about what you were observing.
- You state lessons “appeared far below grade level” but you never reviewed any lesson plan. Your example (5th grade students reviewing multiplication facts) occurred during a transition period in the midst of a 90-minute math block. You additionally criticize the school based on a student’s report that math facts were also reviewed in 4th grade. *Reviewing math facts is best practice*. You failed to inquire as to whether UCCS 3rd graders are learning math facts (which they are) and a review of this 5th grade lesson plan would have shown you that the review was in preparation for a standing Friday math competition where the students do double-digit math problems, something they look forward to every week.
- Your criticism, “Notebooks in cubbies that universally contained no writing or showed any use at all” is baffling. You asked a student what the notebooks were used for, and the student replied, “we aren’t using them right now.” *The cubbies are where the students keep notebooks purchased in the beginning of the year that are not yet being used*. If you wanted to see data folios, they were located by the window and teacher’s desk in that classroom. Couching the location of

unused notebooks as an example of a lack of instruction is irresponsible.

- You state you and [REDACTED] [REDACTED] “observed a student who was asked to engage in long division exercises when the student stated they did not understand basic math...” You fail to mention that the student was not in a classroom; the student had just entered the de-escalation room because he needed an emotional/behavioral break and, without letting him take that break, you approached him and asked him to do his math work. Of course, his response was that he didn’t understand: No student who is in the midst of struggling with emotional regulation is going to be open to learning math in that moment.
- Further, the “adult in the room socializing with another student” was the SEL coach; and the student who “did not belong in that space” sometimes comes to that room to get special jobs to do as a reward. Again, your observation is baseless, and you and [REDACTED] [REDACTED] made no inquiry as to what was in fact happening.
- The sixth graders engaged in writing on a “worksheet where basic spelling and grammar rules were not evident” were completing a graphic organizer as a pre-writing activity as part of the writing process. It is best practice *not* to apply grammar and spelling rules at that point in the writing process.
- You state there is “a lack of sense of urgency in many of the classes” you observed. This statement is both subjective and inflammatory. The statement is designed to evoke a sense of lack of caring, or a lack of understanding that students need to learn. If your intent was to comment on pacing, you would have needed information about what was happening in the classrooms in order to make that judgment.
- You conclude that the quality of the coaching is not producing results, yet you have no baseline data upon which to draw any comparisons whatsoever.
- You erroneously state you saw no scaffolded instruction, and no “small group instruction, breakout groups, teaching assistants conferencing with students, or other strategies to utilize these adults...” yet all of these things were happening when you observed a 1st grade classroom.

While you provided no feedback during your time at UCCS, [REDACTED] [REDACTED] made the following comments:

- “I want to remind you that we are not here to be social work agencies. We are driven on results and that’s what matters.”
- “I saw some really good teaching and some really bad teaching.”³
- “It’s obvious the students are happy here and feel safe.”
- “The middle school was very orderly, not what I remember of middle school.”

³ Respectfully, it is my understanding that [REDACTED] has virtually no teaching experience, is not a certificated teacher, and has not been formally trained as an instructional expert.



- “It took a lot for the board to let CEI go.”
- “I don’t want to get into a statistical analysis right now, but I’ll leave this data for you.” (This was not done.)
- “I want to keep this positive. I’ll take it back to [REDACTED] Expect your report at the beginning of next week.”
- “You know what you can do for me? Show me results. I need results.”

I hope this information helps clarify for you the misrepresentations made in your letter. I respectfully request you correct the errors contained in your letter so that the Board of Regents has an accurate and objective assessment upon which to base its renewal determination. Given the dire consequences of a nonrenewal decision on UCCS’s students and families, NYSED’s care and concern for students and attention to detail is of utmost importance.

Regards,

Lynn McCarthy, CEO

Cc: Wade Norwood
Angelique Johnson-Dingle
[REDACTED]
[REDACTED]
[REDACTED]
Amy Rawleigh-Schiavi
Carl Parris
Mubarak Bashir
Kirsten Barclay

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Approaches

<u>Indicator</u>	<u>Findings</u>
1. Curriculum	<ul style="list-style-type: none"> a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none"> a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	<ul style="list-style-type: none"> a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	<ul style="list-style-type: none"> a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

learners/multi-lingual learners; and economically disadvantaged students. c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School/Middle School:

- ES:
 - K-Grade 5 ELA = *Wit and Wisdom*
 - K-Grade 5 Math = *Eureka Math*
 - K-Grade 5 Social Studies = teacher developed curriculum integrated with ELA
 - K-Grade 4 Science = BOCES 4 Science instructional kits
 - K-Grade 5 = *Magnetic Reading*
- MS:
 - Grades 6-8 ELA = *Wit and Wisdom*
 - Grades 6-8 Math = *Eureka Math*
 - Grades 6-8 Social Studies = teacher developed curriculum integrated with ELA
 - Grades 5-8 Science = Amplify science and ELS and ILS investigations

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs):

- SWD:
 - Curriculum: For ELA, *Wit and Wisdom* (K-Grade 8); for math, *Eureka* (K- Grade 8)
 - Instruction: UCCS assigns six special education teachers to a grade level as integrated co-teachers (ICOT) who plan lessons for the grade level and provide in-class support to students in compliance with their Individualized Education Program (IEP). One special educator is assigned as a consultant teacher for Grades seven and eight.
- ELLs:
 - Curriculum: Same as general education students *Wit and Wisdom* for ELA, *Eureka Math* for mathematics, with modifications provided by the ICOT
 - Instruction: Each of the two English as a New Language (ENL) teachers works in classrooms and also provides instruction in small group pull-out sessions. ENL teachers use the program, *Team Toolkits: Teaching Els for Academic Mastery* with their students in the pull-out lessons.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has remained as Approaches due to a lack of significant improvement in instructional practices.

1. Element: **Curriculum:**

- **Indicator a:** In the renewal application, UCCS reports that the documented curricula in ELA and mathematics are products produced by Great Minds and aligned with the Next Generation New York State Learning Standards (NYSLs). *Wit and Wisdom* is the ELA curriculum in K- Grade 8 and

Eureka Math is used as the K-Grade 8 mathematics curriculum. In focus group interviews, school leaders reported that *Magnetic Reading* from iReady was added to the ELA curriculum this year for Grades 3-5 after being piloted in the 2021-2022 school year by the K - Grade 2 teachers. *Magnetic Reading* focuses on phonics and phonemic skills. The renewal application states that the school uses teacher-developed social studies curriculum integrated with the ELA curriculum. For science, UCCS uses the BOCES 4 Science Instructional kits for K- Grade 4 and *Amplify Science* for grades 5-8. Additional science content is taught through the ELA curriculum, similar to the integration of social studies concepts and skills.

- **Indicator b:** According to the renewal application and meeting calendars provided by the school, regularly scheduled weekly grade level team meeting time enables classroom teachers and their co-teachers and teaching assistants to collaborate on lesson planning and implementation to ensure horizontal alignment. Teachers use a common lesson plan format and preserve and share their plans using the *Chalk* tool as a curriculum repository. School leaders provided a calendar of weekly meetings including the instructional leadership team and the student success team. In focus group interviews, members of the diverse learners' team reported they also meet monthly to discuss student progress and develop intervention strategies. Teachers in the focus groups noted that they meet with special educators (SPED) and English as a New Language (ENL) staff as needed before or after school and during the weekly grade level team meetings.
- **Indicator c:** In the renewal application and interviews with the instructional leaders and members of the diverse learners' team, UCCS described a change in service model for SWD from a consultant teacher model to ICOT in K-Grade 6 to enable SPED teachers to work in classrooms to differentiate instruction within daily classroom activities. In the focus group interview, instructional leaders explained that the core curricula, *Wit and Wisdom* and *Eureka Math*, include suggested modifications to support struggling or excelling students, which teachers can incorporate into their lessons. The UCCS lesson plan template provided to the site visit team includes prompts for teachers to enter specific adjustments to the learning activities for SWD and ELL. Guided by suggestions for differentiation and modification provided in the curriculum materials, teachers are expected to plan and execute lessons suited to each student's needs. In the focus group interview, instructional leaders reported that they monitor differentiation as part of their classroom observation process. They noted that teachers' groupings and lesson designs are informed by regular review of data from the iReady tool as well as exit tickets and observations during lessons.
- **Indicator d:** In the focus group interview, instructional leaders reported that, while they have not conducted an extensive curriculum audit as was completed at the start of the charter term, the principal gathers evidence of curriculum implementation and effectiveness during classroom walkthroughs. The principal described her intention to use those observations to evaluate the effectiveness of the curricula and revise it as indicated. School leaders mentioned that the school is in its third year of implementation of *Wit and Wisdom* and *Eureka Math*. Leaders expressed their expectation that full and consistent implementation will lead to improved outcomes. School leaders cited internal data from iReady showing improving rates of growth as evidence of the quality of the curricula.

2. Element: *Instruction*:

- **Indicator a:** Descriptions of high-quality instructional practices varied across focus group and renewal documents. In the renewal application, UCCS defined three common instructional practices: co-teaching, collaborative groups, and cooperative learning. In the focus group during the site visit, the instructional leadership team mentioned standards-aligned learning objectives and student engagement as their expected instructional practices. On the 2022 CSO Teacher

Survey (20 of 36 expected responses for a 56 percent response rate), 13 of the 20 teachers responding agreed that school staff have a shared understanding of high-quality instruction that supports all learners. However, between the prior survey conducted in 2021 and the 2022 school year, it is uncertain whether the current staff have the same understanding of high-quality instructional practices as the percent agreeing dropped from 64% to 56%. The five teachers in the focus group explained that they are expected to follow the instructional guidelines in the core curriculum. Across the 10 classes observed by the site visit team, each class had a standards-aligned learning target phrased as an “I can. . .” statement, although not all the learning activities observed matched the standards listed in the lesson plans.

- **Indicator b:** Across the ten classes observed by the site visit team, instructional delivery varied in its ability to foster engagement with all students. In the focus group, school leaders reported that teachers are expected to develop strong relationships with their students and to work with them to set personal learning targets and goals. Student engagement varied across the lessons, with students in some classes eagerly engaged in lesson activities while in others, students were obedient but passive as the teacher conducted the whole-class activity, waiting for help from the teacher or other adults in the class. In the focus group, school leaders reported that the core curricula expose students to grade level material; however, iReady data provided by the school shows 72 percent of UCCS students performing below grade level in ELA and 78 percent below grade level in math.
- **Indicator c:** UCCS uses the iReady diagnostic tool to create a personal learning pathway for each student as one element of its approach to differentiating instruction and ensure equity and access for all students. In the renewal application, the school states that teachers use checks for understanding within the lesson and exit tickets at the conclusion of the class to assess students’ attainment of the lesson objective. Those observations, in addition to data meetings examining the results of the iReady diagnostic assessment, are to be used to provide modification to lessons detailed in the core curricula. In the focus group, instructional leaders explained that teachers follow the core curricula for grade level content and skills and use time allocated in the WIN (“what I need”) class period later in the day to provide remediation or enrichment using the online iReady math and reading curricula. In the teacher focus group, teachers gave examples of their strategy for using the exit tickets to adjust their lesson plans to support student success. Special education services are provided through the ICOT model as described above for K-Grade 5 and one consultant teacher serves SWD in Grades 7 and 8. The two ENL teachers work both within classes and in small group pull out sessions with the 15 ELL students at the school. Each K-Grade 6 class is also assigned a teaching assistant who assists with curriculum delivery.
- **Indicator d:** UCCS provides staff with professional development opportunities during the summer pre-opening institute as well as during the school year. The school submitted a calendar of professional development activities for the summer and the coming year that includes sessions focused on core content in ELA and math as well as on school culture practices such as restorative justice. The school employs two content area coaches, one for ELA and one for mathematics, who work with teachers daily to provide training in the implementation of the core curricula. In the focus group, the coaches reported that their support and modeling is particularly helpful to the many new teachers in the building.

3. **Element: *Assessment and Program Evaluation:***

- **Indicator a:** UCCS submitted an annual assessment calendar listing summative and formative assessments to be administered throughout the year. The school lists the iReady diagnostic as a ‘summative’ assessment, although iReady is not recognized as a measure of and is not predictive of mastery of the NYSLs. The calendar lists the standards-aligned curriculum module assessments

in both ELA and math as 'formative' along with exit tickets and running records. Also on the calendar are teacher developed project-based assessments scheduled for the end of the school year, but in focus group interviews and renewal documents the school acknowledges that training in project-based learning is postponed until implementation of the core curriculum is well established.

- **Indicator b:** UCCS teachers use iReady results and curriculum-based tests and quizzes as the quantitative data to inform instruction supplemented with qualitative measures such as student engagement, persistence and attendance according to the renewal application. In focus group interviews, teachers and instructional leaders described structured data conversations around iReady results during weekly grade level team meetings. Sample agendas and minutes from grade level meetings confirm that diagnostic data from iReady is the focus of discussion rather than the standards-aligned measures from the NYS tests and curriculum-based assessments. In the focus group, the instructional leaders explained that, while the core curriculum addresses grade level standards, the iReady results inform remediation needs. The baseline iReady data provided to the site visit team for 2021-2022 shows 42 percent of students three or more grade levels below in ELA and 43 percent three or more grade levels below in math. The school did not report whether data conversations were conducted through the first year of the charter term (2021-2022) or whether data conversations focused on NYS tests or standards-aligned curriculum-based assessments are planned.
- **Indicator c:** In the renewal application, the school reports that it will use protocols described in the Data Wise Improvement Process from Harvard University to guide discussions about the effectiveness of instruction at the classroom and grade level as well as school level. However, other documents provided to the site visit team mention the use of Atlas data protocols and it is unclear from the sample minutes provided which method is guiding the team's conversations. In the focus group, the instructional leadership team reported they collect both quantitative data from assessments and classroom walkthroughs, along with qualitative data on attendance to monitor not only the implementation of the core curriculum but also its effectiveness. In response to feedback from staff and observations by school leaders, the school added *Magnetic Reading* as an additional resource in phonics and phonemic awareness for K - Grade 5.
- **Indicator d:** According to the assessment calendar submitted with the renewal documents and reports from the leadership focus groups, UCCS relies on iReady to assess student progress toward the NYSLS. On the assessment calendar provided, iReady is labeled "predictive" despite limited evidence that UCCS students' iReady results are correlated with their NYS test results. The assessment calendar also lists the standards-aligned assessments from the core curricula as tools for determining whether students have met grade level learning standards but at the time of the site visit, teachers were just starting to prepare for the first end-of-module curriculum assessments.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** In the renewal application and the diverse learners team focus group, UCCS reports that the coordinator of student support services follows approved procedures and coordinates with the Rochester City School District (RCSD) Committee on Special Education (CSE) to collect data and monitor the process to identify students in need of special education services. The school reports that it administers the home language survey and identifies those needing English language learning support. At the time of the visit the school was serving 15 ELLs and 24 SWDs according to the October dashboard presented to the board of trustees.
- **Indicator b:** According to the renewal application, UCCS transitioned to the ICOT model in the current school year (2022-2023) from the consultant teacher model to serve SWDs in the

classroom. In the ICOT model, as described above, one special educator is assigned to one of each pair of classrooms in K- Grade 6 and plans lessons along with the general education teacher. Members of the diverse learners focus group explained that the ICOT provides modifications and additions to the lesson plan to serve the specific needs of the students not only in the classroom where s/he is assigned, but for both classes in the grade. In grades seven and eight, one special educator provides services in a consulting teacher role for special education students in those two grades. In the focus group interviews with school leaders and the diverse learners' team, UCCS reported that they have added a second English as a New Language (ENL) teacher to support students, reducing the caseload for each teacher to seven to one. In addition to the special education teachers and ENL teachers, the school employs 14 teaching assistants and assigns one to each K-Grade 5 classroom, one in Grade 6 and one in Grade 8. The school's website lists an opening for a second teaching assistant in Grade six. Teaching assistants support small group instruction, as well as provide individual student support within the classroom. According to interviews with teachers and school leaders, the teaching assistants participate in planning and professional development to better enable them to support the academic program.

- **Indicator c:** Focus group interviews and documents submitted for the renewal cite a regular schedule of weekly meetings among grade level teachers including the ICOT and teaching assistants to communicate and coordinate lesson planning and student support. ENL teachers reported they push-in to classes to work with their students and provide feedback and suggestions on classroom lessons through the *Chalk* online lesson repository. Student progress is tracked by the iReady tool when students work on remediation lessons during the WIN class period. According to teachers and instructional leaders in focus group interviews, teachers, teaching assistants, special educators and ENL teachers supplement the regularly scheduled grade level team meetings with ad hoc conversations before and after school.

Lynn McCarthy

From: [REDACTED] <[REDACTED]>
Sent: Monday, February 13, 2023 8:48 AM
To: Lynn McCarthy
Cc: [REDACTED]; Carl Parris; mubarak.b81@gmail.com; Amy Rawleigh-Schiavi; [REDACTED]; [REDACTED]; Barclay, Kirsten; Mubarak Bashir; wade.norwood@commongroundhealth.org; [REDACTED]
Subject: RE: Response

Dear Ms. McCarthy:

Thank you for your letter and comments. The visit by [REDACTED] and me to Urban Choice on January 27th was in the context of the renewal recommendation that the New York State Education Department must make to the Board of Regents later this school year. Department staff sought more context regarding the school's teaching and learning given the school's long-term academic performance and other NYSED Charter School Performance Framework benchmark area trends that do not meet the required standards.

Pursuant to state law, student performance is one of the metrics used to evaluate charter schools. Regarding this metric, Urban Choice Charter School is one of 10 charter schools located within the Rochester CSD with results from the administration of the New York State Grades 3-8 Assessments. In ELA proficiency, eight (8) charter schools outperform Urban Choice and in math proficiency, Urban Choice is the poorest performing charter school in Rochester. Of the 282 charter schools in the state with results from the 2022 administration of the New York State Grades 3-8 Assessments, in ELA proficiency, 278 schools outperformed Urban Choice and in math proficiency, 276 schools outperformed Urban Choice. Unfortunately, these academic trends long predate the pandemic.

We appreciate you sharing your perceptions of what was occurring in the classrooms visited. However, the three hours we spent at Urban Choice on this visit, the conversations we had with students, and our site visit observations complement and confirm what was found on the longer renewal site visit and other visits conducted during or before the pandemic. Observations from these visits coupled with the many other data points collected as part of the New York State Education Department's monitoring and oversight of Urban Choice Charter School across all ten performance framework benchmarks cumulatively did not provide evidence that the school's consistent and long standing poor academic performance was the result of extraordinary or extenuating circumstances. Our observations shared in my February 2, 2023, letter are consistent with the school's persistently low academic outcomes, which are below the district of location despite the school serving fewer students with disabilities and English language learners than the district. Nonetheless, we appreciate your welcoming us to the school and sharing your thoughts with us.

Sincerely,

[REDACTED]

[REDACTED] Executive Director
New York State Education Department
Charter School Office
55 Hanson Place, Room 484A
Brooklyn, NY 11217

From: Lynn McCarthy <lmccarthy@urbanchoicecharter.org>
Sent: Thursday, February 9, 2023 9:15 AM
To: [REDACTED]
Cc: [REDACTED]; Carl Parris <cparris@urbanchoicecharter.org>; mubarak.b81@gmail.com; Amy Rawleigh-Schiavi <ARawleighSchiavi@urbanchoicecharter.org>; [REDACTED]; [REDACTED]; [REDACTED];

Table 1

NYSED Math and ELA data for the 2021-2022 School Year

ELA

Grade Level	Number of students tested	Number of students proficient	Percentage of proficiency	Number of students within 5 points of being proficient	Percentage of students proficient and within 5 points of proficiency
3 rd grade	42	6	14%	4	24%
4 th grade	43	7	16%	1	19%
5 th grade	40	2	1%	4	15%
6 th grade	38	7	18%	2	24%
7 th grade	38	2	1%	8	26%
8 th grade	29	4	14%	5	31%

***Total proficiency percentage for 2021-2022 in ELA grades 3 – 8 was 12%

***Total proficiency percentage and students within 5 points of proficiency for 2021-2022 in ELA grades 3 – 8 was 23%

Math

Grade Level	Number of students tested	Number of students proficient	Percentage of proficiency	Number of students within 5 points of being proficient	Percentage of students proficient and within 5 points of proficiency
3 rd grade	41	4	10%	4	20%
4 th grade	45	8	18%	2	22%
5 th grade	42	0	0%	0	0%
6 th grade	42	0	0%	0	0%
7 th grade	41	1	Less than 1%	1	Less than 1%
8 th grade	30	0	0%	1	Less than 1%

***Total proficiency percentage for 2021-2022 in math grades 3 – 8 was 6%

***Total proficiency percentage and students within 5 points of proficiency for 2021-2022 in math grades 3 – 8 was 11%

Attachment 2

'Out of control': Head of Rochester teachers union wants security guards at every school parking lot

Colleen Farrell News10NBC

Updated: February 17, 2023 - 7:44 PM

Published: February 17, 2023 - 7:38 PM



ROCHESTER, N.Y. – The principal of a Rochester elementary school is warning staff after two concerning incidents this week.

It comes amid a push by the head of the Rochester Teachers Association to beef up security across the district.

News10NBC obtained a letter from the principal of School No. 52 to staff Friday.

It says a custodian was on the roof of the school off Merchants Road Wednesday and saw an SUV with five to seven people pull into the parking lot with masks and guns then leave.

Just before 11:30 a.m. Friday, the same custodian saw a blue vehicle with four masked people quickly pull into the school parking lot – then take off.



The principal says the gates to the school parking lot have been locked.

Rochester Police confirm they received at least one 911 call reporting people in masks hanging out of a vehicle with guns on Wednesday. Officers spotted the car, there was a brief chase, but RPD called it off due to high speeds and reckless driving near schools.

"This is getting out of control and if the district and the City together don't secure the school district's schools and school parking lots and grounds, I wouldn't blame families if they decided not to send their kids to the schools," Adam Urbanski, president of the Rochester Teachers Association, said.

Urbanski says teachers are scared and the union is preparing a resolution demanding security guards at every school parking lot.

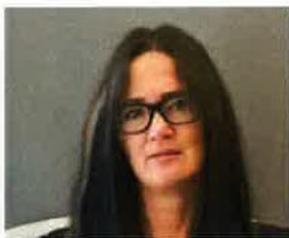
"If the teachers aren't safe, then neither are the students," he said.

The RTA is surveying faculty representatives at every city school to "verify reported and unreported incidents of car thefts, [carjackings], vandalism, and assaults [that] occurred this school year," he says.

RCSD tells News10NBC it has added an additional hour to the shifts of its school safety officers in order for them to escort staff to their cars as requested.

AROUND THE WEB

Ads by Revcontent



Grandma Attacked Outside Store In Rochester

SaleAlarm



The NFL Can't Stomach the House Brady Bought

Livestly



Top Doctor: If You Eat Oatmeal Every Day, This Is What Happens

GundryMD



Restaurants In Rochester With Good Senior Discounts

TheWalletGuru.com



Moles and Skin Tags Fall Right off After Doing This

Eco Health



3 Toxic Foods for Dogs: the One Meat You Should Never Feed Your Dog

DogFoodDiscovery.com

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CHARTER SCHOOL OFFICE
ROOM 5N EB Mezzanine, 89 WASHINGTON AVENUE, ALBANY NY, 12234
Tel. 518/474-1762; Fax 518/474-7558; charterschools@nysed.gov

February 24, 2023

Via Electronic Mail, Regular Mail and Personal Delivery

Urban Choice Charter School Board of Trustees
1020 Maple Street
Rochester, NY 14611
c/o Mubarak Bashir, Board Chair
mubarakb81@gmail.com

Re: Urban Choice Charter School
Non-Renewal Recommendation

Dear Mr. Bashir:

In 2020, the Department announced that it was seeking non-renewal of the Urban Choice Charter School's ("UCCS") charter due to the school's failure to meet the terms of its charter, including but not limited to, the expectations set forth in the Charter School Performance Framework. Shortly thereafter, schools were closed due to the COVID-19 pandemic, and the Department updated its May 2020 recommendation to provide a short-term renewal of the school's charter, allowing the school additional time to demonstrate improvement. Although another short-term renewal was granted in March 2021, and the school was given two additional years to meet the terms of its charter contract, the expected improvements have not been realized.

Please take notice that at an upcoming Board of Regents meeting, the New York State Education Department (the "Department") will recommend that the Board of Regents deny the application to renew Urban Choice Charter School's ("UCCS") charter. This recommendation will be based on the school's lack of achievement on the performance benchmarks set forth in the Charter School Performance Framework, including but not limited to student academic outcomes. In addition, the Department is unable to demonstrate all of the findings that the Board of Regents, as the chartering entity, is required by NYS Education Law Article 56, the Charter Schools Act (the "Act") to make.¹ In particular, given the educational record, the Department cannot find that:

- The charter school meets the requirements set forth in Article 56 of the Education Law and all other applicable laws, rules, and regulations;

¹ See Education Law §2852(2).

- The charter school can demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- Granting the renewal application is likely to improve student learning and achievement and materially further the purposes set out Education Law §2850(2); nor
- Granting the application would have a significant educational benefit to the students expected to attend the proposed charter school.

A summary of information supporting this recommendation is in the school's 2020, 2021, and 2023 Renewal Site Visit Reports, attached as **Appendix A**. A summary of UCCS's student academic record supporting this recommendation is summarized in **Appendix B**, which is attached.

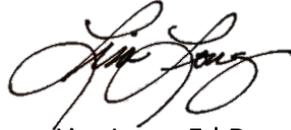
Please take further notice that, pursuant to 8 NYCRR §119.7, UCCS has thirty days to address these concerns and/or to submit a written response to this recommendation. If the school chooses to submit a written response, it should be sent via e-mail to Dr. Lisa Long, Executive Director, Charter School Office, at Lisa.Long@nysed.gov and CharterSchools@nysed.gov by **noon on March 27, 2023**. The response may include supporting affidavits, exhibits, and other documentary evidence and may also include a written legal argument. Any timely response submitted by the school will be provided to the Regents for their consideration with the Department's recommendation. A failure to submit a timely response will result in the Board of Regents acting on the school's renewal application without the benefit of input from UCCS.

The school's board may also choose to withdraw the Renewal Application and allow the charter to expire without renewal at the end of the current academic year. Sample resolution language is attached as **Appendix C**, for your consideration. We strongly recommend that the UCCS board meet for the purpose of discussing all options, including a voluntary withdrawal. Please let me know the Board's decision no later than **March 13, 2023**. If the charter school's board agrees to a voluntary withdrawal, the Department will immediately provide UCCS, and the two other schools eligible for renewal in June 2023 which will not pursue renewal, with technical assistance in preparing the necessary documentation, and to ensure the smooth and timely transition of students currently enrolled.

The Regents have the final decision-making authority concerning the renewal of a charter. **The Department strongly suggests that the school immediately notify families and staff about the Department's anticipated recommendation, so that they may begin planning for a possible non-renewal, and can submit timely applications to other schools before application deadlines for the 2023-2024 school year.** Subject to change, we anticipate that the Board of Regents will consider UCCS's renewal application at its regularly scheduled meeting on April 17-18, 2023, unless the school voluntarily withdraws its renewal application.

Please do not hesitate to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lisa Long', written in a cursive style.

Lisa Long, Ed.D.

Executive Director

NYSED Charter School Office

Enclosure

cc: RCSD Board President Cynthia Elliott
Superintendent Dr. Carmine Peluso
NYSED Commissioner Rosa
Executive Deputy Commissioner Cates-Williams
Senior Deputy Commissioner Baldwin
Deputy Commissioner Johnson-Dingle

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

URBAN CHOICE CHARTER SCHOOL

BEDS Code

261600860877

2021-2022 Enrollment

382

ESEA Accountability Designation (2021-2022):

This school is designated as a school in **Comprehensive Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	ROCHESTER CITY SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter	23%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter	-
Grades Served:	K-8
Address:	1020 MAPLE ST ROCHESTER NY 14611
Website:	www.urbanchoicecharterschool.org
RIC:	MONROE/M.A.A.R.S.
Regents Region:	FINGER LAKES REGION
Regent:	RUTH B. TURNER
Active Date:	7/1/2005
Authorizer:	NYS BOR
CEO:	LYNN MCCARTHY
CEO Phone:	(585) 288-5702
CEO Email:	lmccarthy@urbanchoicecharter.org
BOT President:	MUBARAK BASHIR
BOT President Phone:	(585) 953-6825
BOT President Email:	Mubarak.b81@gmail.com
Institution ID:	800000058267

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

BoR Charter School Office Information

Regional Liaison:	Susan Gibbons
Performance Framework:	2019
Current Term:	7/1/21-6/30/23
2018-2019	Midterm
2019-2020	Renewal
2020-2021	Renewal
2021-2022	Midterm
2022-2023	Renewal

	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

2022 CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	Does not meet 90% or 95% Confidence	6%	382	23
Student Survey (Grades 9-12)	Not Applicable	N/A	0	N/A
Teacher Survey	Does not meet 90% or 95% Confidence	56%	36	20

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

URBAN CHOICE CHARTER SCHOOL

2022 3-8 Assessments; 2021 4 Year Graduations

Urban Choice CS		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential	
Elementary/Middle	+/- 5	Buffalo Collegiate CS	-6	+3	+13	.
		Canarsie Ascend CS	-53	-52	-60	.
		Cross Hill Academy	-14	-7	-40	.
		KIPP Tech Valley CS	-15	-9	-5	.
		Leadership Preparatory Canarsie CS	-46	-37	-51	.
		Riverton Street CS	-47	-30	-27	.
		Mean	-30	-22	-28	.
	+/- 7.5	Achievement First Apollo CS	-36	-41	-17	.
		Achievement First Endeavor CS	-45	-40	-23	.
		Achievement First Linden CS	-31	-23	-23	.
		Central Brooklyn Ascend CS	-49	-44	-66	.
		Enterprise CS	-2	+3	-1	.
		Icahn CS 1	-61	-68	-53	.
		Imagine Me Leadership CS	-32	-30	-62	.
		KIPP Albany Community CS	-18	-6	-7	.
		PS/IS 119 Glendale (The)	-59	-55	-37	.
		Renaissance Academy CS of the Arts	-21	-9	-33	.
		Rochdale Early Advantage CS	-34	-20	-52	.
		School 42-Abelard Reynolds	+3	-2	-11	.
		School 53 Montessori Academy	-16	-14	-38	.
		Seneca Intermediate School	-11	-15	-39	.
	Mean	-29	-26	-33	.	
	+/- 10	Achievement First Voyager CS	-50	-38	-11	.
		Brooklyn Excelsior CS	-35	-15	-37	.
		Brooklyn Scholars CS	-39	-23	-25	.
		Build Community School	-3	-3	-3	.
		Citizenship and Science Academy of Syracuse CS	-8	-6	+7	.
		Community Partnership CS	-48	-51	-65	.
		Explore CS	-51	-35	-40	.
		Explore Empower CS	-31	-26	-8	.
		Explore Excel CS	-24	-23	-19	.
		Future Leaders Institute CS	-30	-22	-18	.
		Gordon Parks School (The)	-41	-14	-27	.
		Grimes School	-16	-16	-19	.
		Harriet Tubman CS	-41	-26	-49	.
		Highgate Heights	-7	-4	+8	.
		Hyde Leadership CS - Brooklyn	-24	-16	-20	.
Hyde Park School		-9	-6	-57	.	
Icahn CS 3		-75	-76	-66	.	
Icahn CS 5		-55	-69	-48	.	
Icahn CS 6		-64	-84	-65	.	
Icahn CS 7		-54	-48	-42	.	
Leadership Preparatory Brownsville CS	-44	-43	-31	.		
MS 394						

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

	Our World Neighborhood CS	-48	-42	-43	.
	PS 66	-22	-19	-45	.
	Paideia School 24	-32	-39	-40	.
	Parley Coburn School	-10	-10	-15	.
	School 21	-28	-25	-50	.
	School 22	-26	-24	-36	.
	School 5	-20	-18	-31	.
	Success Academy CS-Bronx 2	-58	-69	+32	.
	Success Academy CS-Harlem 2	-58	-81	+32	.
	Success Academy CS-Harlem 5	-62	-73	+32	.
	Thomas Jefferson ES	-14	-20	-29	.
	Thomas K Beecher School	-1	0	-13	.
	Mean	-33	-31	-25	.
	Mean	-32	-29	-27	.

*See NOTES (1) and (11).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

URBAN CHOICE CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Urban Choice CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	39%	14%	-	39%	14%	14%	-	13%
2016-2017	29%	19%	-	30%	23%	12%	-	22%
2017-2018	30%	11%	20%	29%	22%	9%	-	21%
2018-2019	30%	29%	0%	30%	18%	18%	0%	15%
2021-2022	26%	0%	0%	26%	2%	0%	0%	2%

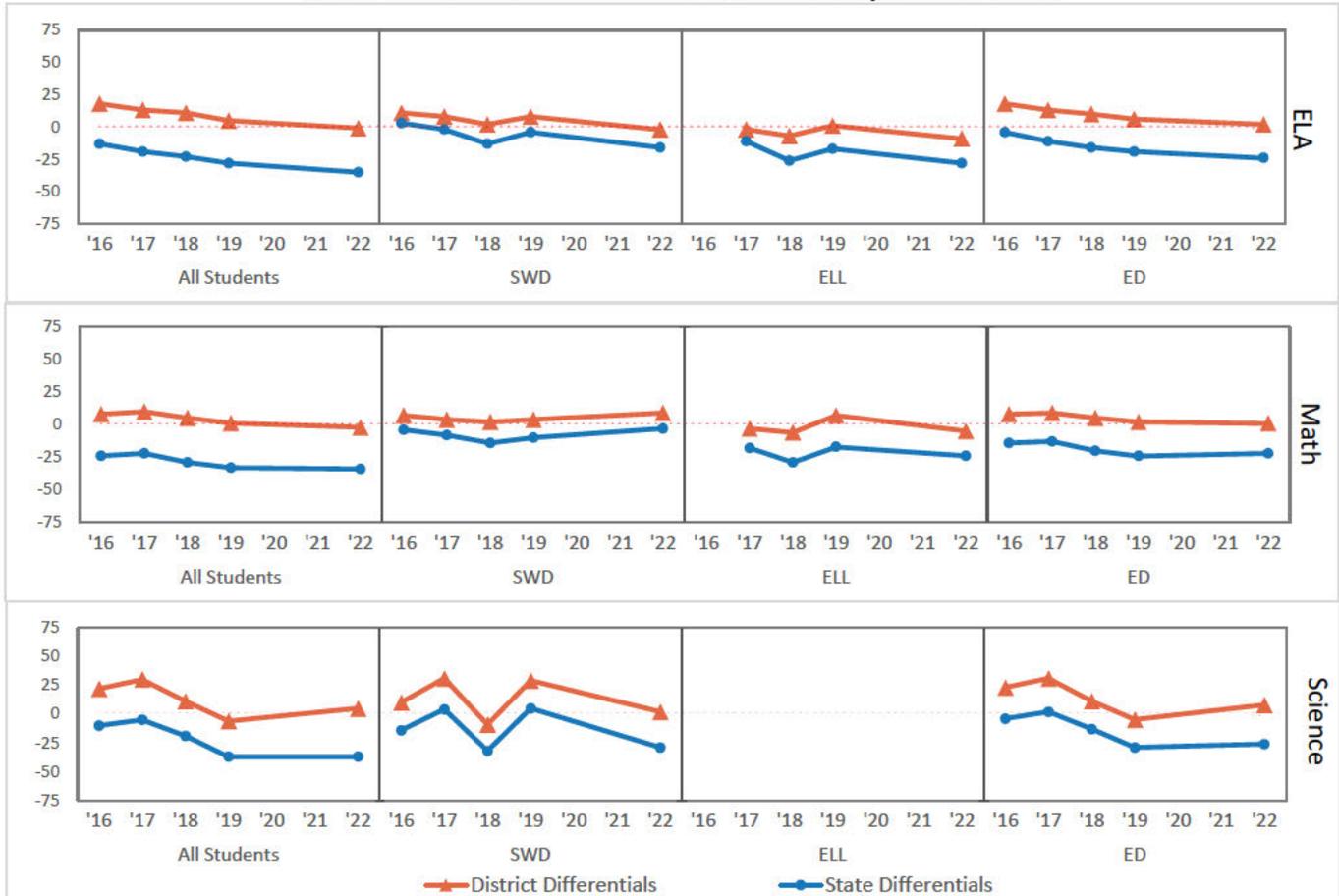
*See NOTES (2), (3), (7), and (8).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
 Comparison of
 Urban Choice Charter School and Rochester City School District



*See NOTES (1), (2), (3), and (6).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
All Students	2015-2016	25%	7%	+18	38%	-13	15%	7%	+8	39%	-24	67%	45%	+22	77%	-10
	2016-2017	21%	8%	+13	40%	-19	18%	8%	+10	40%	-22	70%	40%	+30	75%	-5
	2017-2018	22%	11%	+11	45%	-23	16%	11%	+5	45%	-29	58%	47%	+11	77%	-19
	2018-2019	18%	13%	+5	46%	-28	14%	13%	+1	47%	-33	38%	44%	-6	75%	-37
	2021-2022	12%	13%	-1	47%	-35	5%	7%	-2	39%	-34	32%	27%	+5	69%	-37
SWD	2015-2016	12%	1%	+11	9%	+3	9%	2%	+7	13%	-4	42%	32%	+10	56%	-14
	2016-2017	9%	1%	+8	11%	-2	6%	2%	+4	14%	-8	57%	26%	+31	53%	+4
	2017-2018	4%	2%	+2	17%	-13	4%	2%	+2	18%	-14	25%	34%	-9	57%	-32
	2018-2019	11%	3%	+8	15%	-4	8%	4%	+4	18%	-10	57%	28%	+29	52%	+5
	2021-2022	0%	2%	-2	16%	-16	11%	2%	+9	14%	-3	17%	15%	+2	46%	-29
ELL	2016-2017	0%	2%	-2	11%	-11	0%	3%	-3	18%	-18	-	-	-	-	-
	2017-2018	0%	7%	-7	26%	-26	0%	6%	-6	29%	-29	-	-	-	-	-
	2018-2019	8%	7%	+1	25%	-17	15%	8%	+7	32%	-17	-	-	-	-	-
	2021-2022	0%	9%	-9	28%	-28	0%	5%	-5	24%	-24	-	-	-	-	-
ED	2015-2016	24%	6%	+18	28%	-4	14%	6%	+8	28%	-14	66%	43%	+23	70%	-4
	2016-2017	19%	6%	+13	30%	-11	16%	7%	+9	29%	-13	70%	39%	+31	68%	+2
	2017-2018	20%	10%	+10	36%	-16	14%	9%	+5	34%	-20	57%	46%	+11	70%	-13
	2018-2019	17%	11%	+6	36%	-19	13%	11%	+2	37%	-24	38%	43%	-5	67%	-29
	2021-2022	13%	11%	+2	37%	-24	6%	5%	+1	28%	-22	33%	25%	+8	59%	-26

*See NOTES (1), (2), (3), (6), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	45%	8%	+37	42%	+3	36%	11%	+25	44%	-8	-	-	-	-	-
	2016-2017	40%	11%	+29	43%	-3	33%	14%	+19	49%	-16	-	-	-	-	-
	2017-2018	20%	17%	+3	51%	-31	29%	18%	+11	54%	-25	-	-	-	-	-
	2018-2019	16%	18%	-2	52%	-36	33%	23%	+10	55%	-22	-	-	-	-	-
	2021-2022	14%	11%	+3	46%	-32	10%	14%	-4	48%	-38	-	-	-	-	-
Grade 4	2015-2016	32%	8%	+24	41%	-9	15%	11%	+4	45%	-30	78%	64%	+14	89%	-11
	2016-2017	28%	8%	+20	41%	-13	34%	8%	+26	43%	-9	82%	54%	+28	86%	-4
	2017-2018	29%	13%	+16	48%	-19	23%	13%	+10	48%	-25	75%	65%	+10	89%	-14
	2018-2019	35%	14%	+21	48%	-13	20%	14%	+6	51%	-31	63%	62%	+1	86%	-23
	2021-2022	16%	8%	+8	42%	-26	18%	6%	+12	43%	-25	49%	40%	+9	80%	-31
Grade 5	2015-2016	11%	5%	+6	34%	-23	13%	5%	+8	40%	-27	-	-	-	-	-
	2016-2017	8%	6%	+2	36%	-28	17%	9%	+8	43%	-26	-	-	-	-	-
	2017-2018	21%	7%	+14	37%	-16	23%	11%	+12	44%	-21	-	-	-	-	-
	2018-2019	7%	11%	-4	38%	-31	4%	12%	-8	46%	-42	-	-	-	-	-
	2021-2022	5%	8%	-3	38%	-33	0%	6%	-6	37%	-37	-	-	-	-	-
Grade 6	2015-2016	20%	6%	+14	35%	-15	11%	7%	+4	40%	-29	-	-	-	-	-
	2016-2017	7%	5%	+2	33%	-26	5%	6%	-1	40%	-35	-	-	-	-	-
	2017-2018	29%	13%	+16	49%	-20	14%	9%	+5	44%	-30	-	-	-	-	-
	2018-2019	19%	14%	+5	47%	-28	16%	12%	+4	47%	-31	-	-	-	-	-
	2021-2022	18%	23%	-5	57%	-39	0%	8%	-8	39%	-39	-	-	-	-	-
Grade 7	2015-2016	17%	5%	+12	36%	-19	3%	4%	-1	36%	-33	-	-	-	-	-
	2016-2017	21%	7%	+14	42%	-21	6%	5%	+1	38%	-32	-	-	-	-	-
	2017-2018	0%	6%	-6	40%	-40	0%	6%	-6	42%	-42	-	-	-	-	-
	2018-2019	19%	10%	+9	40%	-21	8%	8%	0	44%	-36	-	-	-	-	-
	2021-2022	5%	13%	-8	48%	-43	2%	4%	-2	36%	-34	-	-	-	-	-
Grade 8	2015-2016	27%	6%	+21	41%	-14	13%	1%	+12	24%	-11	55%	16%	+39	61%	-6
	2016-2017	22%	9%	+13	46%	-24	6%	1%	+5	22%	-16	55%	13%	+42	59%	-4
	2017-2018	31%	11%	+20	48%	-17	3%	1%	+2	31%	-28	38%	10%	+28	59%	-21
	2018-2019	11%	11%	0	48%	-37	0%	2%	-2	34%	-34	6%	9%	-3	56%	-50
	2021-2022	14%	16%	-2	50%	-36	0%	2%	-2	27%	-27	7%	6%	+1	50%	-43

*See NOTES (1), (3), (6), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	33%	1%	+32	13%	+20	11%	3%	+8	18%	-7	-	-	-	-	-
	2018-2019	0%	6%	-6	23%	-23	20%	10%	+10	28%	-8	-	-	-	-	-
Grade 4	2015-2016	17%	1%	+16	12%	+5	40%	3%	+37	17%	+23	63%	47%	+16	74%	-11
	2016-2017	25%	1%	+24	13%	+12	29%	1%	+28	17%	+12	89%	38%	+51	69%	+20
Grade 5	2015-2016	0%	0%	0	7%	-7	0%	1%	-1	13%	-13	-	-	-	-	-
	2016-2017	0%	1%	-1	9%	-9	0%	4%	-4	15%	-15	-	-	-	-	-
	2017-2018	11%	1%	+10	11%	0	13%	2%	+11	17%	-4	-	-	-	-	-
	2018-2019	0%	2%	-2	11%	-11	0%	2%	-2	17%	-17	-	-	-	-	-
	2021-2022	0%	1%	-1	11%	-11	0%	4%	-4	13%	-13	-	-	-	-	-
Grade 6	2016-2017	0%	0%	0	7%	-7	0%	1%	-1	11%	-11	-	-	-	-	-
	2018-2019	17%	3%	+14	15%	+2	17%	4%	+13	15%	+2	-	-	-	-	-
Grade 7	2016-2017	-	-	-	-	-	0%	0%	0	10%	-10	-	-	-	-	-
Grade 8	2016-2017	0%	3%	-3	13%	-13	0%	0%	0	5%	-5	0%	4%	-4	31%	-31
	2017-2018	0%	2%	-2	16%	-16	0%	0%	0	10%	-10	0%	4%	-4	32%	-32

*See NOTES (1), (2), (3), (6), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2018-2019	20%	10%	+10	33%	-13	40%	17%	+23	39%	+1	-	-	-	-	-

*See NOTES (1), (2), (3), (6), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	39%	7%	+32	31%	+8	32%	10%	+22	33%	-1	-	-	-	-	-
	2016-2017	33%	9%	+24	32%	+1	29%	12%	+17	37%	-8	-	-	-	-	-
	2017-2018	16%	15%	+1	40%	-24	26%	16%	+10	43%	-17	-	-	-	-	-
	2018-2019	15%	16%	-1	42%	-27	33%	21%	+12	44%	-11	-	-	-	-	-
	2021-2022	16%	9%	+7	35%	-19	8%	11%	-3	36%	-28	-	-	-	-	-
Grade 4	2015-2016	34%	7%	+27	30%	+4	15%	9%	+6	33%	-18	78%	62%	+16	84%	-6
	2016-2017	26%	6%	+20	31%	-5	33%	7%	+26	32%	+1	83%	52%	+31	80%	+3
	2017-2018	25%	11%	+14	38%	-13	21%	11%	+10	37%	-16	74%	64%	+10	84%	-10
	2018-2019	35%	12%	+23	38%	-3	16%	12%	+4	40%	-24	63%	60%	+3	81%	-18
	2021-2022	20%	6%	+14	30%	-10	22%	5%	+17	31%	-9	51%	37%	+14	72%	-21
Grade 5	2015-2016	10%	4%	+6	23%	-13	12%	5%	+7	28%	-16	-	-	-	-	-
	2016-2017	9%	5%	+4	25%	-16	17%	7%	+10	31%	-14	-	-	-	-	-
	2017-2018	20%	6%	+14	27%	-7	18%	9%	+9	33%	-15	-	-	-	-	-
	2018-2019	5%	9%	-4	28%	-23	3%	10%	-7	36%	-33	-	-	-	-	-
	2021-2022	6%	6%	0	27%	-21	0%	4%	-4	26%	-26	-	-	-	-	-
Grade 6	2015-2016	18%	5%	+13	25%	-7	8%	6%	+2	28%	-20	-	-	-	-	-
	2016-2017	8%	5%	+3	23%	-15	6%	5%	+1	28%	-22	-	-	-	-	-
	2017-2018	28%	11%	+17	39%	-11	14%	8%	+6	32%	-18	-	-	-	-	-
	2018-2019	18%	12%	+6	37%	-19	15%	10%	+5	36%	-21	-	-	-	-	-
	2021-2022	16%	21%	-5	47%	-31	0%	7%	-7	27%	-27	-	-	-	-	-
Grade 7	2015-2016	18%	4%	+14	25%	-7	3%	3%	0	25%	-22	-	-	-	-	-
	2016-2017	17%	5%	+12	31%	-14	7%	3%	+4	26%	-19	-	-	-	-	-
	2017-2018	0%	5%	-5	31%	-31	0%	5%	-5	30%	-30	-	-	-	-	-
	2018-2019	19%	8%	+11	31%	-12	6%	6%	0	33%	-27	-	-	-	-	-
	2021-2022	6%	11%	-5	39%	-33	3%	2%	+1	25%	-22	-	-	-	-	-
Grade 8	2015-2016	30%	5%	+25	31%	-1	16%	1%	+15	19%	-3	53%	14%	+39	51%	+2
	2016-2017	22%	8%	+14	37%	-15	6%	1%	+5	18%	-12	57%	12%	+45	49%	+8
	2017-2018	32%	9%	+23	39%	-7	3%	1%	+2	26%	-23	39%	8%	+31	50%	-11
	2018-2019	9%	10%	-1	39%	-30	0%	1%	-1	29%	-29	6%	8%	-2	47%	-41
	2021-2022	15%	14%	+1	42%	-27	0%	1%	-1	22%	-22	8%	6%	+2	41%	-33

*See NOTES (1), (3), (6), and (7).

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

URBAN CHOICE CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	Urban Choice CS	NYS	Differential to NYS	Charter Total Tested	Urban Choice CS	NYS	Differential to NYS	Charter Total Tested	Urban Choice CS	NYS	Differential to NYS	Charter Total Tested	Urban Choice CS	NYS	Differential to NYS
Living Environment	2017-2018	36	39%	86%	-47	5	0%	53%	-53	-	-	-	-	35	40%	77%	-37

*See NOTES (1), (2), (3), (4), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

URBAN CHOICE CHARTER SCHOOL

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Not applicable to this charter school

3.a.iii. and 3.a.iv. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

Not applicable to this charter school

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

URBAN CHOICE CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Urban Choice CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	400	400	100%
2018-2019	400	396	99%
2019-2020	400	392	98%
2020-2021	400	392	98%
2021-2022	400	382	96%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District
2017-2018	12%	22%	-10	5%	17%	-12	91%	92%	-1
2018-2019	12%	23%	-11	4%	17%	-13	90%	91%	-1
2019-2020	13%	23%	-10	5%	17%	-12	99%	91%	+8
2020-2021	13%	22%	-9	4%	18%	-14	100%	90%	+10
2021-2022	9%	21%	-12	5%	18%	-13	80%	90%	-10

*See NOTES (2) and (6).

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District
2017-2018	86%	87%	-1	87%	90%	-3	94%	87%	+7	87%	87%	0
2018-2019	90%	86%	+4	88%	89%	-1	83%	85%	-2	91%	86%	+5
2019-2020	85%	87%	-2	93%	90%	+3	100%	86%	+14	86%	87%	-1
2020-2021	84%	88%	-4	72%	89%	-17	53%	89%	-36	85%	88%	-3
2021-2022	84%	86%	-2	77%	88%	-11	93%	86%	+7	84%	86%	-2

*See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.

**SAMPLE BOARD RESOLUTION LANGUAGE FOR THE
WITHDRAWAL OF THE SCHOOL'S RENEWAL APPLICATION**

The Board of Trustees of the Urban Choice Charter School ("Urban Choice" OR "the school") hereby votes and resolves to abandon the renewal of the school's Charter, which was originally issued on or about January 11, 2005, and which expires on or about June 30, 2023.

All members of the Board of Trustees of the Urban Choice Charter School understand that this action is final and irrevocable and will lead to the final closure of the school on June 30, 2023, at the end of the 2022-2023 academic year.

Until the education corporation is dissolved by Court Order or an act of the Board of Regents, the Board of Trustees of the Urban Choice Charter School shall remain in place and shall facilitate the closure of the school in accordance with the NYSED Closing Procedures Guide and Checklist, Education Law §§219, 220, 2851(2)(t), and in accordance with the Charter.



March 27, 2023

VIA ELECTRONIC MAIL

Lisa.Long@nysed.gov; CharterSchools@nysed.gov

Dr. Lisa Long
Executive Director, Charter School Office
Room 5N EB Mezzanine
89 Washington Avenue
Albany, New York 12234

**RE: Urban Choice Charter School
Information for Board of Regents**

Dear Dr. Long:

Enclosed please find Urban Choice Charter School's ("Urban Choice") submission to the Board of Regents regarding New York State Department of Education Charter School Office's (the "Department") written notification, dated February 24, 2023, that it intends to recommend against renewing its charter at the Board of Regents' April 2023 meeting. We appreciate your invitation to provide this information and expect you will provide it to the Regents for their consideration, pursuant to 8 NYCRR §119.7.

Thank you in advance for your courtesies.

Very truly yours,

/s/ Lynn McCarthy

/s/ Mubarak Bashir

Lynn McCarthy, CEO

Mubarak Bashir, Board Chair

March 27, 2023

VIA ELECTRONIC MAIL and HAND DELIVERY

Board of Regents of the University of the State of New York
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School
NYSED Non-Renewal Recommendation

Dear Board of Regents Members:

By letter dated February 24, 2023, the New York State Education Department's Charter School Office (the "Department") notified Urban Choice Charter School ("Urban Choice") it intended to recommend against renewing Urban Choice's charter at the Board of Regents' ("Regents") upcoming meeting in April 2023. In the same letter, the Department invited Urban Choice to submit a written response to its non-renewal recommendation for consideration by the Regents. Please let this serve as that response.

In short, we respectfully request the Regents reject the Department's recommendation, and renew Urban Choice's charter. As discussed in detail herein, Urban Choice and its school community was badly impacted by the COVID-19 pandemic, but through intense school improvement efforts since April 2022, the school is in the midst of a robust turnaround effort that will lead to dramatic improvement in its student performance if given more time. Separately and very importantly, Urban Choice continues to provide a safe, nurturing environment for its students with social and emotional learning and supports that are unparalleled and necessary for its students to thrive in the very challenging environments in which they live.

I. About Urban Choice

Urban Choice is located at 1020 Maple Street, Rochester, NY in the City's United Neighbors Together neighborhood. Urban Choice serves students in kindergarten through 8th grade. Presently, 385 students are enrolled at Urban Choice. Urban Choice uses *Eureka Math* for its math curriculum, and *Wit & Wisdom* for its ELA curriculum.

Urban Choice's Leadership Team includes: Lynn McCarthy, the CEO; Amy Rawleigh-Schiavi, the Principal; Carl Parris, the Assistant Principal; Michael Samuel, the Director of Family and Community Engagement; and Kelly Walker, the Coordinator of Student Support Services. Urban Choice has a diverse and vibrant faculty, and a very active Parent Advisory Committee that meets monthly and provides input on various matters.

Of the 385 students currently enrolled at Urban Choice, 383 students meet the definition of being "economically disadvantaged." Consequently, Urban Choice is a primary stabilizing resource for its students and families. Every day, the school assists students and families in addressing poverty-related challenges such as finding food scarcity resources, clothing, and health and mental health providers; and it encourages and inspires students every day that they are worthy and capable of great things.

From its inception, Urban Choice has had consistently strong enrollment, even during the COVID-19 pandemic. Presently, there is a waitlist for several grade levels. Urban Choice also has 79 families who enroll two or more of their children in the school. This has allowed the school's leadership and teachers to build exceptionally strong and long-term relationships with students and families.

When it received the Department's February 24, 2023 letter indicating the Department intended to recommend against a charter renewal, Urban Choice met with the parents of its students (twice), and the parents are **vehemently opposed** to closure. Urban Choice explained to parents they could withdraw their children in light of this, and **not a single parent** has indicated an interest in doing so. The parents are very committed to Urban Choice and want the renewal application to be granted.

In fact, since notifying its students, staff and families of the Department's non-renewal recommendation, Urban Choice has received 383 letters from students; 47 letters from staff; and over 40 letters from parents opposing closure, with more coming in every day (see Letters, attached as **Exhibit A**). Their reasons are compelling and, while they understand and agree academic performance is yet not where it should be, these parents, students, and staff want to remain with Urban Choice because they are confident, if given the opportunity, Urban Choice is on the right path to improve its instructional program and repair the academic damage caused by the COVID-19 pandemic. Here are some excerpts from the letters from parents:

"I am very concerned that you're closing the school that should not be closed. There are so many other schools having problems and this is not one of them...."

"I've been a part of UCCS since it was founded...when I was a child in 2nd grade....I graduated in 8th grade with UCCS. When I had my first child without any second thoughts I instantly knew where my son was going to go for his education."

"Staff...are super dedicated to us and our babies. They will be devastated if those doors were to close. We made it through Covid, bus shortages, and much more....So please take a second look at them. Look at those babies and keep the school open for them."

"I have 2 girls in the school and I find that the staff...have a unique way of making learning fun to keep their interest. Discipline is handled appropriately for each student. Parent communication is very effective."

"It saddens me that I even have to write this because shutting down this school shouldn't even be a discussion. My child has attended Urban Choice since kindergarten. She has built bonds with staff that's so amazing it's indescribable."

"UCCS is a fundamental institution that is grounding my son in being upright conscientious citizen....If the board does not approve the renewal for UCCS this will have a detrimental effect on myself and family, as we see so much potential in Jhelani."

"Urban Choice Charter School should stay open because they have helped my son grow. He is reading, spelling, and writing on his own. He is excited to go to school. If Urban Choice closes he will be crushed...."

"My child...has an IEP....She struggles to learn....The staff at UCCS apply the extra help that she needs...If this school were to close, it would be detrimental to my child's future. She is very insecure, and starting over in another school would be catastrophic!"

"Chase has made plenty of friends and that's been hard to do outside of school because of all the crazy things happening in our community. The teachers care and the children need that the most."

"My son has been going here for 2 years. I was looking forward to bringing his siblings here next year."

"This school and staff have definitely made an impact on me and my child's life. The staff has helped my son adapt when I came home from doing years away in prison. As you can imagine this change...caused a disruption. If it wasn't for all of the staff and teachers I would still have a child with behaviors."

"My son...enjoys the teaching here . . . it keeps him involved."

"Please don't close Urban Choice Charter....Feeling safe is so important for children and we are so happy the kids love going to school...."

II. Urban Choice Strenuously Disagrees with the Department's Non-Renewal Recommendation

In its February 24, 2023 letter, the Department explained the basis of its non-renewal recommendation is because "the expected improvements have not been realized." Candidly, that statement borders on absurd given the learning loss that

occurred for children in elementary schools across the nation and in Rochester in particular, where children were legally prohibited from attending school for nearly a half a year. The Department's seeming expectation that Urban Choice (or any school) should be closed for failing to meet academic goals evaluated during the last two years (while the pandemic was ravaging Rochester's economically disadvantaged communities and communities of color) is completely unreasonable.

Somewhat shockingly, in connection with its non-renewal recommendation, the Department also criticized Urban Choice for working with their students and families to address food and housing insecurities, adverse health impacts, employment difficulties, and mental health challenges over the last few years. Indeed, during a recent "surprise" visit to Urban Choice on January 27, 2023, the Department's representative, [REDACTED], dismissively commented to staff that "COVID-19 is over" and Urban Choice is "not a social services agency." To the contrary, this community continues to be impacted by COVID-19 and Urban Choice believes strongly if it does not address its students' basic needs, it cannot affect change in the classroom. If students are overwhelmed by things at home, they are not ready to learn when they are in school.

Additionally, while the pandemic was raging, Urban Choice was forced to retain a comprehensive management services provider ("CMSP") as a condition of its 2020 charter renewal and was instructed by the Department to hire the Center for Educational Innovation ("CEI"). Unfortunately, CEI was terrible. It completely failed to meet its obligations under its contract, and Urban Choice has actually initiated litigation against CEI for those failures. As such, for the period of time Urban Choice was forced to work with CEI (from July 2020 through February 2022), it suffered. The Department required Urban Choice to use a CMSP it recommended, and the CMSP then adversely impacted Urban Choice's school improvement progress and student performance. That the Department is now recommending a non-renewal because of that adverse performance is fundamentally unfair.

Since terminating the CEI contract, Urban Choice has been trending in the right direction with technical assistance from a Rochester-based school improvement expert with a proven track record of successfully turning around low-performing schools. Urban Choice is certain it now has the proper framework and systems in place and given time, the school will realize improved student outcomes.

The Department also criticized Urban Choice's Board of Trustees and found in its Renewal Site Visit report that the Board "Falls Far Below" the expectations for governance and oversight (Renewal Benchmark #6), but there is absolutely no evidence to support that conclusion. The Board conducts annual performance-based evaluations of itself and its chief executive officer; has secured four new members with significant subject matter expertise during this charter term; actively oversaw the work of CEI and now monitors its

individual school improvement consultants; regularly updates its policies; engaged in strategic planning in August 2022; and engages in monthly professional development.

To give the Regents a more complete understanding of these disagreements, Urban Choice has provided more information on each one below.

A. COVID-19 Had a Direct Adverse Impact on Urban Choice Students and Families

1. The Timeline of the Local COVID-19 Surge

Unlike New York City and some other metropolitan areas, the most severe COVID-19 spike in Rochester occurred during the winter of the 2021-2022 school year. As the graph below (from the New York State Department of Health website) demonstrates, the largest COVID spikes in Rochester were in December 2021 – February 2022 and those same months in the previous year:



Services News Government COVID-19

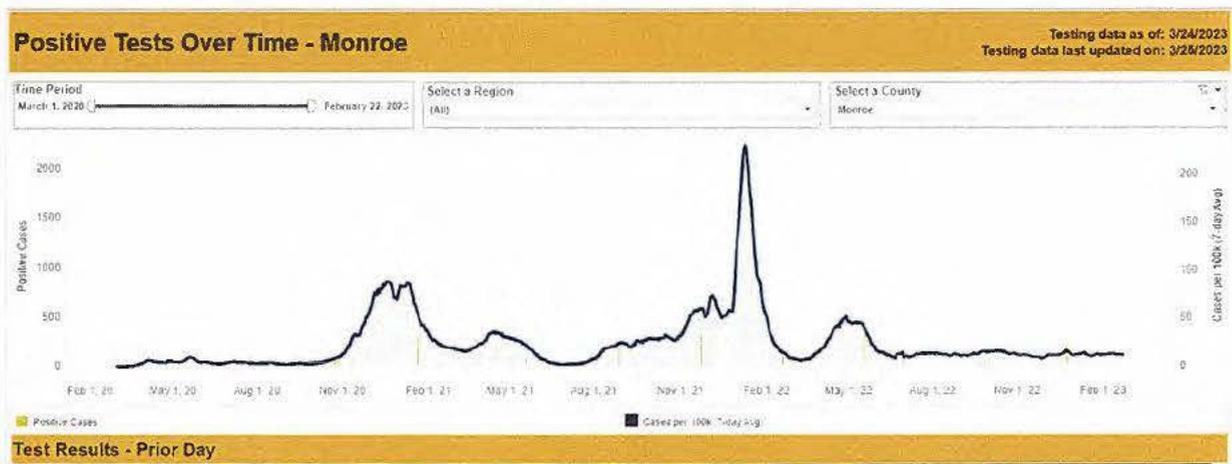
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POSITIVE TESTS OVER TIME, BY REGION AND COUNTY



(see <https://coronavirus.health.ny.gov/positive-tests-over-time-region-and-county>, last visited 3/25/23).

These spikes had severe consequences for people of color, particularly in the neighborhoods where our students and families live. In Monroe County and Rochester,

the mortality rates for African Americans and Hispanics were more than *twice* that of white people, and in the zip codes where the majority of Urban Choice's students live, COVID-19 hospitalization rates were the highest in Monroe County. Specifically, 360 of its students live in or border the five zip codes with the most hospitalizations.

This led to significant student and staff absenteeism rates and missed instructional time during the several months leading up to the 2022 State assessments, which took place in March and April 2022. For example, in January 2022, Urban Choice students missed on average five days of school (out of 20 total school days) due to illness or quarantine requirements. There is no dispute the results of those State assessments were not strong, but Urban Choice believes its low scores were a direct result of the two years that came before, when there were constant school disruptions and the number of student and faculty absences were unprecedented due to the pandemic. The Department's failure to bear this in mind when assessing the data is incredible.

2. Urban Choice Is Now Trending in the Right Direction

Urban Choice is now trending in the right direction, but the student performance outcomes (from its efforts to get a highly competent and qualified school improvement team comprised of individuals with specific subject matter expertise and school turnaround experience in place) have not yet come to fruition. Specifically, in April 2022 Urban Choice retained Elizabeth Mascitti-Miller, EdD, a highly qualified school improvement expert based in Rochester. As discussed in greater detail below and in the Dr. Miller's attached Affidavit (see Affidavit, attached as **Exhibit B**), since April 2022 Urban Choice has made significant improvements in the systems and structures necessary for improved student outcomes.

As discussed further below, from July 2020 through February 2022, Urban Choice was saddled with CEI, who was highly incompetent and only made a difficult situation worse. In February 2022, Urban Choice received permission from the Department to sever ties with CEI and requested it be permitted to work with individuals with subject matter expertise in charter school improvement work. In April 2022, Urban Choice submitted a charter revision request to the Department that included the following changes geared toward school improvement work:

- Urban Choice requested it be allowed to work with individuals with subject matter expertise in charter school improvement work, as opposed to a CMSP;
- Urban Choice submitted a proposed reorganization that shifted more resources to instruction, strengthened accountability for student achievement, and accounted for on-going vacancies in hard-to-fill administrative positions; and
- Urban Choice added more teacher coaches and other instructional supports and shifted its special education model from consultant teacher services to integrated

co-teaching services in order to broaden its continuum of services, attract more students with disabilities, and push more instructional support into classrooms.

In June 2022, as the Regents may recall, it approved the requested revisions. Consequently, Urban Choice was then finally able to formalize its School Improvement Plan ("SIP") and target the areas most in need of improvement, namely teaching and learning and board governance and oversight.

The SIP has been implemented with fidelity throughout the 2022-23 school year. Key components include:

- Creating literacy and math block-schedules to add more and higher-quality instructional time;
- Providing on-going, frequent embedded coaching to classroom teachers;
- Implementing an assessment system, protocols for data review system-wide, a strategic professional development plan, collaborative, guided planning time, and grade level team meetings;
- Implementing strategies to reduce chronic absenteeism among students and reduce teacher absences;
- Strengthening formal family partnerships based on its pre-COVID-19 successful practices; and
- Increasing social emotional support systems and resources.

Urban Choice has also added significant resources to classrooms (e.g., more special education teachers, teaching assistants, and coaches); implemented targeted, evidence-based instructional strategies coupled with rigorous professional development; and reorganized the school to increase accountability for student outcomes.

The assessment data from the 2021-2022 academic year reflects performance before any of these important and significant changes were approved by the Regents and put into place.

Importantly, Urban Choice's improvements in teaching and learning are reflected in the Department's February 2023 Renewal Site Visit Report. Specifically, the Department conducted site visits in May 2022 and November 2022 and a comparison of the two reports from those visits indicates Urban Choice made improvements in just that five-month period (with only two months of school from September to November 2022 using its new strategies).

In the Teaching and Learning section of the Renewal Report (see pp. 11-16), improvements are noted for:

- All four *Curriculum* indicators:
 - Urban Choice has a documented, NYS standards-aligned curriculum
 - Urban Choice's curriculum is horizontally and vertically aligned
 - Urban Choice's curriculum is differentiated
 - Urban Choice's curriculum is reviewed by the principal
- At least two of the four *Instruction* indicators:
 - Instruction is differentiated
 - Professional development promotes student success
- At least two of the four *Assessment and Program Evaluation* indicators:
 - UCCS uses data to inform instruction
 - UCCS uses multiple measures to assess student progress
- At least two of the three *Supports for Diverse Learners* indicators:
 - Students with disabilities and English language learners are identified in compliance with NYSED requirements
 - UCCS has systems to monitor student progress

These improvements support Urban Choice's position that, if given additional time, its efforts will continue to demonstrate significant academic improvement for its students.

B. Mandating Urban Choice Contract with the Center for Educational Innovation Was Devastating to Urban Choice's School Improvement Efforts

Historically, CMSPs have not been willing to work with charter schools in Western or Central New York. As such, when Urban Choice was required to partner with a CMSP as a condition of its 2020 renewal, the Department knew the *only* CMSP option for Urban Choice was CEI. Meaning, Urban Choice had no choice but to work with CEI. In addition, the Department's representative, [REDACTED], insisted Urban Choice retain CEI as its CMSP.

The fact that CEI had no presence or experience working in Rochester was of concern from the beginning. For example, CEI did not have a single employee or consultant who lived in Rochester. Then, throughout the partnership, Urban Choice continued to fail. CEI did not strengthen Urban Choice's instructional program, as it was required to do by contract. CEI's representatives were disrespectful and unkind to Urban

Choice's staff (causing some of them to resign). CEI did not provide the instructional coaches or the data resources it was obligated to provide under its contract. CEI did not provide the governance training or support to the Board it was required to provide.

Urban Choice consistently notified the Department of these failures, but it was not until February 2022, a year and a half later and more than halfway into the current charter term, that the Department acknowledged its requirement that Urban Choice use CEI was not effective. At that time, the Department finally allowed Urban Choice to sever ties with CEI and retain individual consultants with subject matter expertise, as discussed above.

Urban Choice terminated its services agreement, and even initiated litigation against CEI for breach of contract (which is scheduled to go to arbitration in the coming months). CEI's failures had significant detrimental consequences for Urban Choice, and certainly delayed the improvement it had hoped and expected to attain in the 2020-2021 and 2021-2022 school years.

C. The Department's Assessment of Urban Choice's Board of Trustees is Inaccurate and Subjective

Urban Choice is very confused by the Department's "Falls Far Below" finding relative to Benchmark 6, Board Oversight and Governance. In particular, in the May 2022 Mid-Term Site Visit Report, the Department assessed the Board as "Approaching" the benchmark, and then in the February 2023 Renewal Site Visit Report, it changed the finding to "Falls Far Below" without explanation.

Moreover, Urban Choice believes the Department's finding is directly contradicted by the Department's own evidence, and does not account for the progress made by Urban Choice's Board of Trustees. (The evidence cited by the Department and noted below is found on pp. 27-28 of the February 2023 Renewal Report.)

The Department's definition of "Falls Far Below" includes "significant concerns are noted", making that conclusion misplaced based on the evidence. Indeed, the Department's evidentiary findings belie a "Falls Far Below" conclusion. Those findings include the following:

- the Board now utilizes annual performance-based evaluations for itself, its leaders and its providers;
- the Board has added four new members with significant subject matter expertise;
- the Board completes written evaluations of its CEO, whose goals are the same as the academic goals set by the Board;

- the Board engaged in strategic planning in August 2022 and prioritized three of the ten Benchmarks as areas of focus for the 2022-23 school year;
- the Board regularly updates its policies;
- the Board has engaged in monthly professional development;
- the Board is demonstrating full awareness of its governance and legal obligations; and
- the Board understands the Performance Framework.

Notably, the Department also wrongly cites to the Board's meeting minutes as evidence of the Board's purported failures:

- *"board minutes do not record regular or periodic review of the contracted providers' services;"*
- *"board minutes do not describe regular discussion of the data or action taken by the board in response to the information about the school;"* and
- *"board minutes do not document a detailed discussion of the dashboard data and do not describe how that data informs board decisions."*

Open Meetings Law §106(1) states "[m]inutes...shall consist of a record or summary of all motions, proposals, resolutions and any other **matter formally voted upon and the vote thereon.**" The Department's findings do not cite any matters that required voting. There are no legal requirements governing the activities outlined in the minutes cited by the Department, making the Department's point on this issue completely unpersuasive.

Urban Choice further contends the following statements made by the Department are highly subjective, false and misleading:

- *"the school did not provide evidence that it has evaluated the performance of its after-school provider"*
 - The Department did not request this information.
- *"the board has been unsuccessful in recruiting additional members"*
 - The Board has actually met its goal for board member recruitment, and the Department acknowledged it delayed approval of the new board members for over three months because, it told Urban Choice, it was "short-staffed."
- *"the SIP addresses only Benchmark 1 through Benchmark 6, omitting any plans or strategies to address [the remaining Benchmarks]"*

- The SIP was not intended to address all ten Benchmarks. With the Department's knowledge, it was purposely designed to target the areas in greatest need of improvement.
- *"Differing understandings across the school about which goals and objectives are to be implemented and monitored limit the school's ability to make adequate progress in improving student outcomes"*
 - regardless of whether Board members are familiar with the titles of the various documents, the Board members are very clear about Urban Choice's priorities for improving student achievement.
- *"The school did not indicate the duration, attendees, or outcomes from the [Board] training sessions"*
 - There is no requirement that Urban Choice (or any charter school) collect this type of data.
- *"The board's awareness of and understanding of the expectations defined in the indicators under each benchmark is unclear"*
 - The Department did not ask the Board members about this, it just made an assumption.

III. Closing Urban Choice Would be Devastating to Its Students and Families

Closing Urban Choice puts its students at great risk of harm because they will likely be placed in schools where their needs are not known and will not be met, and where the deep relationships between staff, students, and parents that have taken years to build will cease to exist. If Urban Choice closes, its students are highly unlikely to attend a high-performing school.

If the Regents goes along with the Department's recommendation at its upcoming April meeting, it will deny Urban Choice's students from participating in the Rochester City School District ("District") School Choice Lottery. (Enrollment ended on February 17, 2023). The students will also be precluded from participating in the charter school lottery. (The statutory application deadline is April 1). That leaves students to be placed, per the District's policy, in District schools closest to their homes with available seats after the Lottery, **none** of which are considered "high-performing."

Specifically, Dr. Miller, who formerly supervised the District's Placement Department, identified the District schools that serve K-8 students and are "closest" to Urban Choice's students' homes, based on zip codes. She then reviewed those schools' 2022 State assessment performance data. Her analysis indicates the majority of Urban

Choice students live in neighborhoods where there is not a higher-performing school (see Dr. Miller's Affidavit, **Exhibit B**, paragraphs 55-59, and Projected Placements Analysis, **Exhibit C** for the detailed analysis). In fact, there are **only two** District schools outperforming Urban Choice in ELA and math across the seven zip codes where the majority of Urban Choice students live and it is not at all likely seats in those schools will be available to Urban Choice students.

In addition, the District does not have a system that keeps siblings together. Urban Choice has 79 families with two or more children enrolled. Splitting up siblings places tremendous burdens on students and families, including barriers related to childcare; transportation; appointments; and school events.

IV. Conclusion

In October 2022, the Department warned that caution should be used when using the 2022 State assessments for accountability. This statement is found throughout the NYSED Data Warehouse and was made in an October 22, 2022 press release. Indeed, the U.S. Department of Education has flatly advised against it (see NYSED Press Release and Letter to states from U.S. Secretary Miguel Cardona, attached at **Exhibit D**). But as applied to Urban Choice, the Department appears to be disregarding its own directive.

Again, Urban Choice is not suggesting it believes the data is acceptable, but it respectfully requests the Regents reject the Department's non-renewal recommendation, and renew its charter to give the school, its students, and its community a realistic opportunity to succeed. With a highly competent and qualified school improvement team now in place, Urban Choice is well-poised to achieve the academic improvement it expects of itself and the Department and Board of Regents want to see.

Thank you in advance for your time and thoughtful consideration.

Sincerely,

/s/ Mubarak Bashir

Mubarak Bashir, Chair, Board of Trustees

/s/ Lynn McCarthy

Lynn McCarthy, CEO

cc: Dr. Lisa Long, Executive Director, NYSED Charter School Office
Board of Trustees, Urban Choice Charter School

EXHIBIT A

(if viewing electronically, see
zip file attached to email for
Letters)

EXHIBIT A

(if viewing electronically, see
zip file attached to email for
Letters)

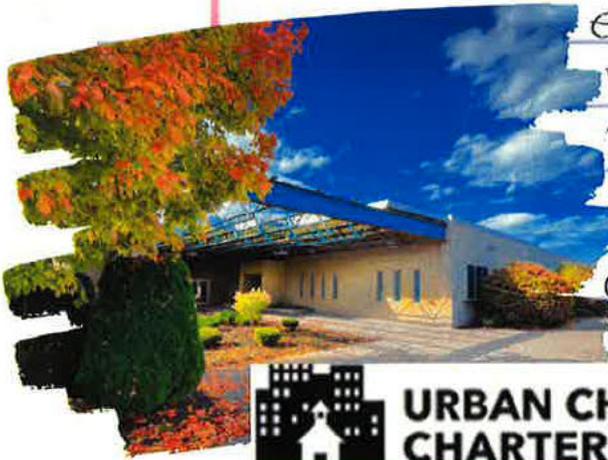
From the desk of



Shamika Lott

Dear Board

I am a first time teacher Assistant when I first came to UCCS I didn't know what to expect, not knowing if I will love or hate it being I never worked with children in a environment like that and my first day I was welcome with open arms the staff made me feel so safe and happy so it was easy for me to walk in with my head high for the first Day. and the students made me feel even better. and as these months been going by I have grown so much love for these students. and I have grown some real strong bonds. coming to work is a pleasure for me leading them and helping these student grow is something I notice every day. UCCS will take alot of the staff and students, we are a family here at uccs and we need to remain open so we can continue to teach, lead and help our students grow.



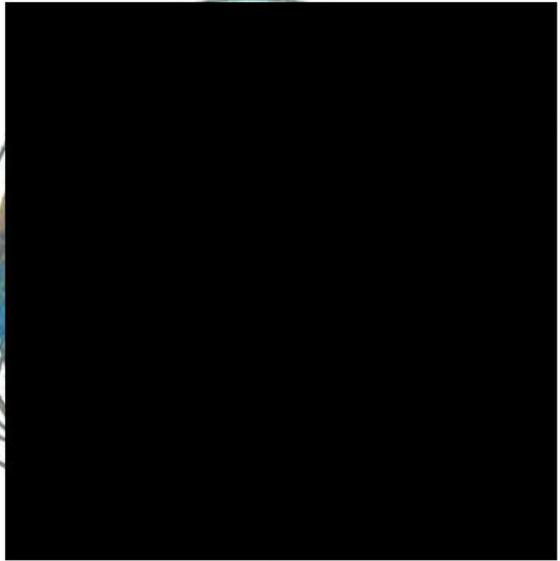
**URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION

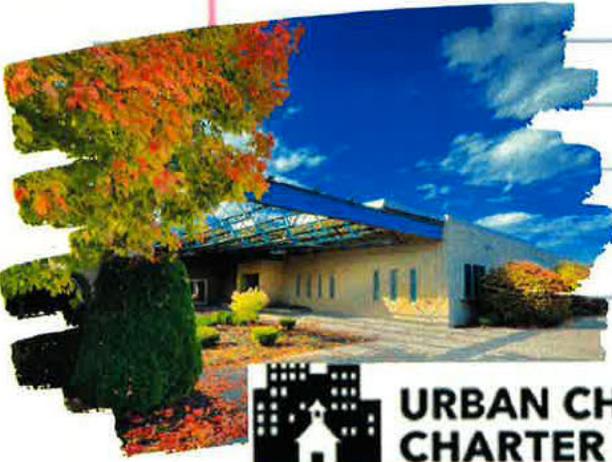
My name is [REDACTED] [REDACTED], I'm a 8th grade student at Urban Choice, I've been going here since 6th grade. You should not close my school because this school made a lot of memories and friendships for me. The staff here helped me get my work done and get through some of my toughest times. If you close my school, a lot of kids won't be able to have good teachers to talk to or a safe school.



From the desk of

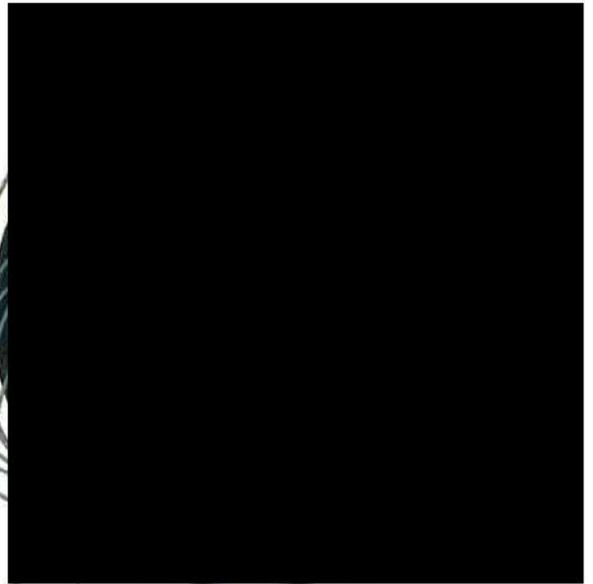


I love my school because
 I love learn/ing and my teachers because
 they are kind. When I am at school I feel
 happy.

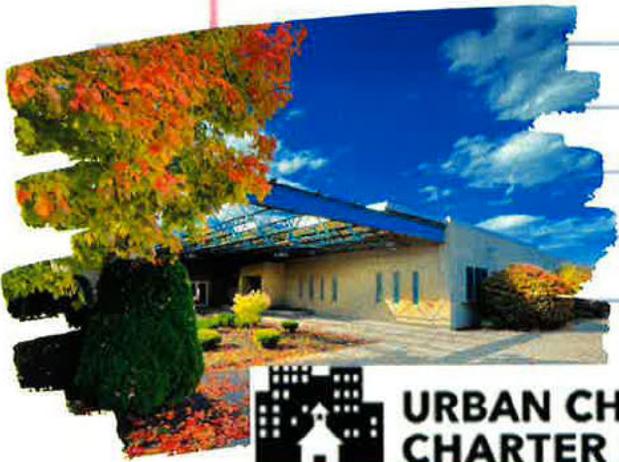




From the
desk of



I love my school
because I like learning
and I want to go to
college. When I am at
school I feel helpful and
kind.



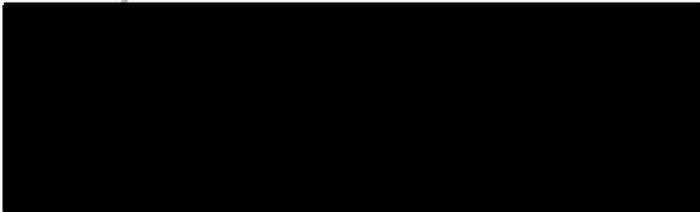
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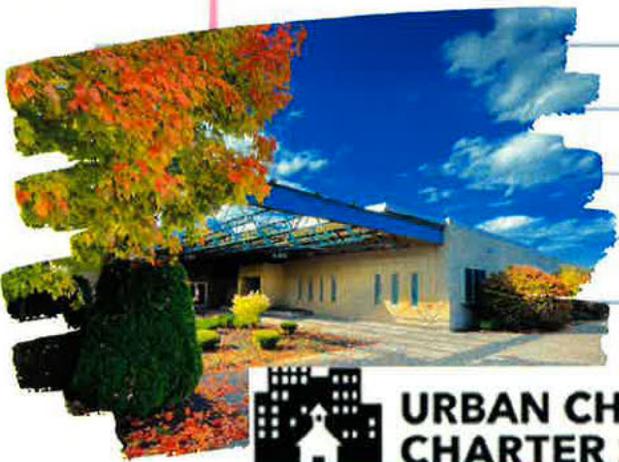




From the
desk of



I love my school
because my
teachers are nice to me
when I am at school I feel
happy.

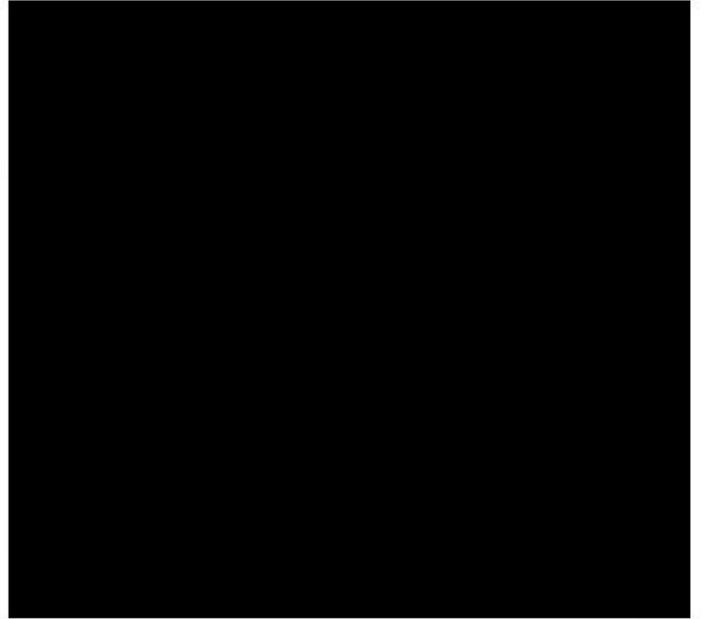


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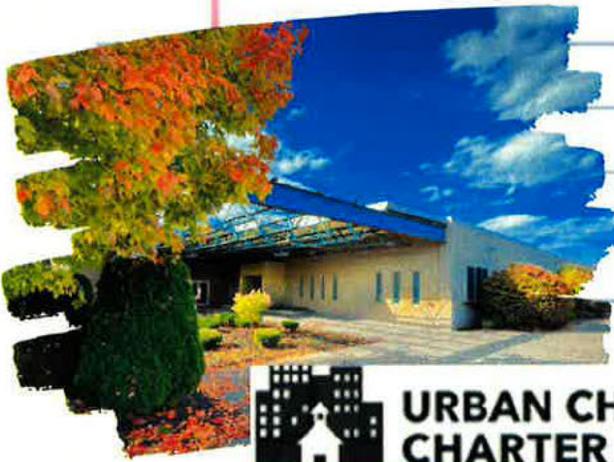


From the
desk of



I love my school because
In gym we GET TO play
Basketball.

When I am at school I feel
excited.



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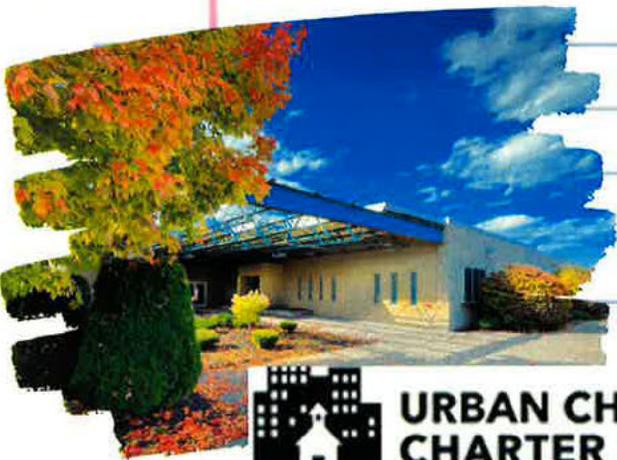




From the desk of



I love my school because of the love about the environment and school life. happy and active

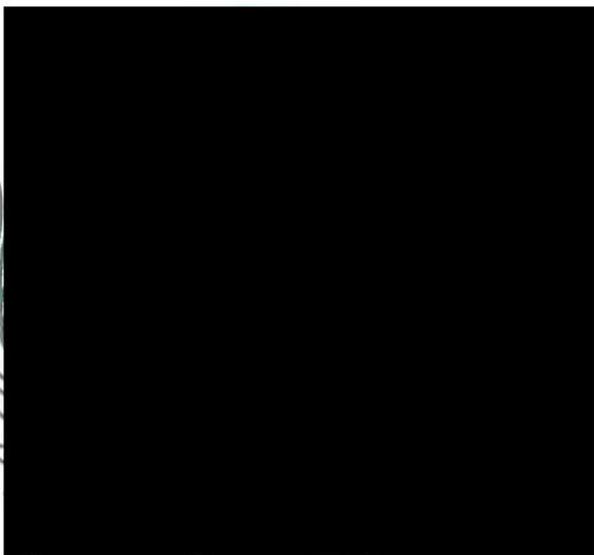


URBAN CHOICE CHARTER SCHOOL
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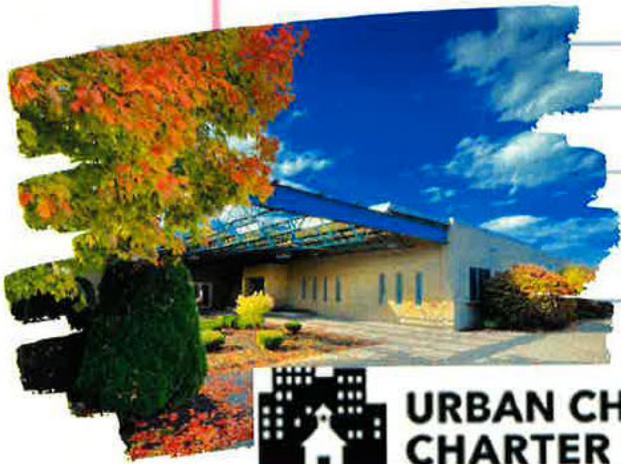




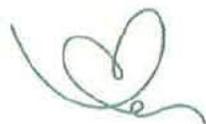
From the
desk of



I Love my School
because I can spend my time
with my teachers and I
have lots of fun and I
can see my friends. When
I am at school I feel
happy.

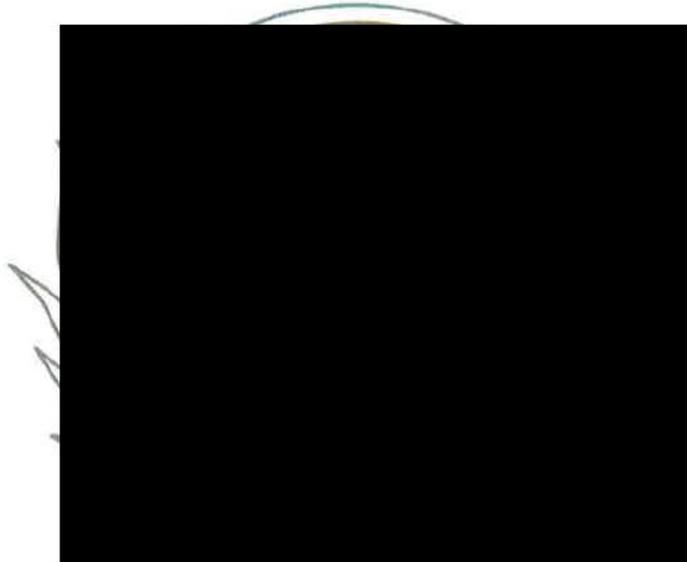


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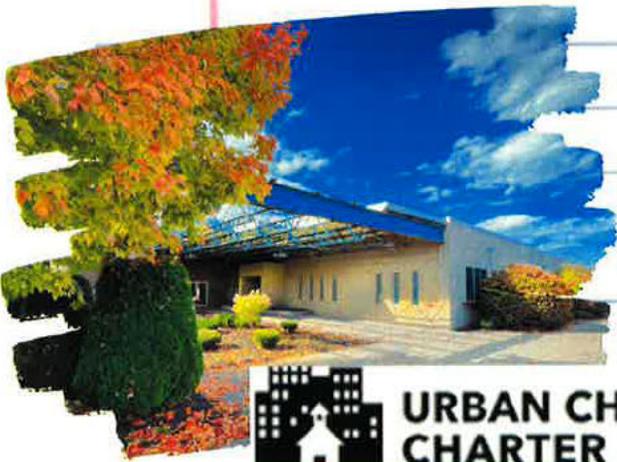




From the desk of



I LOVE my school because my teachers teach me well and that help me with getting better and better. When I am at school I feel happy.

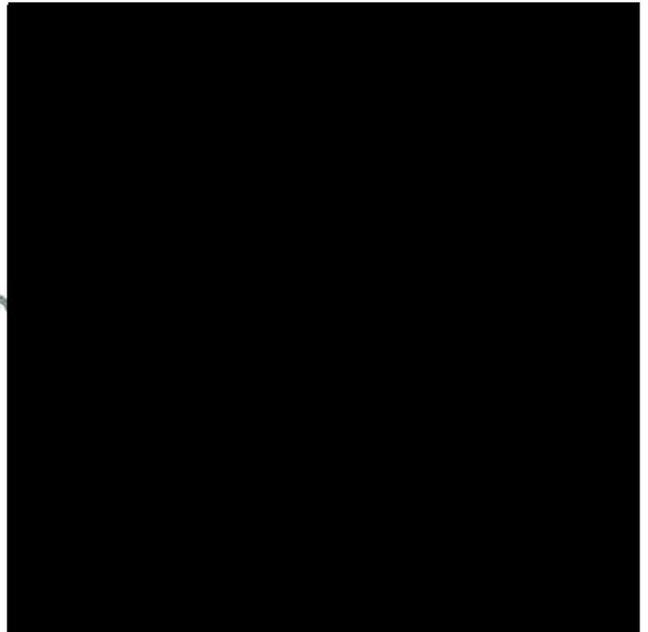


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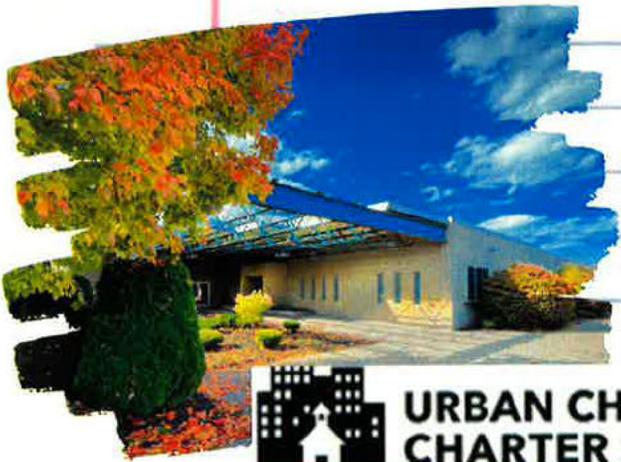




From the
desk of



I Love my School because we learn
new things so we can be smart. I would feel sad
if the school close.



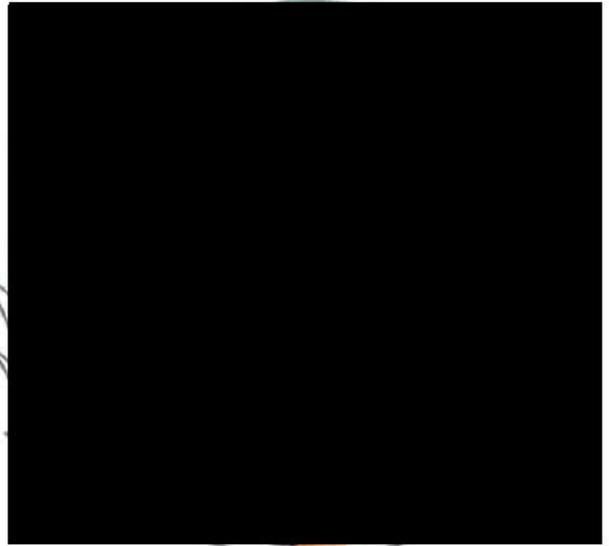
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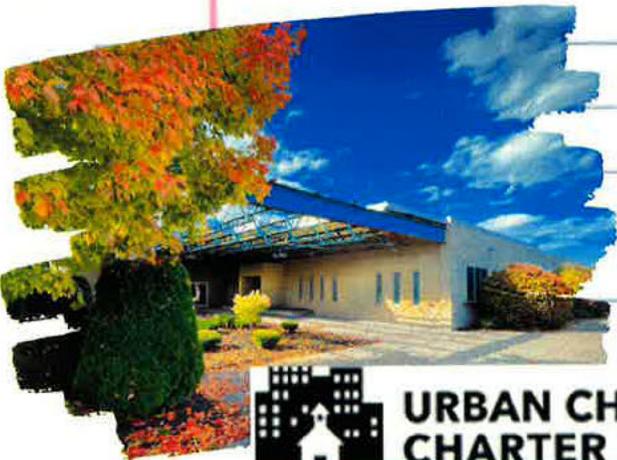




From the desk of



I love my school because
it is caring and they're
nice when I am at
school I feel happy.

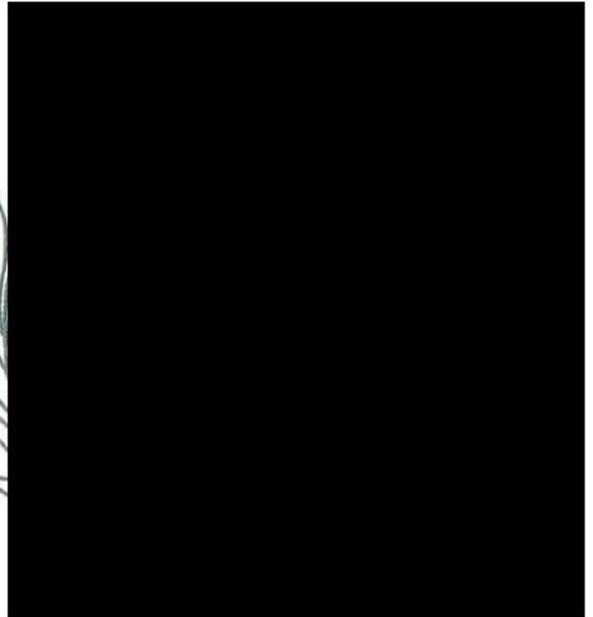


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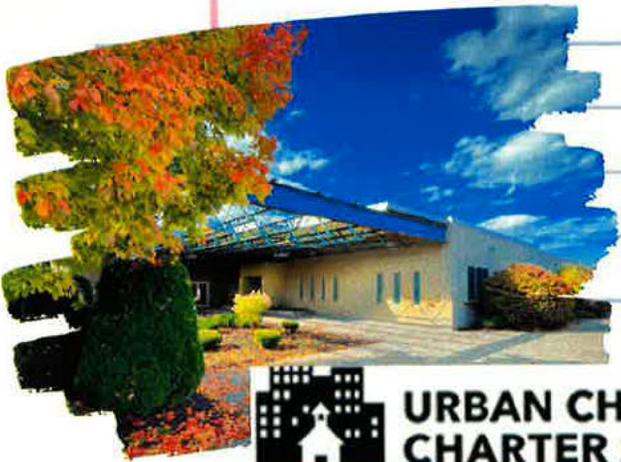




From the
desk of



I love my school because my
teachers love me, I feel happy
when I'm here.

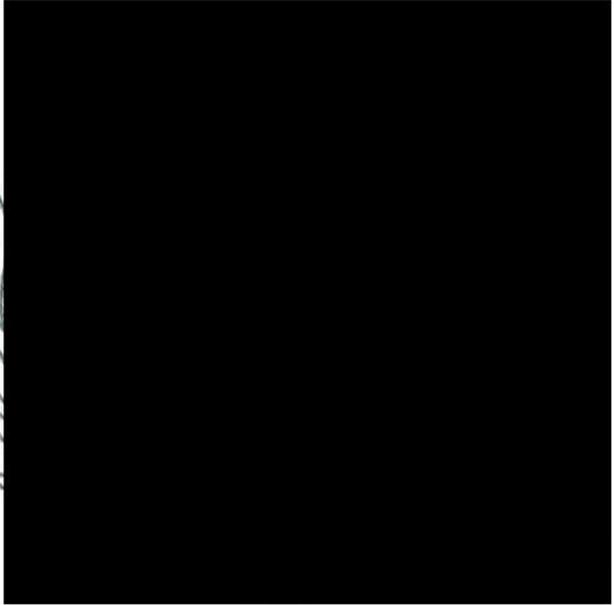


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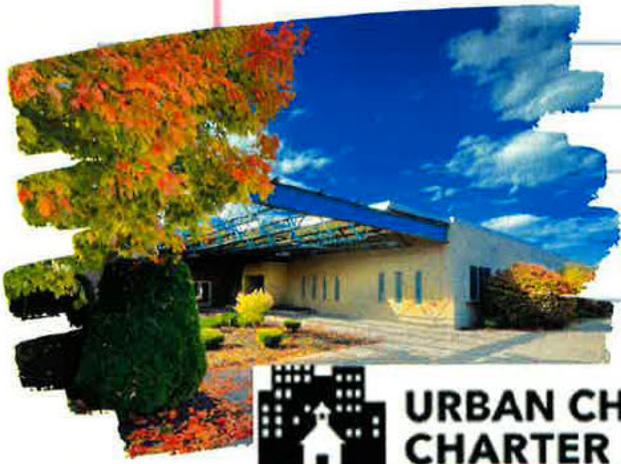




From the desk of



I love my school because
I feel happy and safe. My
is here and I also love to
learn math and reading.

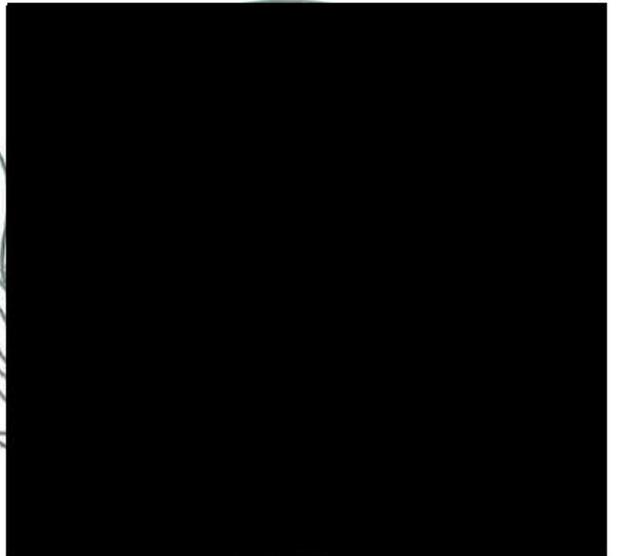


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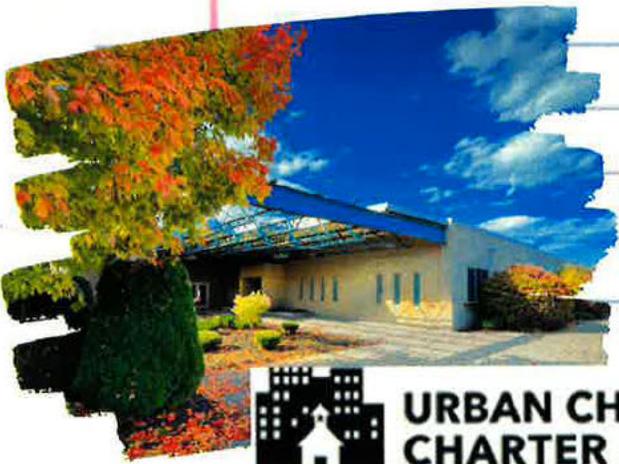




From the desk of



I Love My School because my friends and teachers are nice to me I feel happy when I am learning at school. My school makes me feel safe please keep my school open.

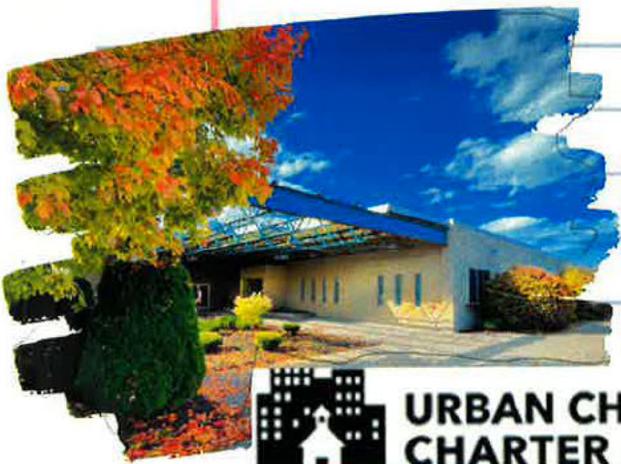




From the
desk of



I love my school because
my teacher is very
very nice.
When I am at school I feel
kind



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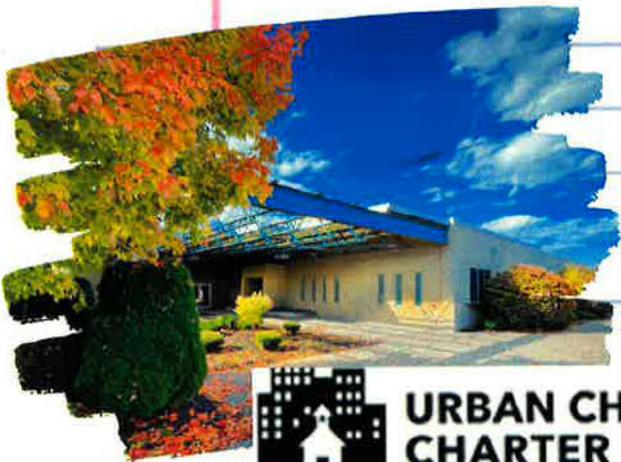




From the
desk of



I love school
because my
teachers are nice
to me! When I'm
at school I feel
happy and safe.

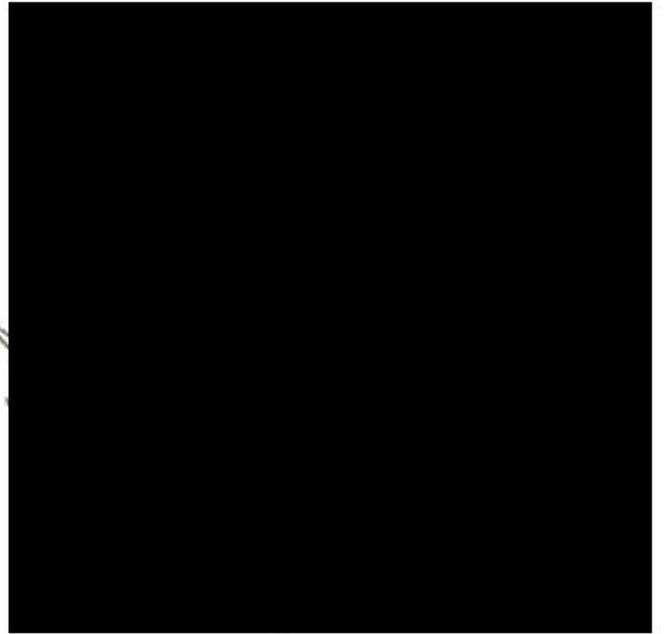


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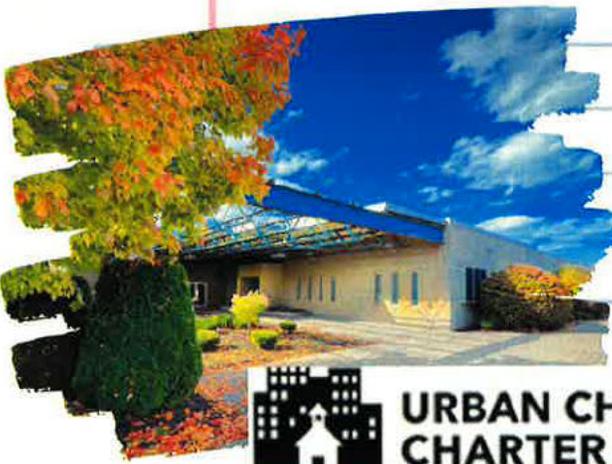




From the desk of



I love my school because the teachers nice to me and I love to read with Ms Hunt and I really love Ms. Hunt when I am at school I feel happy because the teachers protect me so I feel safe.

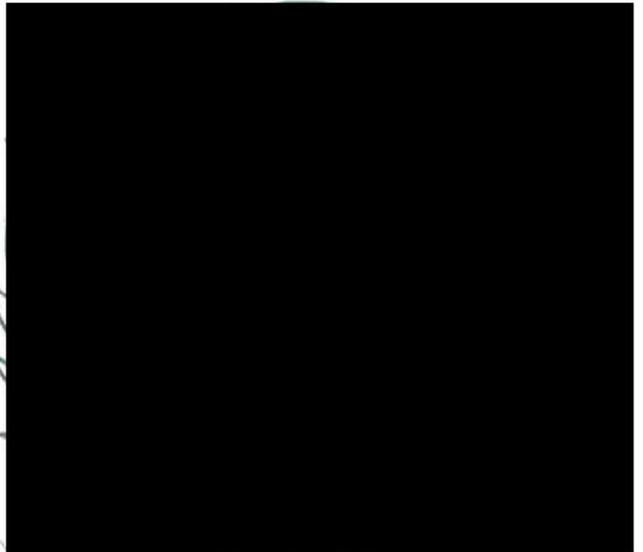
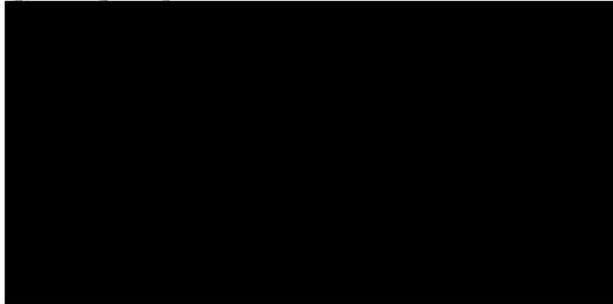


 **URBAN CHOICE
CHARTER SCHOOL**
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From the desk of

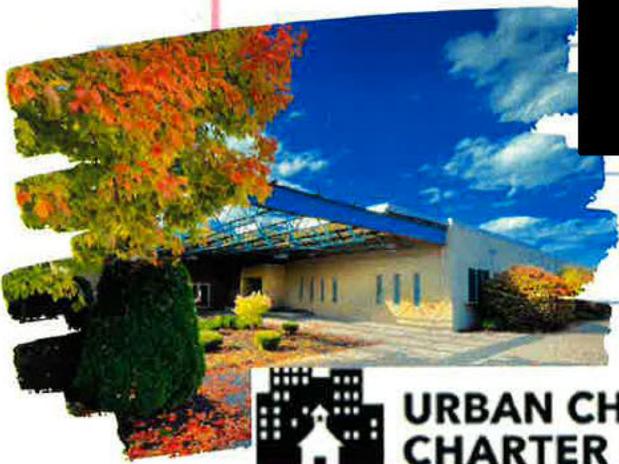


Dear Regent's,

I love Urban Choice charter school my teachers help me learn.

If UC's closes, I would feel sad because I like coming to school here. Please keep my school open.

Thank you,





From the desk of



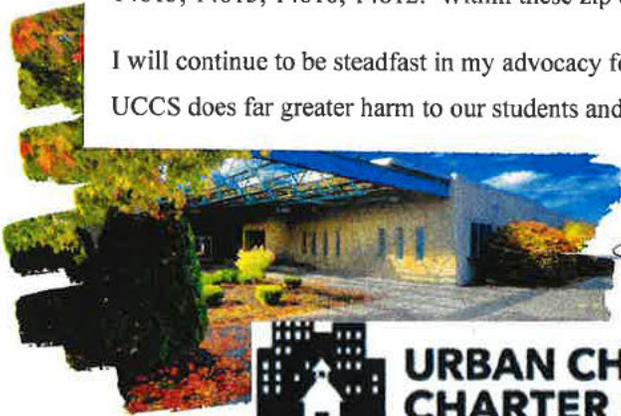
Dear Board of Regents

I have had the privilege of serving as the Urban Choice Charter School's principal for the past year. Prior to this, I served As Chief of Receivership and Innovation in the Rochester City School District. I was responsible for the turnaround of the District's lowest performing schools ("Receivership schools"). In this role, I provided technical assistance in redesigning instructional programs, oversaw the evaluation of the principals, provided mentoring, technical assistance and feedback in the development and implementation of Receivership schools' improvement plans, and monitored the schools' progress toward meeting state education metrics for removal of Receivership status. I have familiarity with the New York State Education Department's ("Department") 2019 *Charter School Performance Framework* and applying the Framework to school improvement efforts, including those at Urban Choice Charter School ("Urban Choice"). As such, I am familiar with the unique education landscape in Rochester and the challenges faced by our students, families and community.

I am asking that you give Urban Choice Charter School the opportunity and time to demonstrate growth on the NYS assessments. We continue to hear that the assessments are not the sole determining factor however, little evidence shows that the decision for non-renewal goes beyond test scores. Lastly, the timeline for non-renewal put in place by the Charter School Office does not provide our students and families access to better schools. More than half (55%) of UCCS students reside in the following seven zip code areas: 14621, 14606, 14611, 14613, 14615, 14616, 14612. Within these zip codes, only two RCSD schools are outperforming Urban Choice.

I will continue to be steadfast in my advocacy for our students and families because the decision to non-renew UCCS does far greater harm to our students and families at this time.

Sincerely,
Amy E Schirer
Principal



**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

From the desk of



Kimberly Griffin

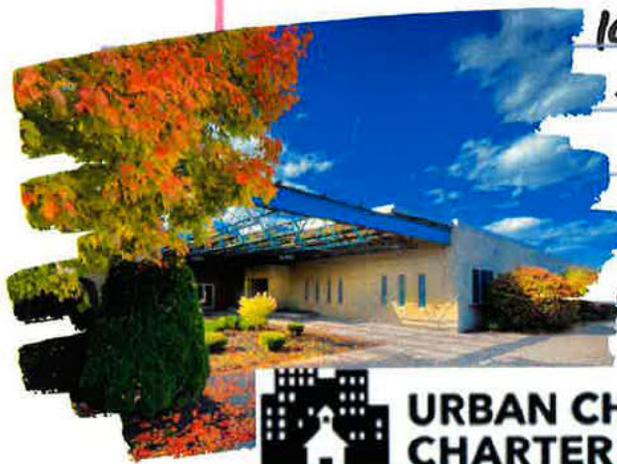


I love how we take kids in from different schools who have kicked them out and we get them and change their whole behavior.

I was almost on a downfall myself but with UCCS giving me a job and me able to enroll back into college and now I can say I'm 2 years away from getting my bachelor's.

I love the smiles we put on these kids faces for hope for the future. These students and our parents is what builds our community and makes us stronger

P.S. We love the foundation we put forward for our kids to love to come to school



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

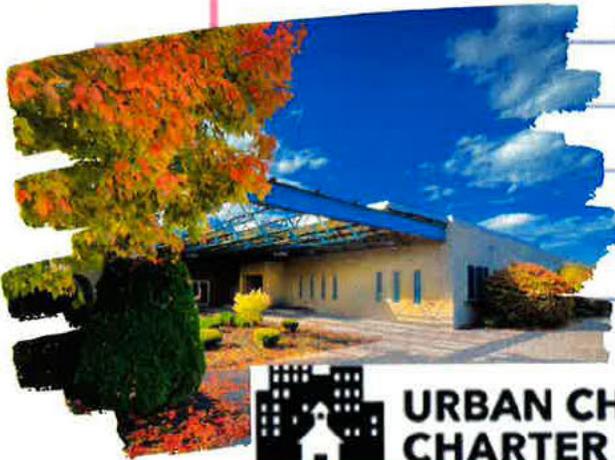
From the
desk of



I believe in our community so much so that I haven't taken any job offers seriously since 2005. It takes time to create, nurture and teach a family, time to grow.

I believe so much that I put the students always before myself having put off major surgery so as not to impact our family.

I believe and I'm committed and dedicated



Sincerely
David DeWayne Clark



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

From the desk of

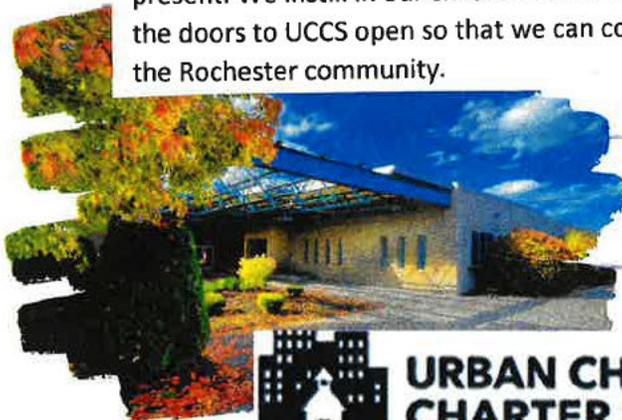
Maria LaDue



My name is Maria LaDue. I have been a part of the Urban Choice Charter School family since 2017 as the School Social Worker, and McKinney-Vento Liaison. Closing the doors to UCCS would be devastating to our dedicated students, families, and staff. Schools play important roles beyond educating our children: They house them, feed them, and accommodate their unique needs. As a Social Worker, I focus a lot on the importance of supporting our students' social-emotional well-being since this is essential to their academic success. We need to get children ready to learn before we can expect them to learn.

When you walk through the doors of UCCS, you see and feel the school connectedness. Our teachers and staff understand the importance of building relationships with our students and how it results in our students feeling secure and supported. Our families send their children to school knowing that they are safe, loved, and well cared for while they get their education. They also know that they are a part of the UCCS family. Being the oldest charter school in Rochester, we have generations of families come through our doors whom we have had the pleasure of teaching, supporting, and loving through their time with us. We have been fortunate to have our former students come back to visit and volunteer their time to the community that helped shape them not only into scholars, but also into resilient, and productive members of our community.

UCCS has worked hard to keep the school a place where education, family, and community is always present. We instill in our children resilience, community, hope, love, and we ask that you please keep the doors to UCCS open so that we can continue to foster our resilient scholars and grow as a family in the Rochester community.

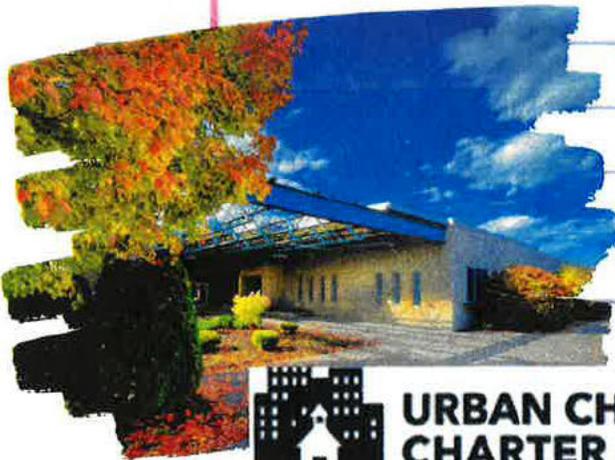


From the desk of

Lisa Morreall

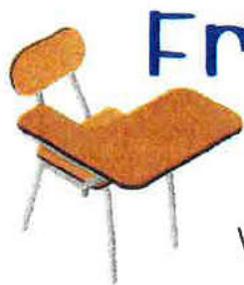


I am a retired Physical Education Teacher, mentor and coach, who has been a part of Urban Choice for 4 years. I returned to these roles, because working in this environment is deep in my heart. The closing of UCCS would mean I would not be able to help mentor the Physical Education program or continue to develop the Athletic program as the Athletic Coordinator. My role here is helping the PE Staff to implement new activities for the students and help strengthen their self-confidence. This valuable effort will be diminished if the students cannot continue at UCCS. All our efforts will need to be restarted and this kind of trust takes time. The school sports program has developed a strong sense of community pride, to where games resulted in standing room only. The student's pride for their school created a family unity, to which the entire school saw grow. Building relationships is an important part of team building. Closing Urban Choice will have a huge impact on these relationships, whether they are with team members, teachers, coaches and in their community.



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

A handwritten signature in blue ink, appearing to be 'Lisa Morreall'.



From the desk of

MiKayla Ekwell

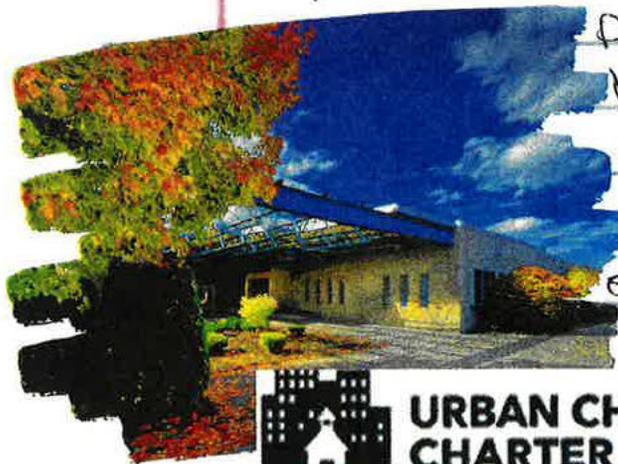


To the Board of Regents,

I am writing this letter to implore you to reconsider your decision to close UCS.

In my 10 years of teaching never once have I stepped into a building that has made me feel so welcomed, supported, appreciated, and truly joyful every single day. Walking into a building every day with children who are truly happy to be here, who feel safe and cherished by their teachers is priceless. Not to mention the rigorous and

purposeful academics we provide here at UCS that provide our children the opportunity to grow exponentially, while also encouraging them to explore their own identity.



**URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION





From the desk of

Mr. Dillard



The impact of UCCS closing has brought me great sadness. I am a family man so I would consider in the time I have been a employee at UCCS as my family. I have grown to have good positive relationships with the students as well as co-workers. I believe in my heart that we are making a change in the community as well as the students life. They feel safe here. They love UCCS. and you can see it on there faces every day. Please understand when you close a school that has culture built you not just closing a school but you are closing a part of the community too.

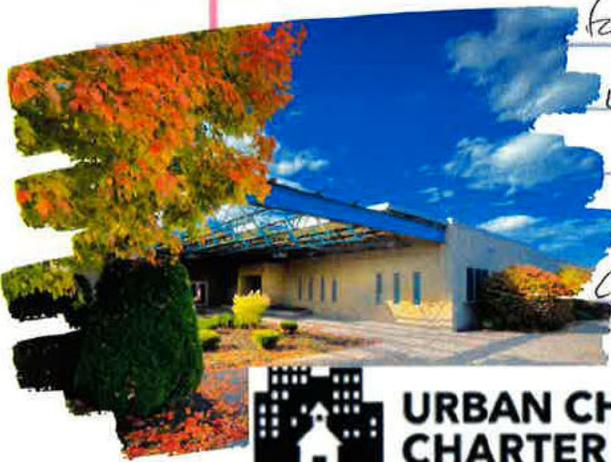
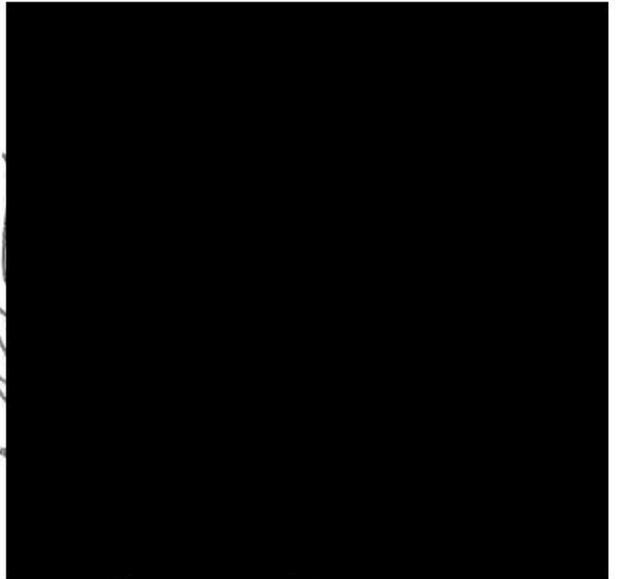


EXHIBIT A

(if viewing electronically, see
zip file attached to email for
Letters)



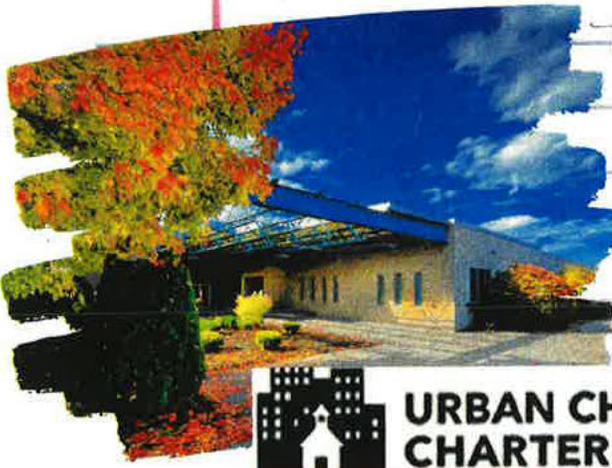
From the desk of



To the Board a prior HTS
 thing to you
 the reasons ^{you} can't do any school,
 reasons we have gave
 one thing is here

Reason two is that when
 a student is reading
 that is why we get to have
 you + us and then I think
 you should look to look in the
 + time to be ok
 this letter.

Sincerely
 UCCS
 Bill



**URBAN CHOICE
 CHARTER SCHOOL**

REDEFINING URBAN EDUCATION

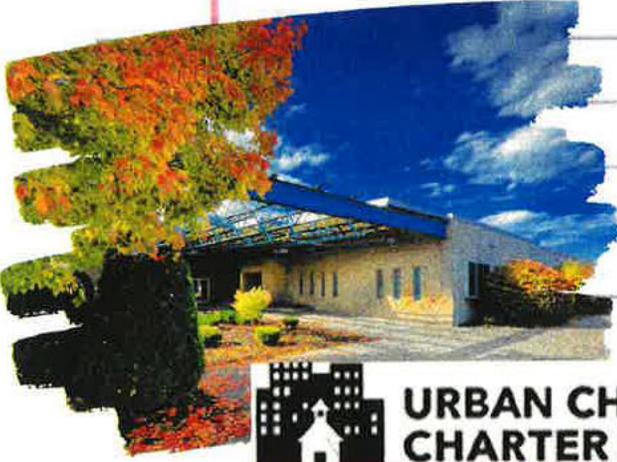




From the desk of



To the Boarding Gent,
 I am here to tell you
 the reason you cannot
 close school
 Reason number 1 is that
 the school is in a bad
 situation and the
 FC is not in a position to

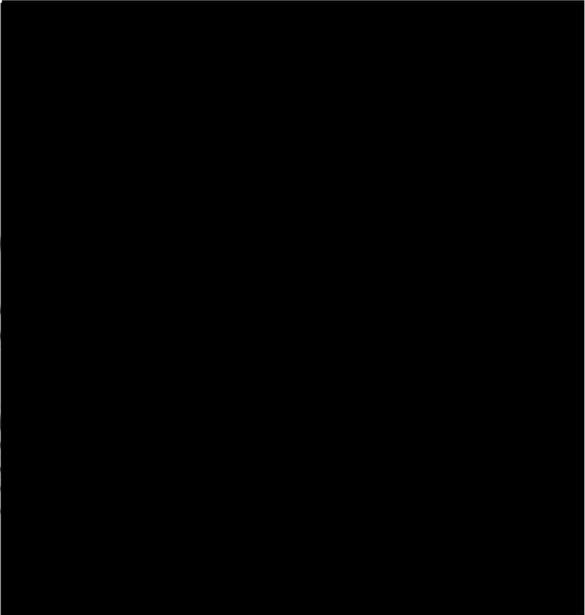


**URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION

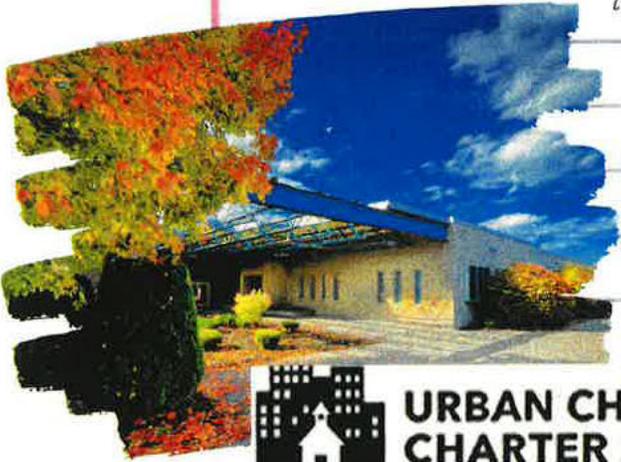




From the desk of



To the best of my knowledge
 I do not know you or your
 school. You go to a different
 school. I have made plenty of friends.
 I thank you for taking the
 time to read this letter.
 Sincerely, [Redacted]




**URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION



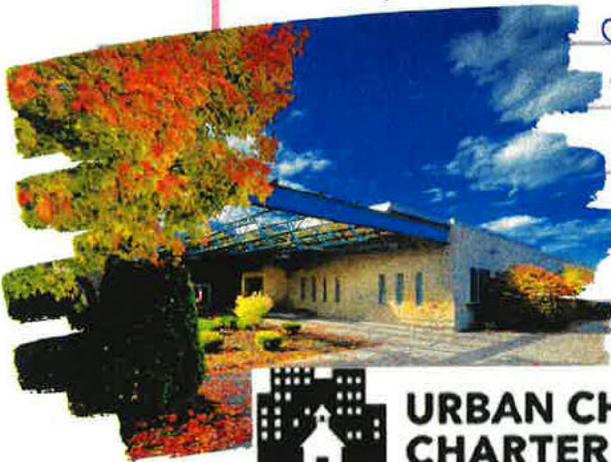


From the desk of

Elease Goodlet



This being my first year at Urban Choice I am shocked at what family means here. Everyone that walks through the doors will tell you about the love and comfortability you get just from being here. Student have made lifelong friends and parents feel a sense of relief knowing the security they get knowing this building would do anything for their child. Closing UCCS would be like breaking up a happy home. The children would feel a sense of fear having to lose their security and the people who have basically helped raise them. I value my role here at Urban Choice, my role in our family, and would love the opportunity to be able to watch my students, my family, continue to grow for years to come. Thank you so much!



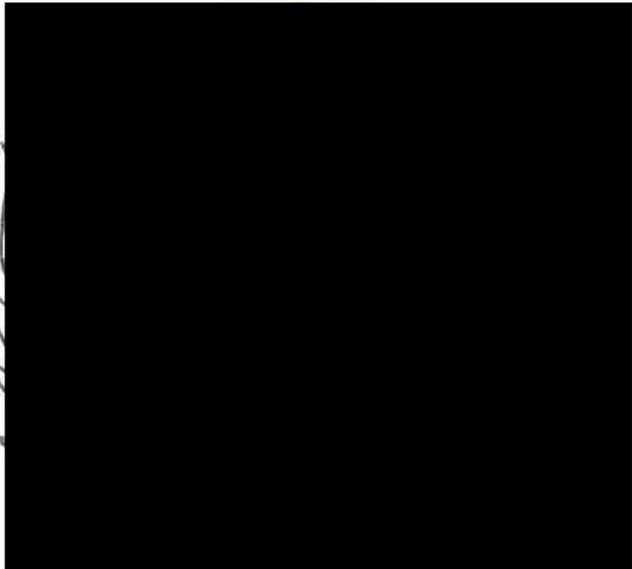
 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



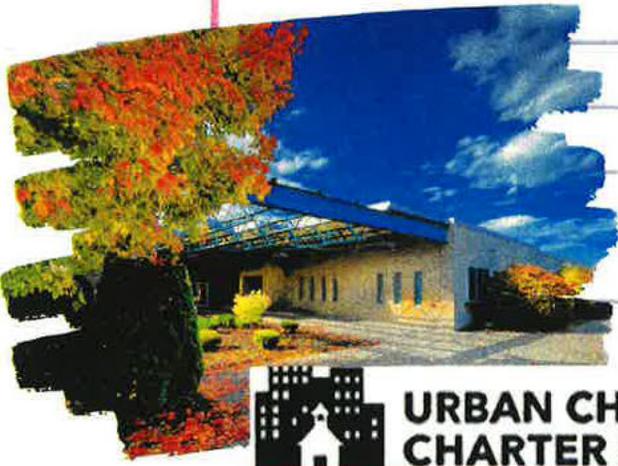


From the desk of

to the BOPD of parents



I hope it doesn't shut down + is cool
I love my BA and my teachers
I love school I became
I thank you for taking the
time to read this letter
Sincerely [redacted]

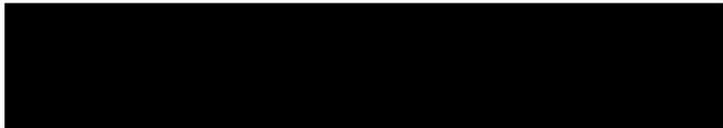


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION





From the desk of

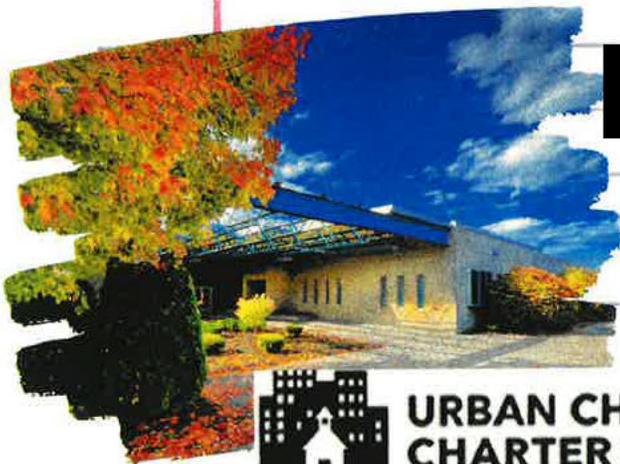


to the BOA that Regents
Reasoning you cannot close my
school.

- 1 My Mom likes this school.
- 2 Cause I like this school
- 3 I like my teachers.

I thank you for taking the
time to read this letter.

Sincerely,



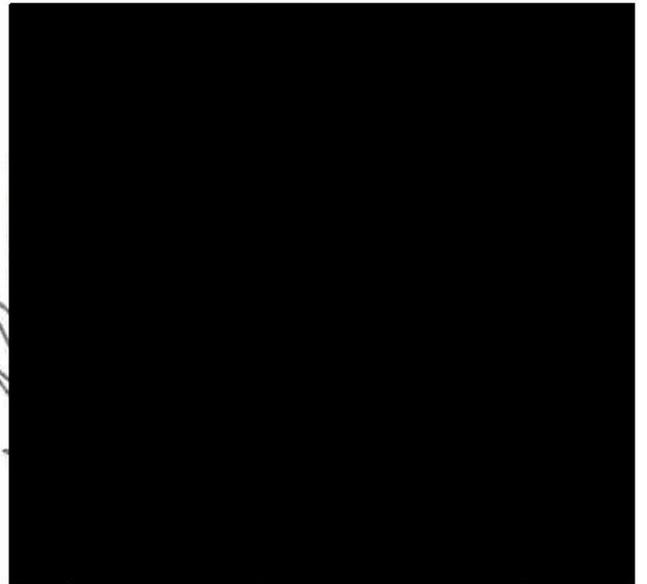
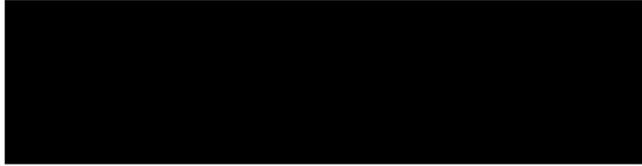
**URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION

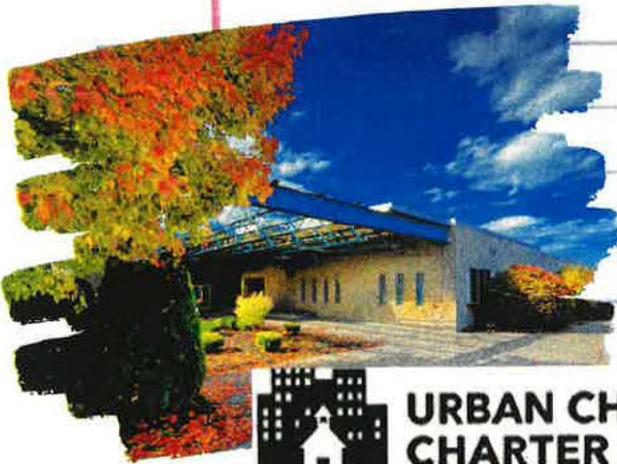




From the desk of



to the Board of Regents
 I am here to tell
 you why you cannot
 close my school
 Reason one is I have
 been here since
 kindergarten. Reason
 two is that I
 want my school to
 keep a building and
 improve and
 sincerely,



 **URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION

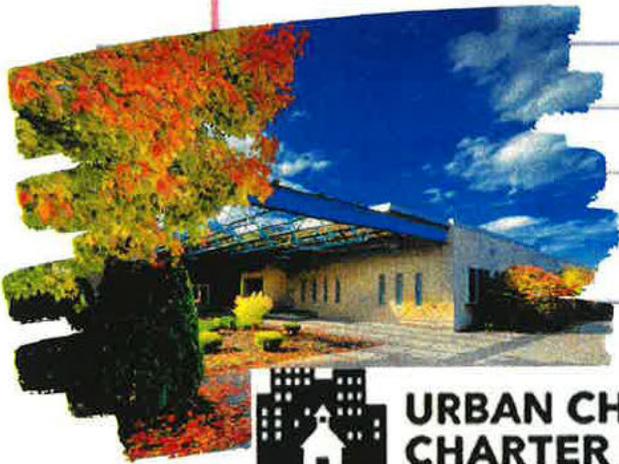


From the desk of

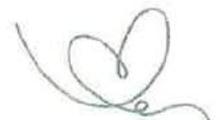
to the Board of Regents.



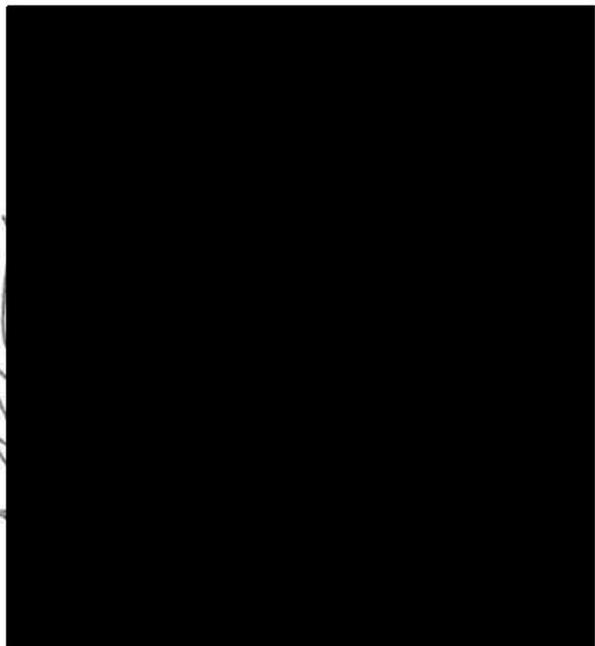
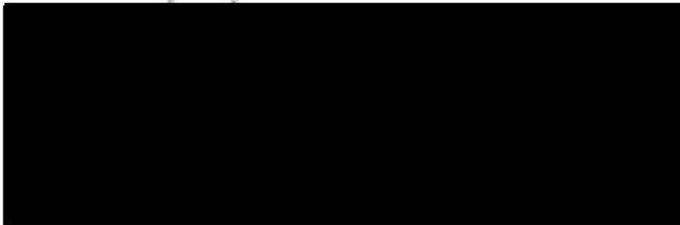
I am here to tell you the reasons
 you cannot close my school. Reason one
 is this school is the best. Reason two I love
 URBAN choice so much. Reason three I have
 lots of great teachers. I Ben in this school
 for 3 years straight and I thank you
 for taking the time to read this letter.
 Sincerely [Redacted]



**URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION



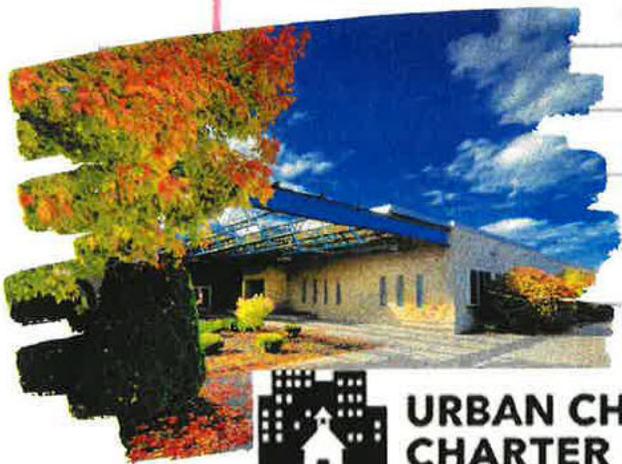
From the
desk of



To the Board of Regents I
am here to tell you the
reasons you cannot close my
School Reason One is Loved
School I don't want my School
close and I want my School
Open Come Back and learn I
Love the UCCS family and my
Teachers I Love you so much

UCCS family

I thank you for taking
the time to read
this letter sincerely

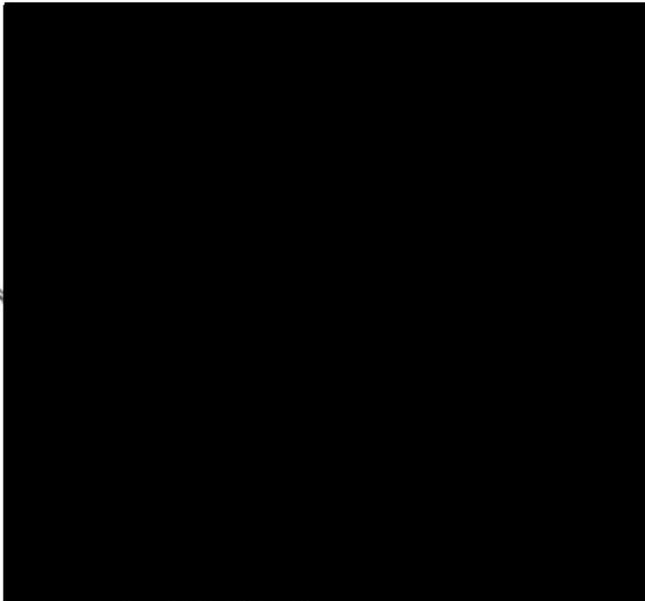


URBAN CHOICE
CHARTER SCHOOL
REDEFINING URBAN EDUCATION

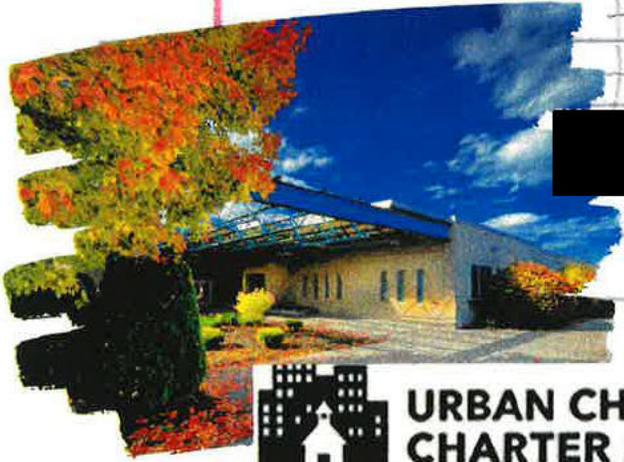




From the desk of



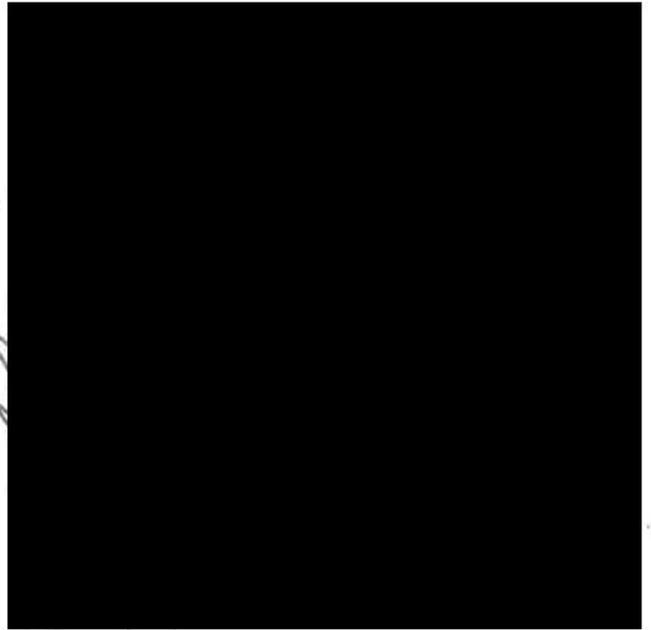
TO the BOARD of REGENTS,
 I am here to tell you the
 REASONS you CANNOT
 close MY SCHOOL. Reason
 one is I love my friends and
 teachers. Reason 2 is I
 love the people here.
 REASON 3 is I like getting to
 play with all of them.
 I thank you for taking the
 time to read this
 letter. Sincerely,



 **URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION



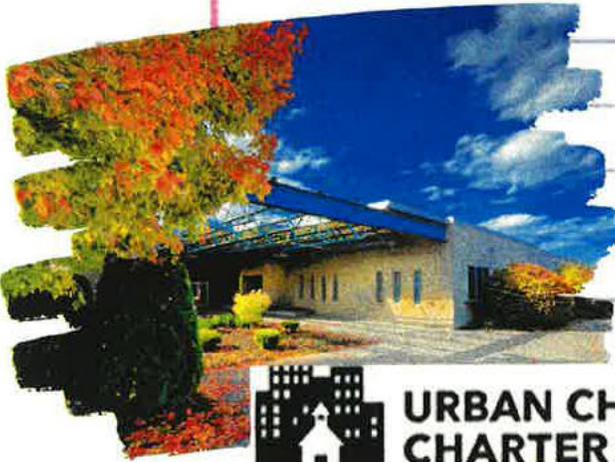
From the desk of



Will help to tell
 you the reasons why you
 cannot close this school.

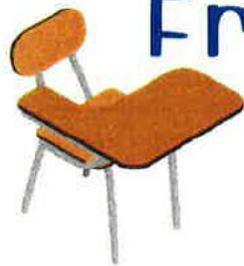
1. I have a lot of best friends
2. I WILL MISS MISS E. & MR. Custer
3. Miss Jack is very nice

to you. I thank you
 for taking the time to read this
 letter. Sincerely,

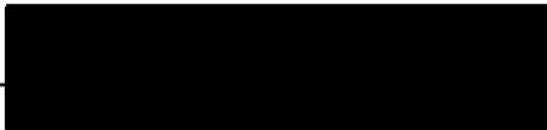


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 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION



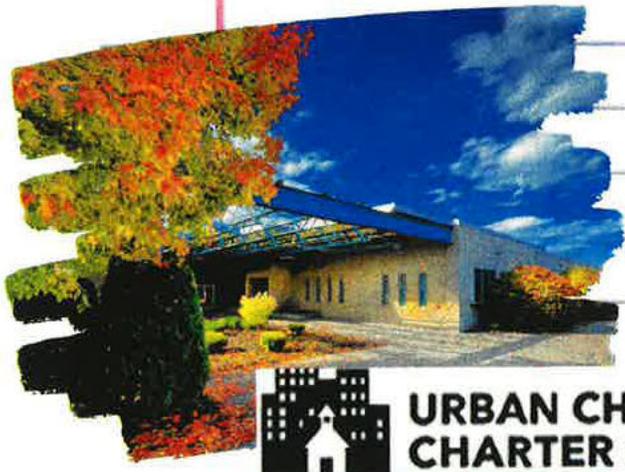


From the desk of

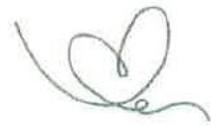


To The Board OF Regents I am HAVe
 TO Tell you why you cannot close my
 SCHOOL. Reason 1. I grew up in this
 SCHOOL PLUS I never get to see my
 COUSINS BUT in this school I ~~can~~ ^{can} go
 in TO ~~the~~ a class and see one OF my
 COUSINS my Final Reason is when I
 Fell like nobodys on ~~my~~ ^{my} side I
 & can go to us. Right.

I Thank you For Talking
 The time TO Read
 This LETTER Sincerely.

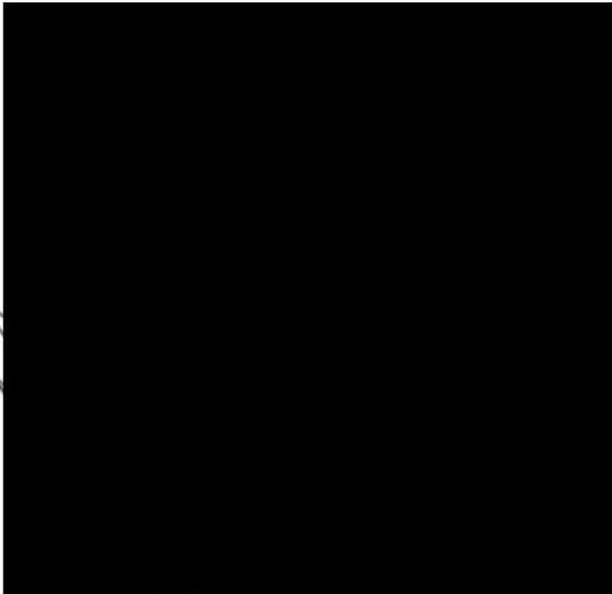


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 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION

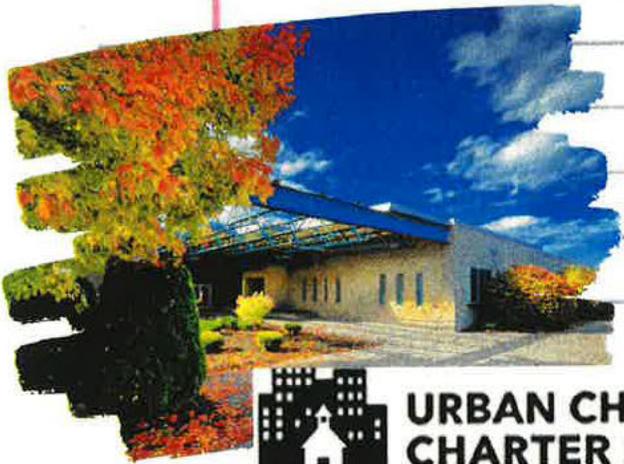




From the desk of



Mr. Toth & Board of Regents
I am here to tell you the reasons
you cannot close my school. Reason
is because I LOVE my friends and
my teachers. My mother her help
is our school can continue to grow. Be
it here for real. I thank you for
taking time to read this letter since
e 1%

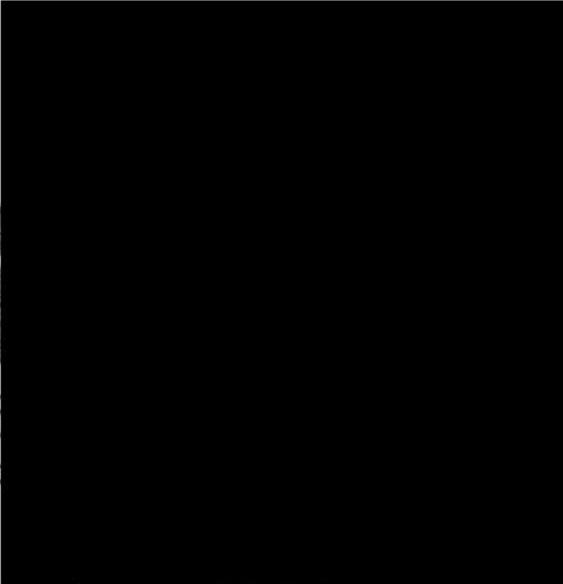
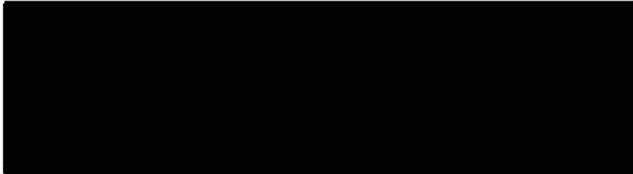


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CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

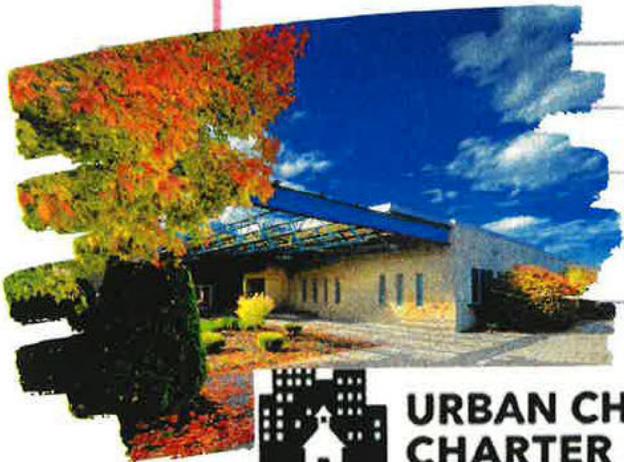




From the desk of



to the Board of Reasons
 I am here to Tell you the
 Reasons you cannot close my
 school because my best friend
 goes here my mom likes
 this school I was here for
 1st grade I thank you for
 taking the time to read this
 letter sincerely,



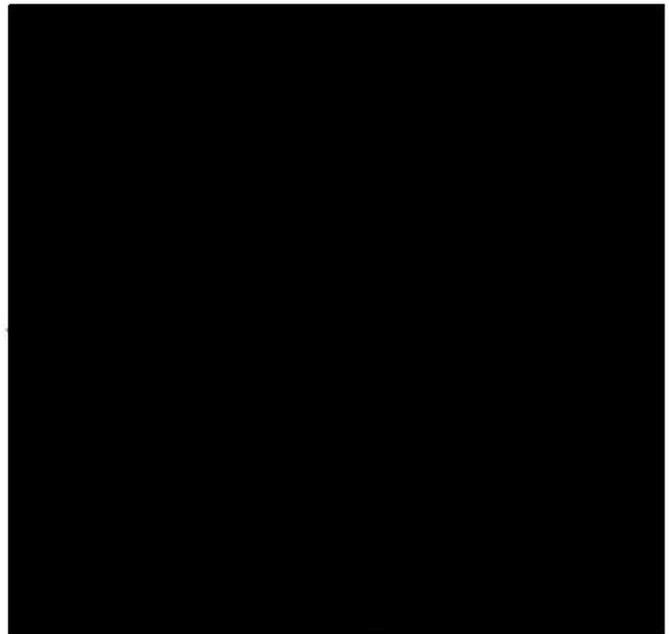
**URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION



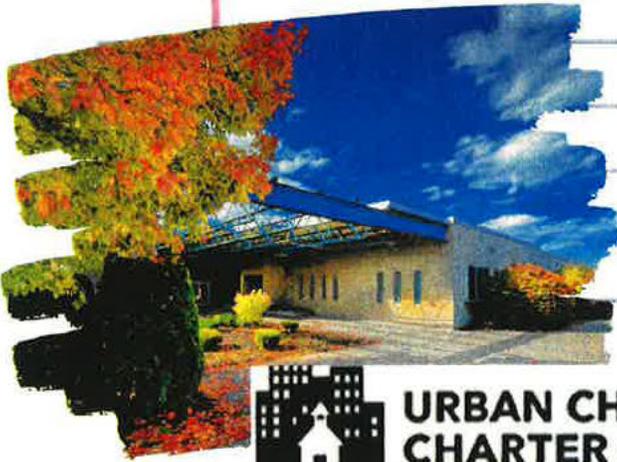


From the desk of

To the Board of Regents



I am here to tell you the reasons you cannot close my school. Reason one is I was here when I was born and I was the first member of the school. I believe that if we can grow it can be more. I hope this school will be my home and the teachers will be going to be trying to you close the school. I thank you for trying the time to read this letter. Yours truly,



**URBAN CHOICE
CHARTER SCHOOL**

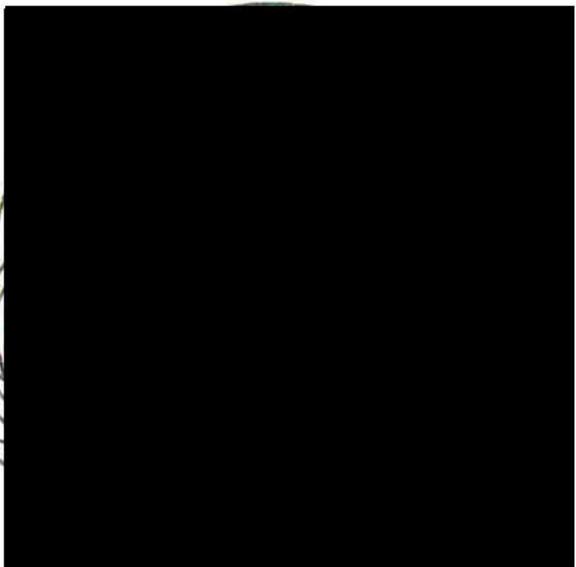
REDEFINING URBAN EDUCATION

Let's do it



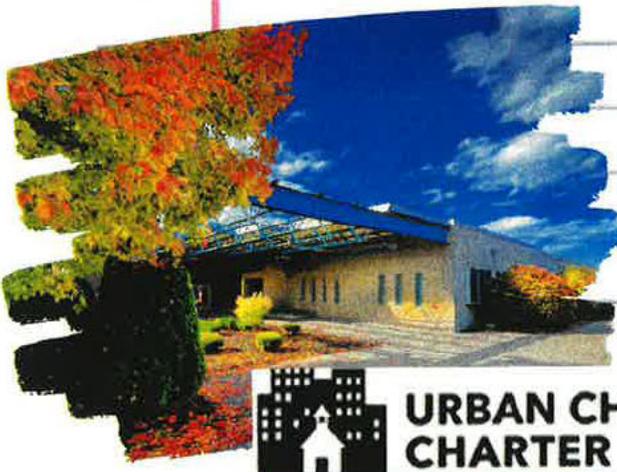


From the desk of



To the Board of Regents, I am here to tell you the reasons you cannot close my school. Reason one is I have been here since I was four. Reason two is I love every teacher in this school, especially Mrs. B and Mrs. E. Reason three is I feel safe in my school.

I thank you for taking the time to read this letter.
Sincerely, 

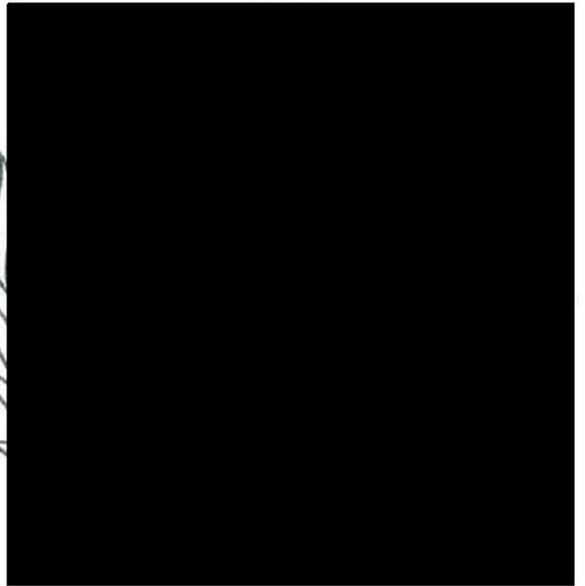


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CHARTER SCHOOL**
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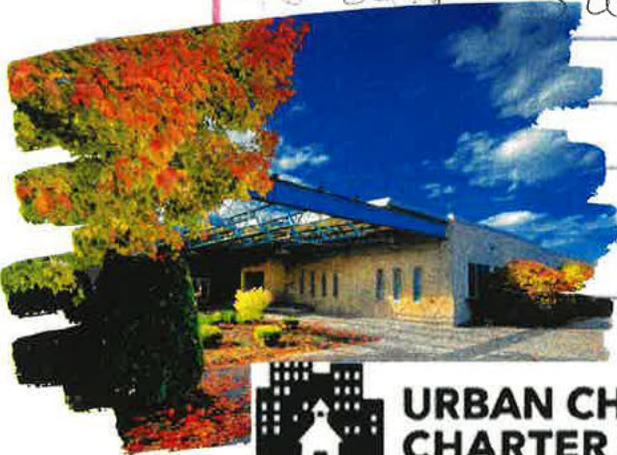




From the desk of



To the board of regents,
 I am here to tell you the reasons you
 can't close my school. I would
 miss Ms. Hunt and my old
 teachers.
 I've been here since kindergarten
 and with this school closing it
 will be sad. If this school closes
 I will feel like how I am
 to day. Sad and upset.

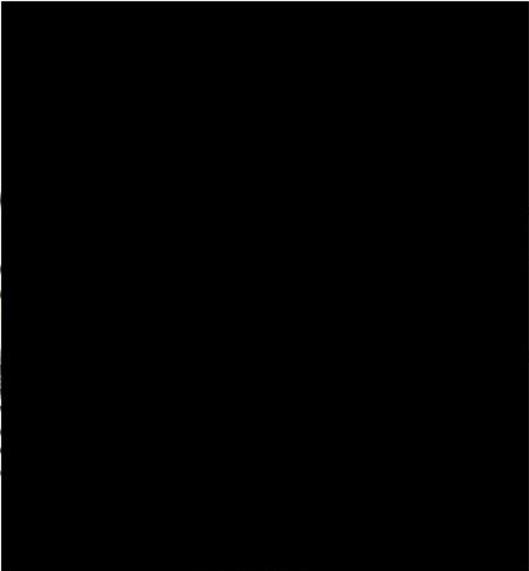
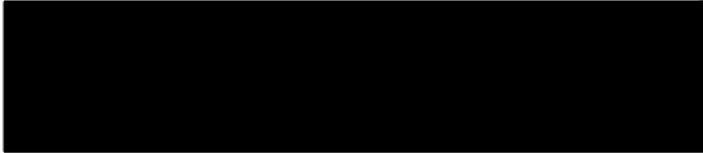


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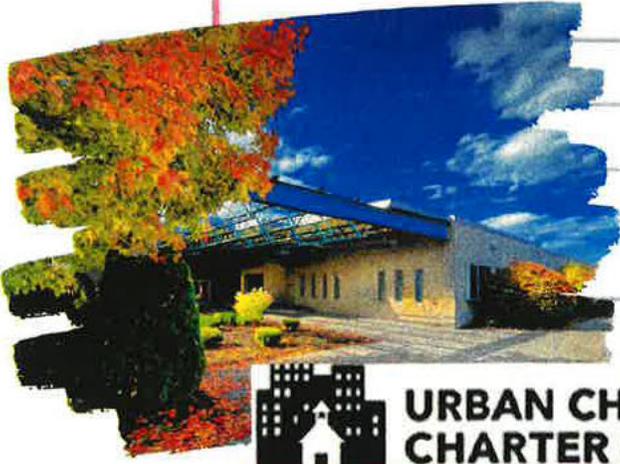




From the desk of



To the Board of Regents,
 I am here to tell you the reasons you cannot close my school. Reason one is because I love this school as my best teacher is Mr. Moran. I thank you for taking the time to read this letter. Sincerely,

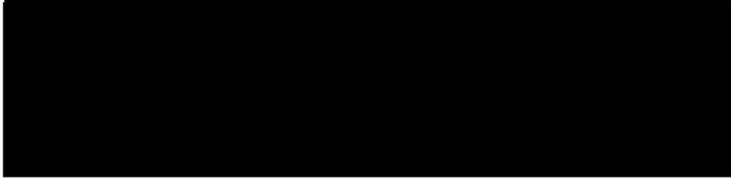


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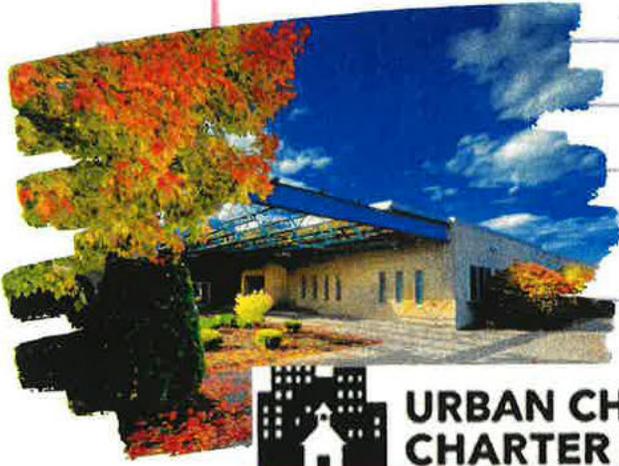




From the desk of



I am ten years old and the things that I'm interested in and that I like flip, sing, dance and my favorite teacher is Mr. Santiago and my favorite friends are Jakesh and Jai and Kingsten and what I think about urban choice is some of the teachers are I want my school to stay open because it's really cool and I like it.

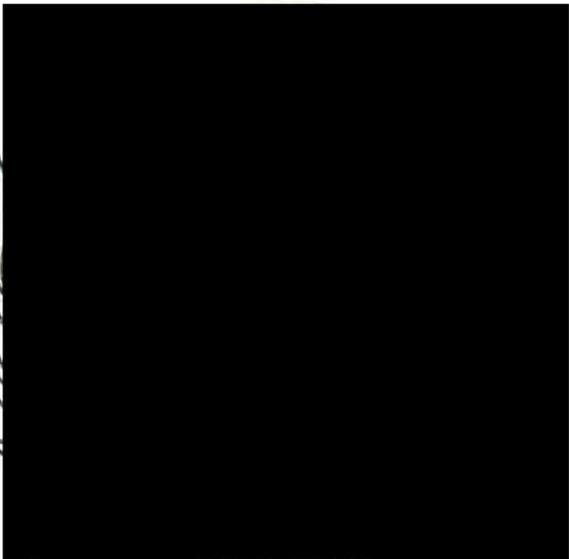
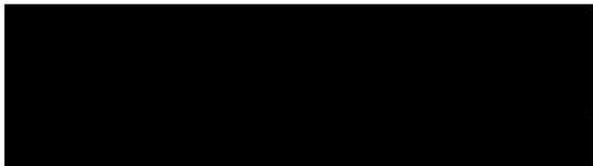


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CHARTER SCHOOL**
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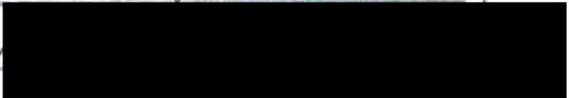




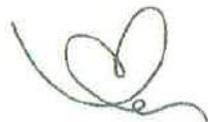
From the desk of



Hi my name is Samoya Davis. I'm 10 years old and I attend urban choice school when I was 4 or 5. I like to dance, sing, listen to music and play soccer. My favorite teachers are Ms. McKelvey, Mr. Santiago, Mr. Fose and Ms. Allen. What I like about my school is that they care about us and keeps us safe. My favorite class is science. My friends are ZZ, ++, heavenizz, alean s,



URBAN CHOICE CHARTER SCHOOL
 REDEFINING URBAN EDUCATION



I think you should let my school
stay open because they help me
with my learning and the challenge
my brain to make me smarter.

SO PLEASE DON'T CLOSE MY
SCHOOL!



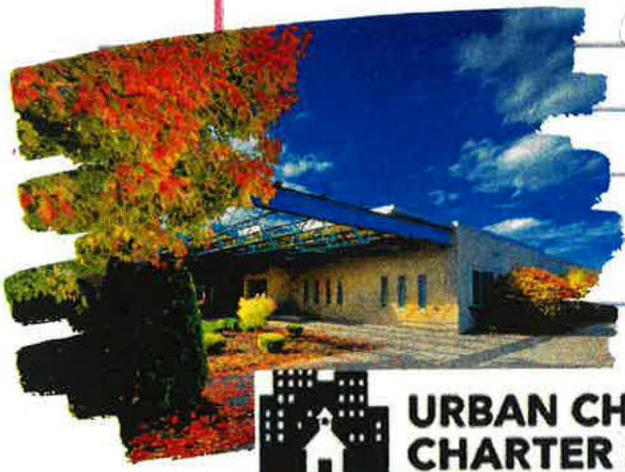
From the desk of



My name is Michael
 and I'm 11 years old. My
 favorite teachers are Ms
 Leonard, Ms. Asia and
 Mr. Santiago. I like to play
 football with my friends.

Friends and I like to talk to
 my friends. Sometimes we play
 but we still do

our work together.
 I want my school
 to stay open
 because I like
 the teachers.

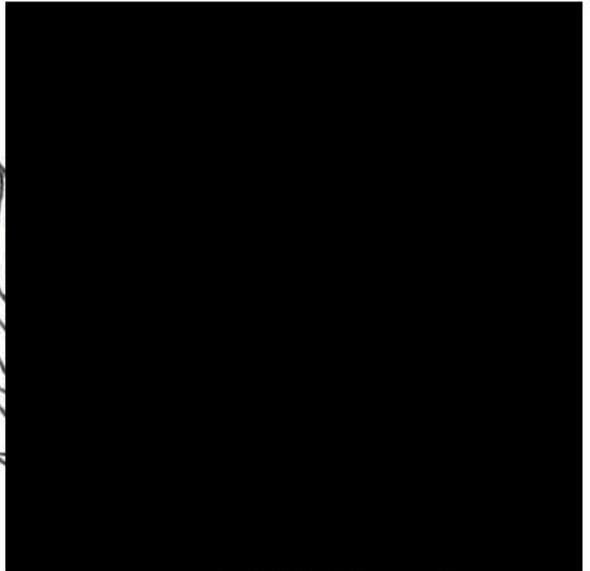


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 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION



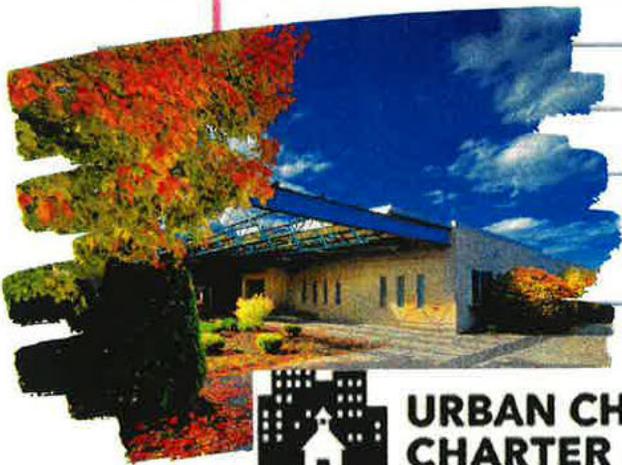


From the desk of



my name is Elisia Rowland
without school is nothing.

I like school its better
than being home, because
its boring reading
books is better.



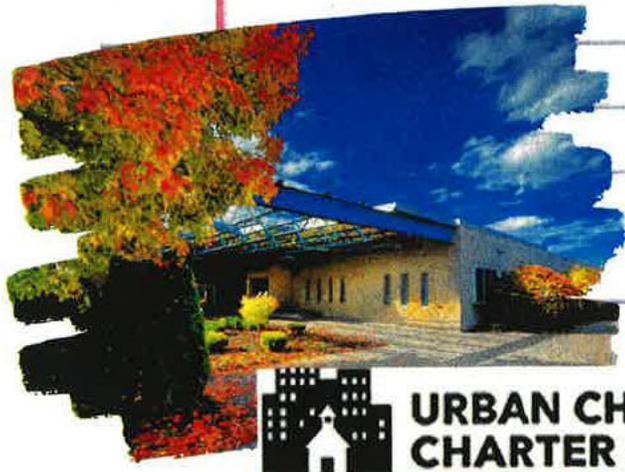
 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of



Hi my name is Jahi I'm 9 years old
 and my hobby is basketball and streaming. You
 should not take down the school because
 I love the teacher and I wanna keep learning
 there at Urban Choice Charter School it is amazing
 the school community is very nice. And teachers
 are not strict.



 **URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION

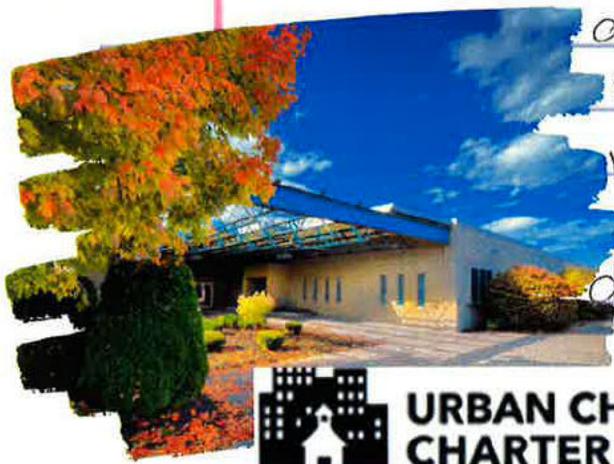


From the desk of

Shawnte Lott



To whom this may concern, my name is Shawnte Lott. I am a Teaching Assistant at Urban Choice Charter School. I would like it if the school stay open. I have strong relationship with some 7th and 8th graders, I really have strong relationships with the teachers and staff here at UCCS. Sometimes I cover a teachers class and it's so rewarding. I feel really safe here because it's a small setting. Most of all I don't want the school to close because it's my bread and butter, it's how I pay my bills and I don't have another job, so please take all of these reasons in to consideration.



REDEFINING URBAN EDUCATION

From the desk of



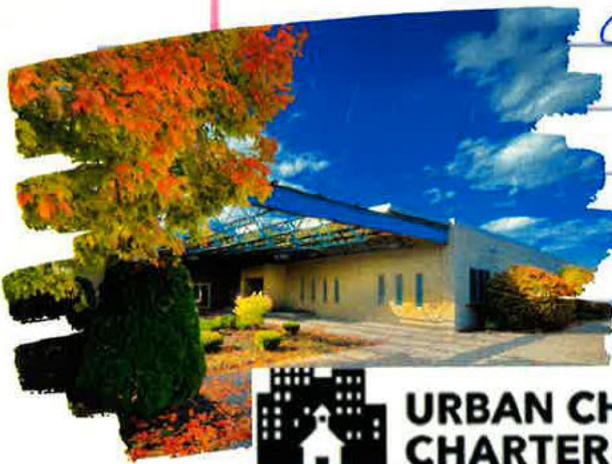
Angeline Abidhananthar



UCCS is an educational pursuit comprising of multi-talented teachers and leadership in the engagement of developing a deep sense of a agency among the underprivileged and vulnerable children of the Rochester city. I can say that our team engagement is beyond professionalism since the teachers are packed with the passion to serve not only to impart information but also deeply engaged to create innovative opportunities for our children to learn despite their exposure to violence and terrors in the City. This School has to be open for all the kids who need special care and attention.

Science Teacher

UCCS



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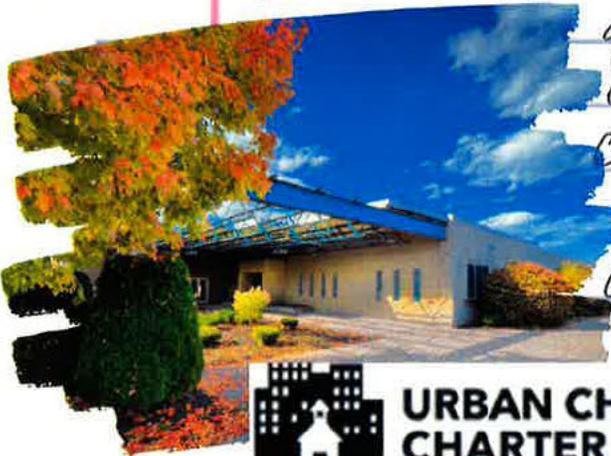


From the desk of



Dear Board of Regents

In my short time here at Urban Choice, it is clear there is a sense of community; one filled with love, respect, hope, and the desire to succeed. Urban Choice has the best approach to restorative practices I have seen. The staff is mindful of each individual child, documentation drives their response. Their response is one that supports everyone including teachers. I do believe they should remain open as they demonstrate education is more than just teaching. I would recommend being open with support to fortify the academic portion of this system. I was recently asked about what I liked about Urban Choice and hands down, the Restorative practice. I was asked about the academics. My response was needs most.



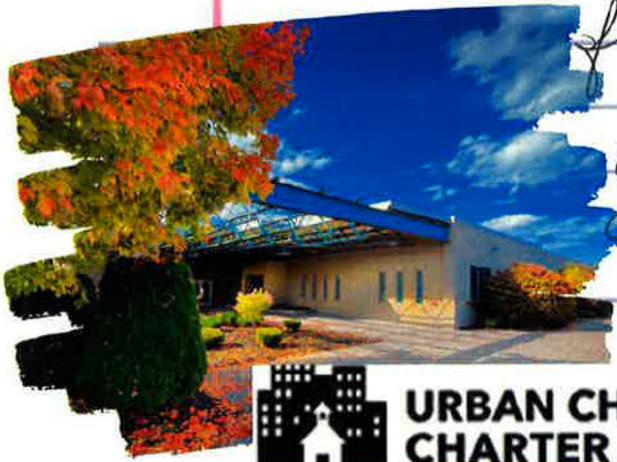
From the desk of



p2

however work doesn't mean close. It means setting systems procedures in place that produce student success. Rigor is hard when students have not been challenged. However, students with consistent RTI, have been responding positively. My class has been working from as low as kinder. It has cost my group near grade level because staffing issues; an issue every school in the country is facing. When Charters open the fear of closer often dictates staffing stability, this is another reason why the Board should work to

find alternatives to closure. The 400 plus students faced with going to another school or returning to the district desire a viable choice to education. That is not the district. They have felt the failure of the district



REDEFINING URBAN EDUCATION

you to help us; the Rochester community, build a system where our children no matter the school can and will be educated.

They need something someone to force the envelope on everyone. Schools, need to educate. We are depending on the Rochester community, build a system where our children no matter the school can and will be educated.

Lasha Mitchell

From the desk of



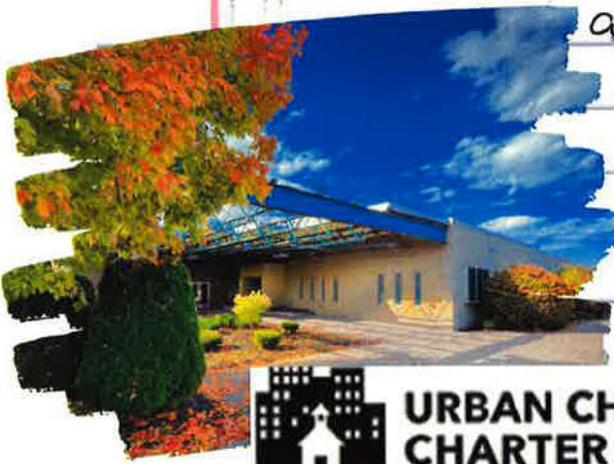
John De Lude



Dear Board of Regents,

Urban Choice Charter School is much more than a school, it's a family. Many of the students have attended this school their whole lives. In my short time as a teacher here I have seen students grow and take on many challenges. Students have a strong desire to be successful and the teachers push them to reach their full potential. Taking the recommendation to close would break up a school community who truly cares about their students. Please keep UCCS open.

John DeLude



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of

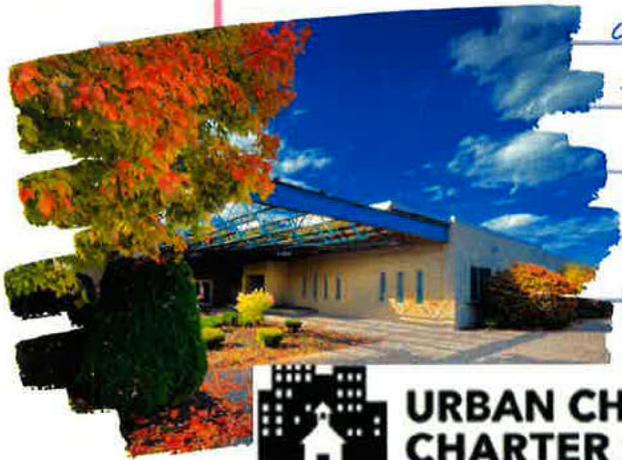


March 23, 2023

Dear board of regents,

This is my second year teaching at Urban Choice. Most of these students have been coming to this school since kindergarten. If the school closes a lot of students, families and staff will be affected by it including myself. The students who come to this school are eager to learn and put forth a lot of effort into their school

assignments. It is amazing to see their progress and growth. Also, I serve on a family committee that organizes school events for families. I enjoy seeing the families smiling



faces and watch how much they are having fun with the different activities. This school will be missed.

Sincerely,
Jacqueline Allen



From the desk of

Sharnell McKeivey



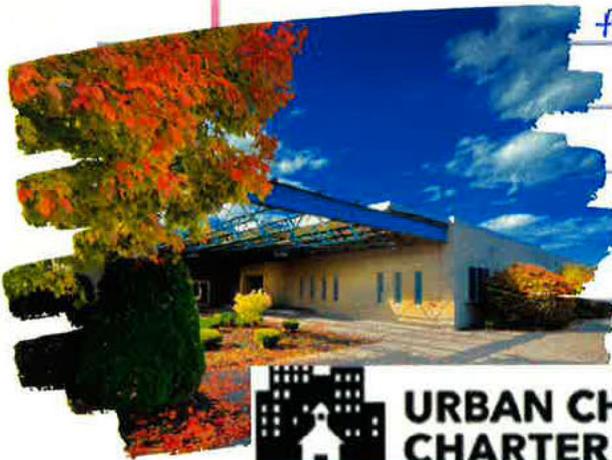
Hello My name is Sharnell McKeivey I am a Teacher's Assistant at Urban Choice Charter School. I have worked at this school from 2007 - 2016 and also came back and ^{bco}working here since the pandemic. At Urban Choice Charter school we are not only a community we are also a family. To close our school down would not only be a disservice to our families, it will also be harmful

for our educational foundation in Rochester N.Y. We are already faced with limited options that are safe for teachers and families in the city. With Urban Choice being just that a choice we need

to keep our doors open so we can continue to educate and help our students reach their full potential.

Sincerely,

Sharnell McKeivey

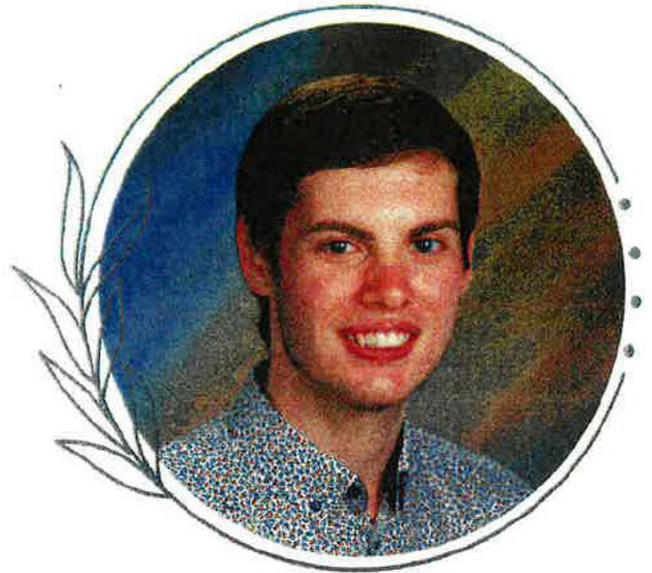


**URBAN CHOICE
CHARTER SCHOOL**
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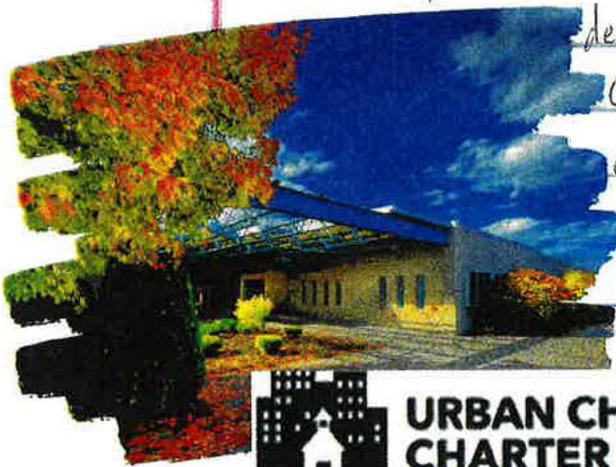
From the desk of

Mason Moran



Dear Board of Regents,

As I reflect upon my time at Urban Choice Charter School, I am beyond thankful for the vast opportunities it has provided me. I have been able to gain valuable experiences in the classroom serving as an assistant to three incredible mentors, in addition to beginning my teaching career as a 3rd. Grade teacher this academic year. I am proud to say that I have seen substantial academic achievement attained by our students since I started in 2022. Teaching has been a passion of mine since I was a child, and I have always desired to pursue a career in education. Urban Choice has given me the opportunity to serve and support a diverse urban population alongside crafting my skill as an educator.



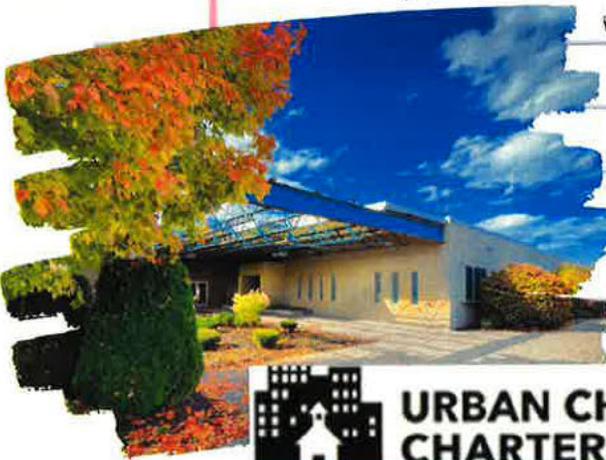
From the desk of



Ms. Dones



Coming to UCCS has been a great opportunity for me. Since becoming a T.A I have been more motivated to finish college and get my degree in Child education. Working at UCCS feels like home. The Staff and my Students make me feel like we are an family. I love teaching my students and molding them to become Successful Scholars. UCCS is my first job where I can see myself growing. The Support is amazing and admin is very understanding. I hope to stay at UCCS and continue to grow with everyone and all my students.



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CHARTER SCHOOL**
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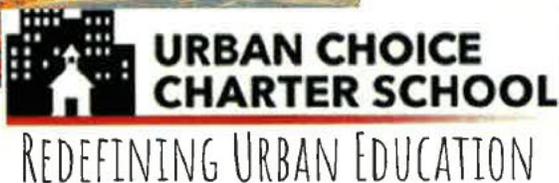
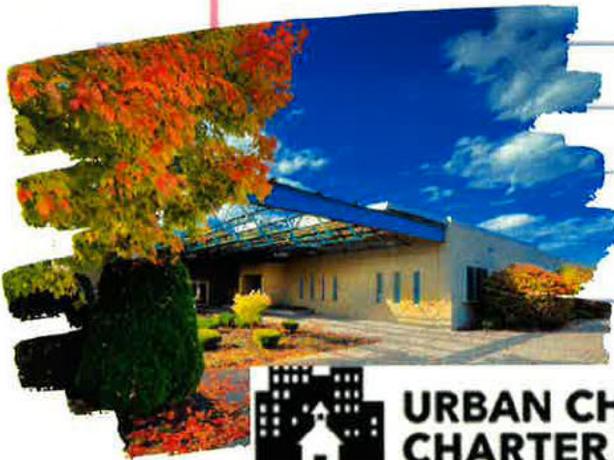


From the desk of

Ms. Leonard



Urban Choice Charter School is my home away from home. My students come into school daily excited to learn. I am welcomed every morning with hugs and smiles, and I have become a safe place for each and every one of my students. I love that I am able to provide security and love as a teacher, and I truly see my students as my children.





From the desk of

Mrs. Milly Caldera



Dear Regents,

From day 1 that I started working at Urban Choice Charter School, they showed me that they are like a family. I have learned every day about safety, support and how education goes hand in hand with love for our students. I learn every day with my students and they make me want to do my best. This school makes the mission our work our own. It would be sad if the school closes and does not continue this beautiful work for the future of our students, who will contribute to this wonderful country.

Thank you,
Milly Caldera



**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



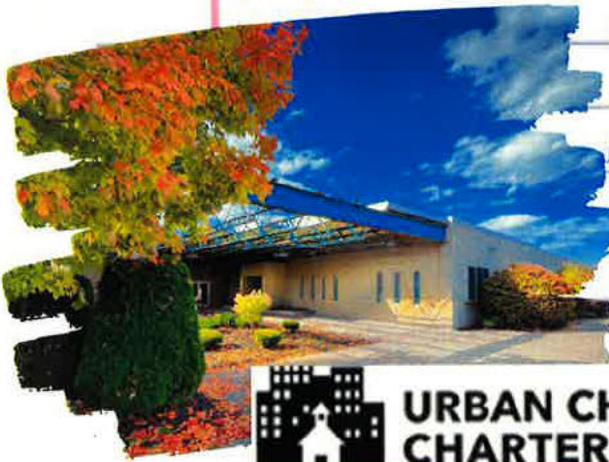
From the desk of

Amber Kelly



Dear Megents,

Since I've been at UCCS it's been an amazing experience. The atmosphere is so loving and inspiring. We are truly a family here at UCCS. There's never a time where we aren't helping each other as teachers and scholars. UCCS is amazing with social emotional support for the scholars not many schools can say they have a handle on social emotional for their scholars. IF UCCS were to close it will impact so many people involved simply because this is an amazing school that loves and cares for every scholar that steps foot in the school. So please think about all the amazing people involved we love it here at UCCS



**URBAN CHOICE
CHARTER SCHOOL**
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Thank you,
Amber Kelly 



From the desk of

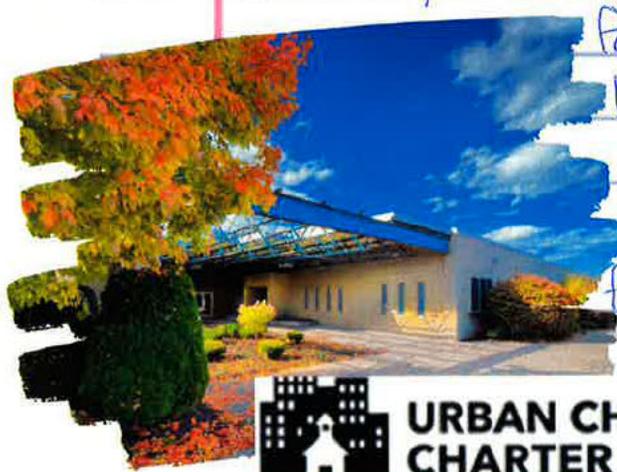
Martha Keeley

EINC
Teacher



TO Whom It May Concern,

A flower cannot grow without the necessary resources, please don't take the resource of UCCS from our students, they deserve to grow. In my eighteen years of teaching, I have taught at three schools. UCCS, by far, has gone the distance to address the emotional safety, educational inequity and day to day stress the children of Rochester encounter. Our students are more than a test score, they are children who rise each day in a city filled with gun violence, poverty and food insecurity. UCCS provides them with 180 plus days (more if they attend summer school) of a safe learning environment, with caring and supportive staff for the students and their families. I appreciate the time you are taking to consider my letter and plea to please keep the doors of UCCS open.



**URBAN CHOICE
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REDEFINING URBAN EDUCATION

Respectfully,
Martha Keeley

M. ED, TESOL



From the desk of

Ms. Parris



At Urban Choice Charter School, I have had the chance to help my students develop resilience, have a safe space to grow, and catch up on significant learning loss. After the pandemic, most of my class ~~was~~ not prepared for grade level challenges - academic, social, and emotional. By remaining patient and persevering, Class 2A has grown tremendously! I can truly say I am proud of each one.



**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of



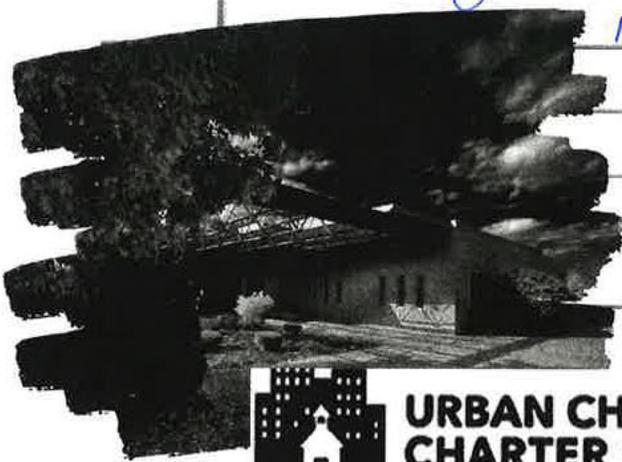
Shane D. Duester



Urban Choice Charter School has been a safe learning community where students have grown in character and at the academic level. Our I Ready data shows our students are growing. From the Fall of 2022 to the Winter of 2023 Reading K-8 our Tier 3 decreased by 24 students, Tier 2 decreased by 5 students and our Tier 1 increased by 30 students.

From the Fall of 2022 to the Winter of 2023 Math K-8 our Tier 3 decreased by 44 students, Tier 2 increased by 23 students and Tier 1 increased by 21 students.

Our students live in a city that is under a gun violence state of emergency, and to send our students to an unsafe environment would be devastating for our families.



Sincerely, Shane Duester



From the desk of

Lynn Seaberg 3.23.23

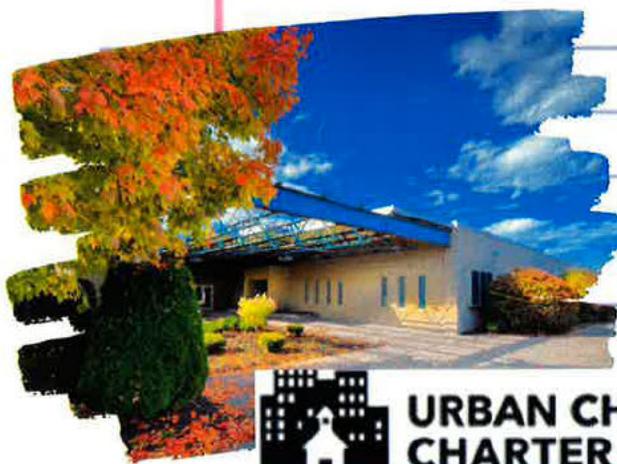


Urban Choice Charter School has been my place of employment since 2007 (Executive Assistant). I continue to be committed to supporting and contributing to the success of this special school!

It has been my privilege to observe all that UCSS provides for students. The Board of Trustees, Leadership Team, teachers and support staff go above and beyond to provide a safe, supportive, and intellectually challenging educational environment. There are unique programs and opportunities that build life skills and highlight opportunities creating a foundation for college and/or career readiness in addition to supporting families.

Through the past three years in a pandemic highlighted a willingness to adapt and adjust and work through all in the best ways possible with many unexpected challenges.

Sincerely,
Lynn W. Seaberg



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of



Ms. Sabneet Bajwa

To whom it may concern,

I am an ENL teacher here at UCCS. I was first employed from Aug. 2015-2017 and returned in Aug. 2022.

UCCS has always had a special place in my heart. The staff are extremely supportive, the children are all eager to learn, and the school has helped me grow as an educator. UCCS has made great strides to support all learners in the classroom.

The children glow when they walk into our school in the morning, and they know that they are in a safe environment to learn. For the sake of our children, parents, and staff, please consider keeping UCCS open.

Thank you,

Sabneet Bajwa

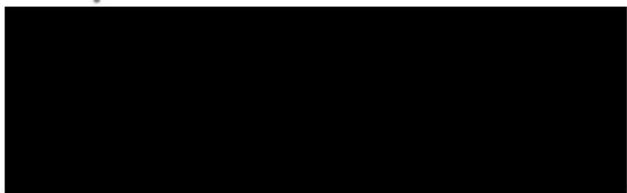


**URBAN CHOICE
CHARTER SCHOOL**

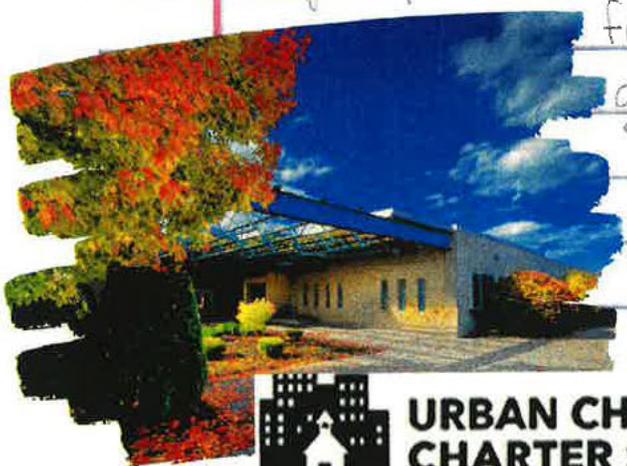
REDEFINING URBAN EDUCATION



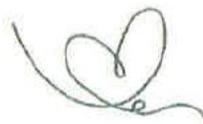
From the desk of



Hi, my name is [redacted]
 I am 9 years old and I attend Urban
 Choice. I like to talk with my friends
 and draw in school. I'm interested in
 football. My favorite teachers are Mr.
 Santiago, Mrs. Mackelvey and Mr. Fose. My
 favorite thing about my school is we have
 gym, music and Art. I like gym because
 we do relay races. Our school should
 stay open because I get to see my
 friends and teachers. And we
 get to go outside for
 recess.

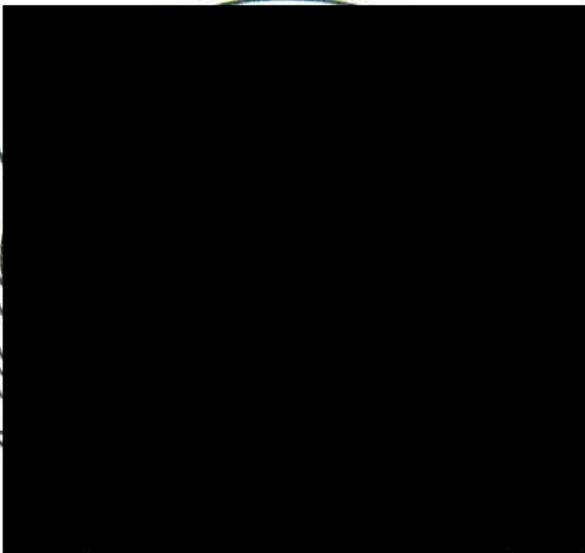
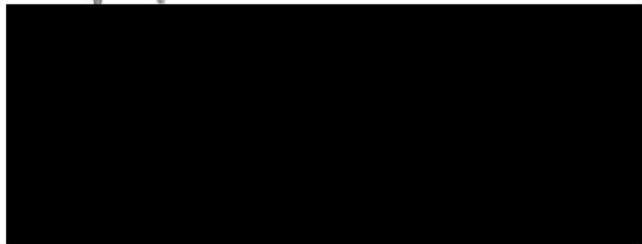


**URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION

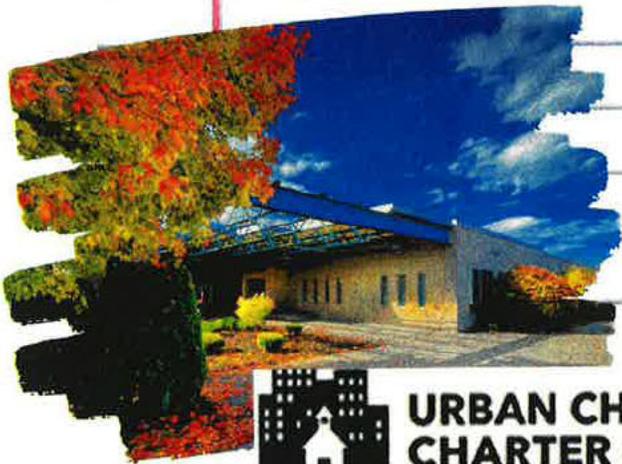




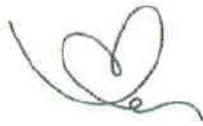
From the desk of



my name is [redacted]
 and I go to urban choice I love
 basketball I want to be in the
 NBA my hobby is going
 outside and practicing basketball
 my favorite thing about my
 school is the advanced math
 I want urban choice to stay
 open because I wouldn't
 have met my secret cuz
 my cuz and are thinking
 of moving us though

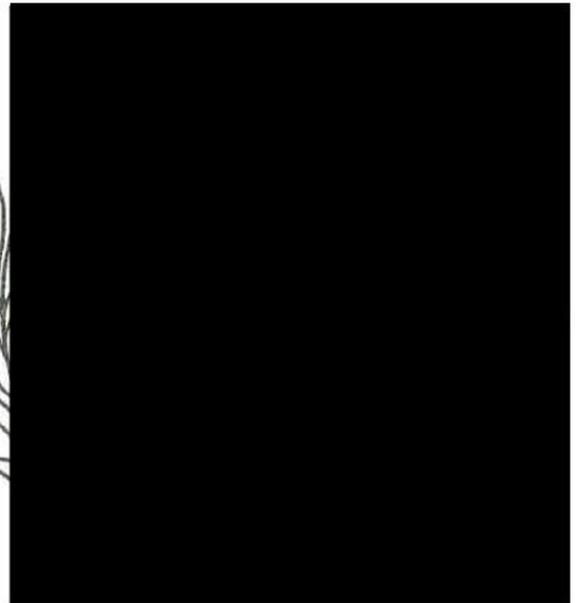



**URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION





From the desk of



Hi My name is [redacted] I'm 9 years old I attend Wilson Choice Charter School and my favorite teacher is Mr Santiago I like math I'm interested in it as my favorite thing in school is that I want my school to stay open because this school is fun and we can do projects and do recess and go outside.

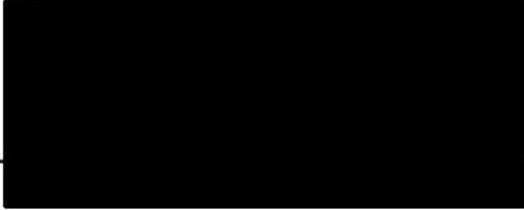


**URBAN CHOICE
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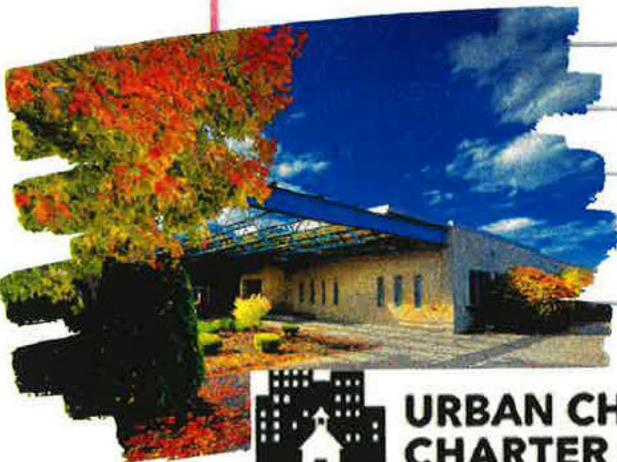




From the desk of



My name is [redacted]
 I'm 10 years old I attend Urban Choice
 Charter School. I like to do sports. My
 favorite thing about school is my friends
 and Ms. McKelvey, Ms. Asia and Ms. Hill +
 Mr. Fox Reading Mr. Santiago. I want
 my school to stay open because my teachers
 help me with my math and reading.

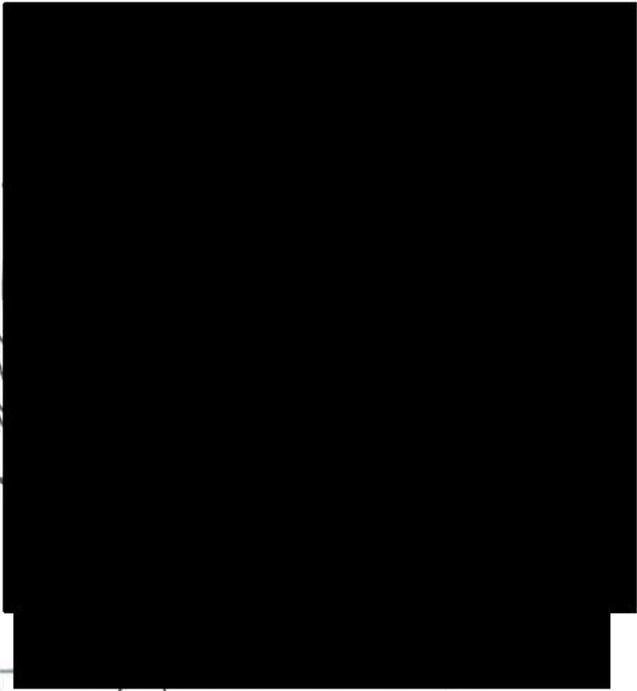


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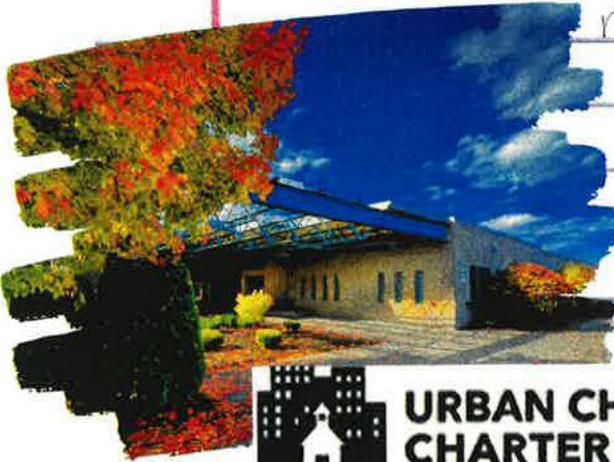




From the desk of



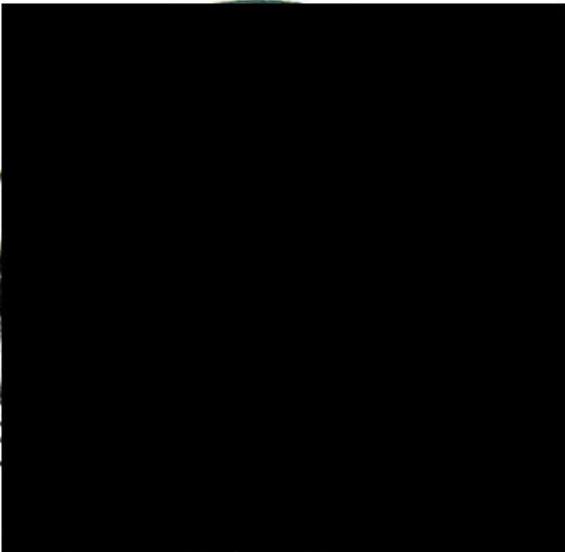
Hi my name is [redacted]
 I am 10 years old and I go to Urban Choice Charter School. My favorite hobbies are cheer and basketball I like to talk to my friends and write, My favorite teacher is Mr. Santiago My favorite favorite teachers are Ms. McElvey, Ms. Asia, Ms. Hunt and Mr. Jose. My favorite thing about this school is learning making new friends and having fun. Why I want urban choice to stay open is because we won't see the same people. I hope this school stays open.



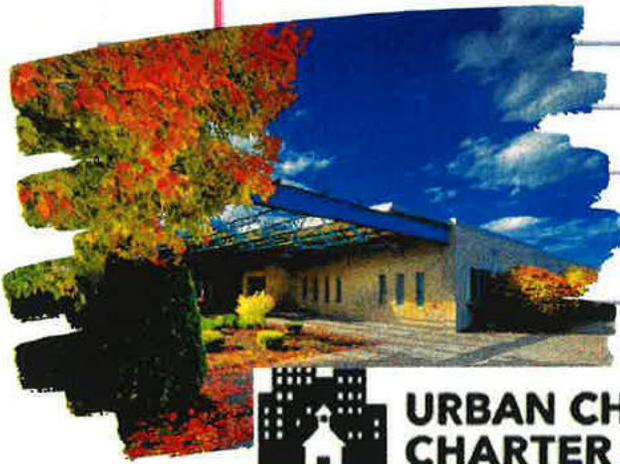
 **URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION



From the desk of



and I am glad about I like
to play with [redacted] my
favorite teachers is Ms
McClure and in 104

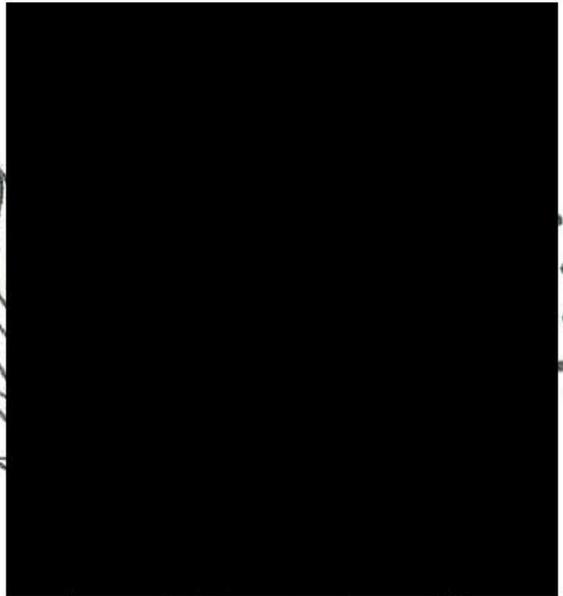


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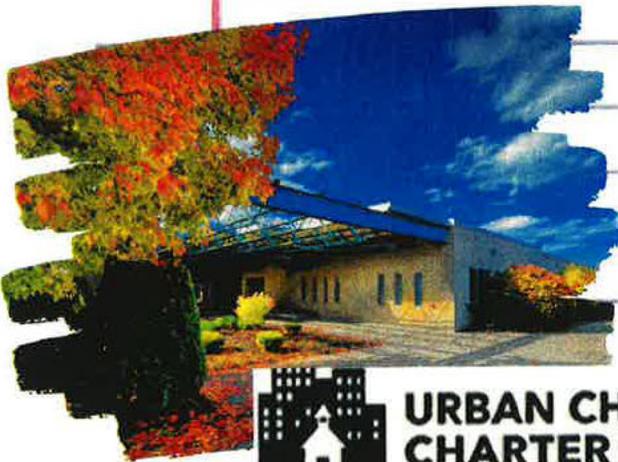




From the desk of



im ten years old and i attend urban
 choice charter school i like to play football
 im interested in games my favorite thing
 about my school is gym and i want
 my school to stay because the teachers
 are good at math and reading.

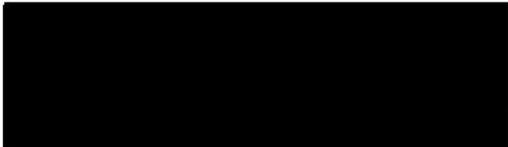



**URBAN CHOICE
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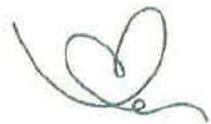
From the desk of



My name is [redacted] im 10 years old and i attend urban choice charter school. I like to practice math. I'm interested in geographic and hydrographic science. My favorite thing about the is the teachers and my friends. I want my school to stay open because I think that my teachers and friends really helped me grow.



 **URBAN CHOICE CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

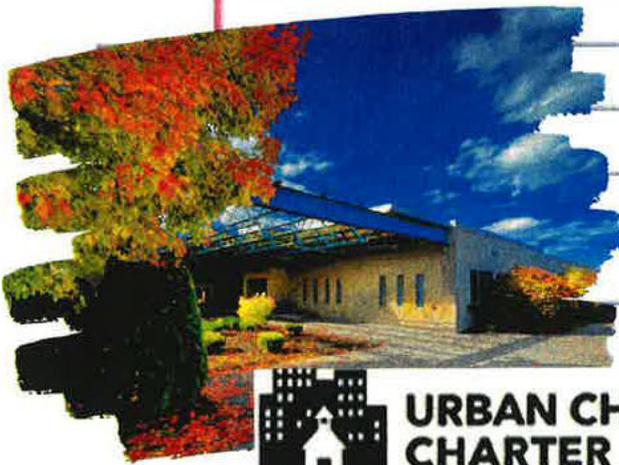




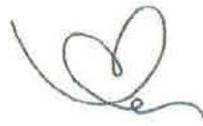
From the desk of



Hi I am
 and I am 9 in U2 I am in
 urban choice it's going down
 and I don't want it to this
 was my first school
 and I had a good time
 here my favorite teacher
 s a ms bent ms mckelvey
 and ms allen and my
 favorit class is music
 please don't close
 this school

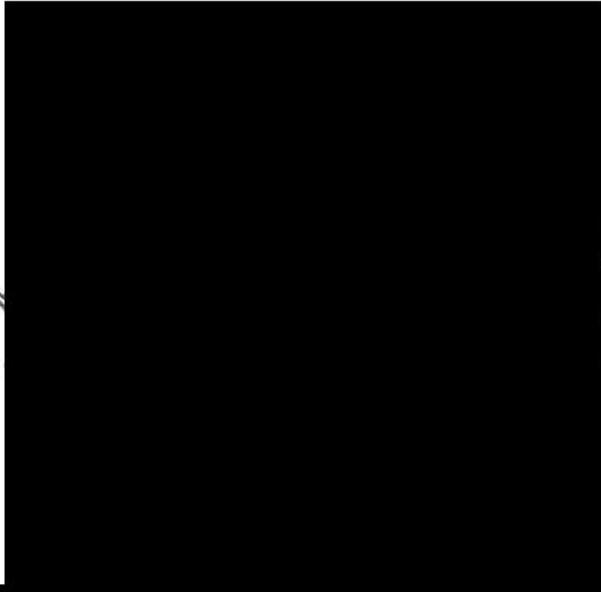


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 CHARTER SCHOOL**
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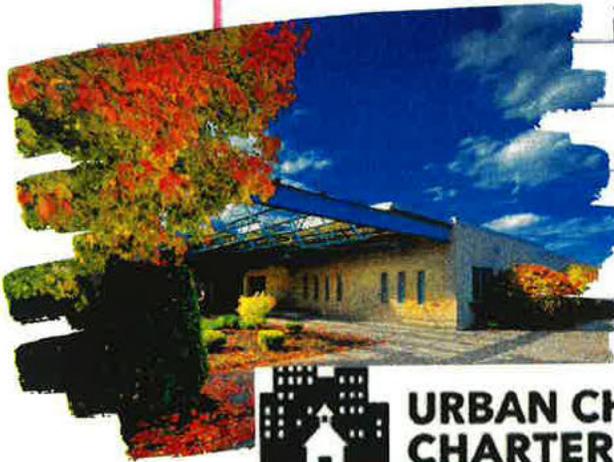




From the desk of



My name is [redacted] I like to play
 games in my school and run in gym
 class and across of school and run
 and play kick ball at school and recess
 what I like about my school is
 that I like that we can see out
 for recess and go to gym and
 run in the class. My favorite teacher
 is Ms. Allen and my favorite thing
 in my gym class in school and I am
 interested in to sports
 and I play sports and
 I want my school to stay
 open because I can see
 my friends and recess at school



REDEFINING URBAN EDUCATION



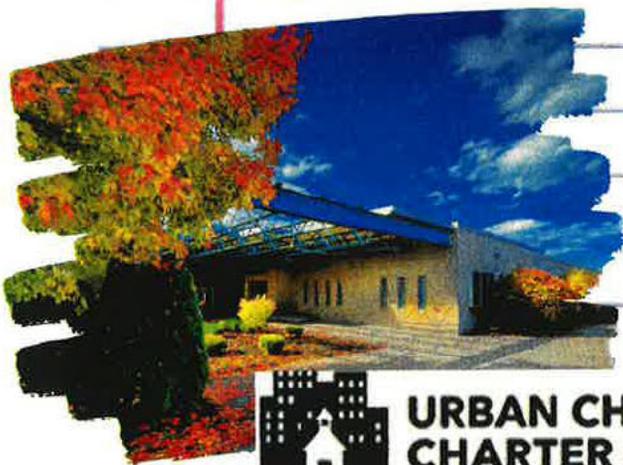


From the desk of



I LIKE [REDACTED]

I LOVE Mr. Santiago
 when I came Chapman
 school. I LOVE my BFF
 My sister. come on
 I like math. I am a
 why do not not want the
 school.

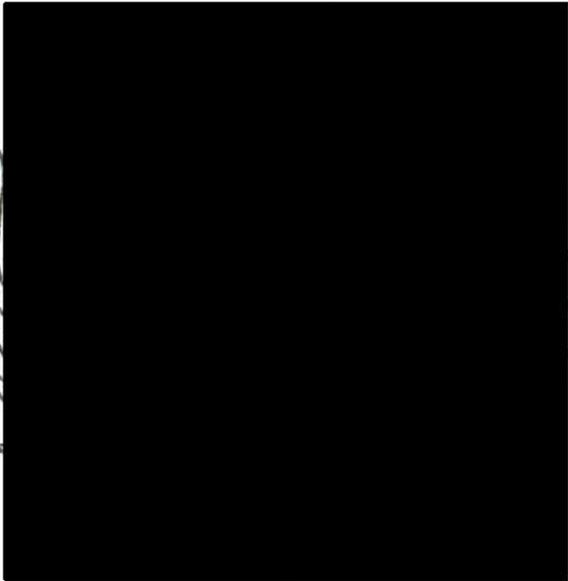


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 CHARTER SCHOOL**
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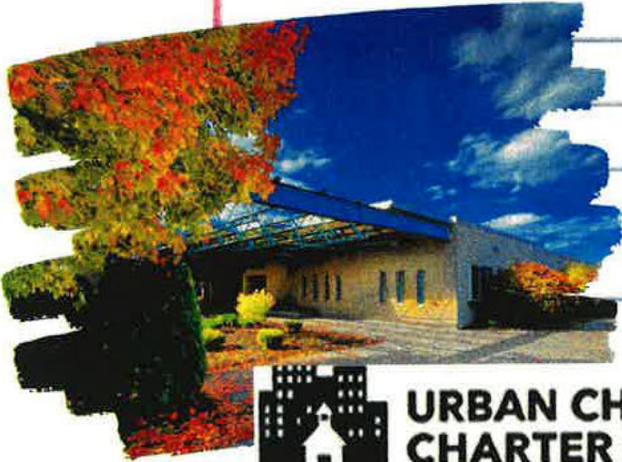




From the
desk of



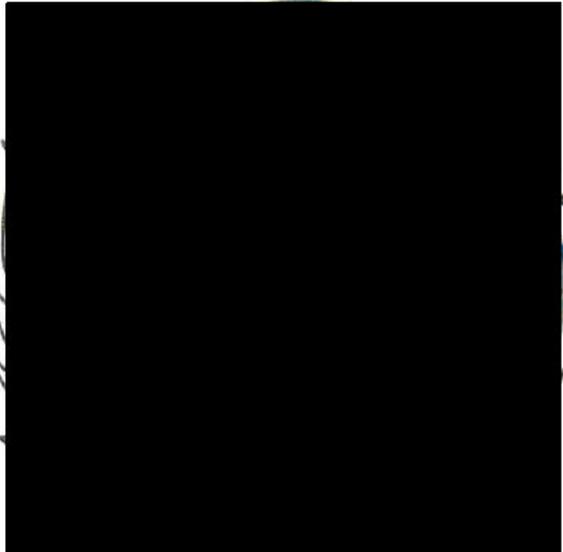
A series of horizontal blue lines for writing, with a vertical red margin line on the left side.



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the
desk of



Lined writing area with a vertical red margin line on the left side.

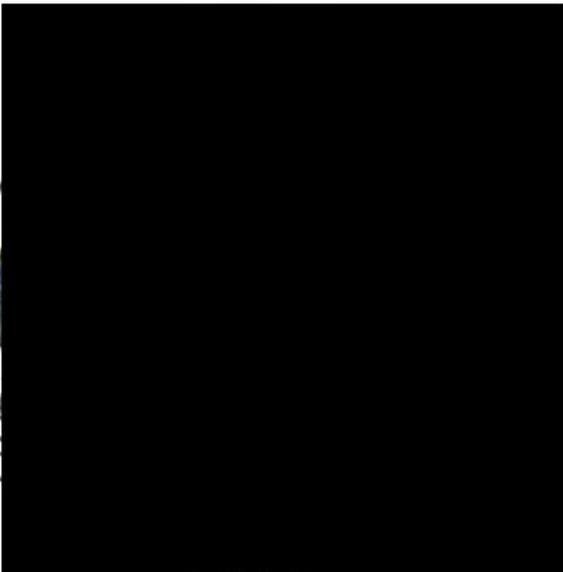


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



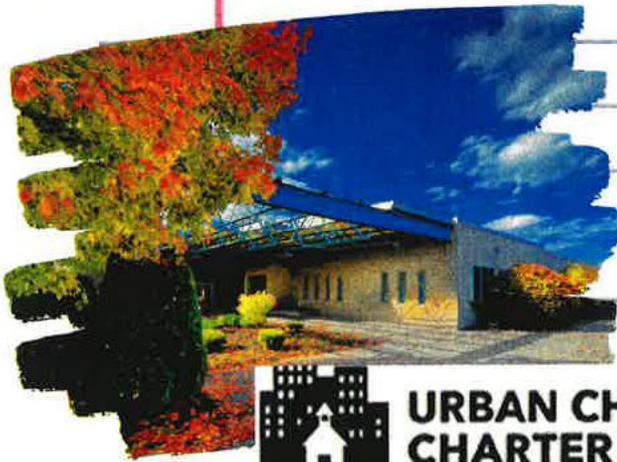


From the desk of



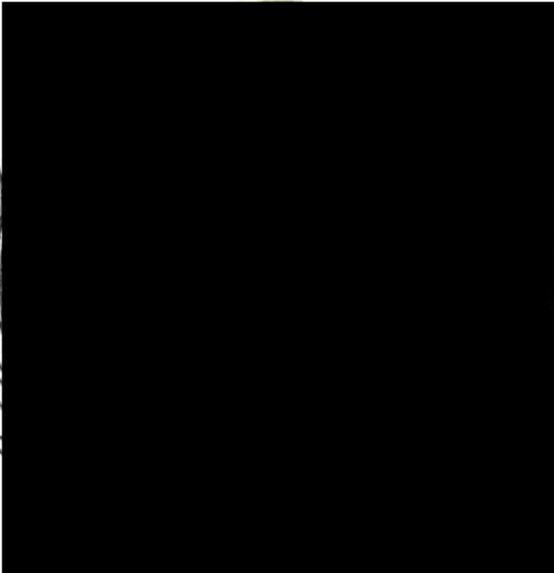
March 22/2023

DEAR BOARD OF REGENTS
 MY NAME IS [REDACTED]
 I am sad BECAUSE URBAN CHOICE CHARTER SCHOOL IS CLOSING and I will miss my teacher MISS ASIA because she is nice to me and kind to ME





From the desk of



March 27, 2011

Dear Regents

I'm [redacted]

I have mixed feelings.

I will miss all my friends and my teachers. I will also miss my

favorite subjects like Pe., Math, Science, and more. I'm kinda sad and

happy because it will be scary going to a different school and

im happy because maybe some of my friends will come to

the same school as me. letter by [redacted]



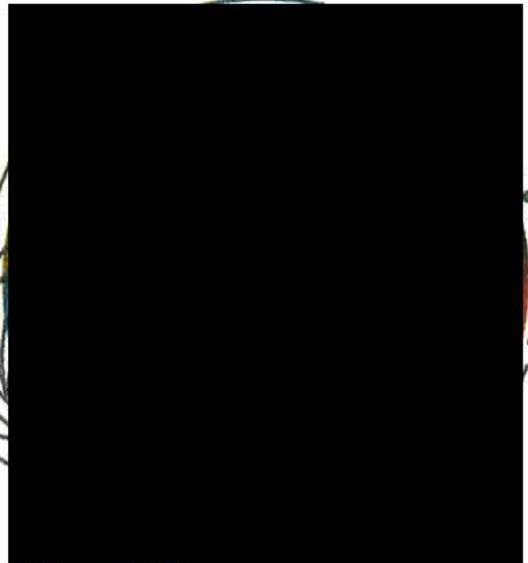
**URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION

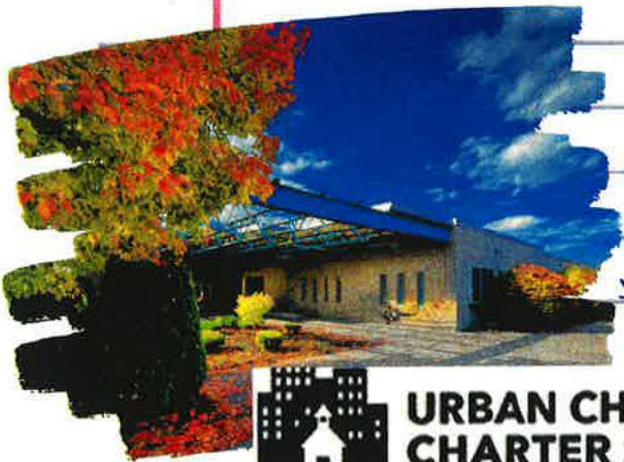




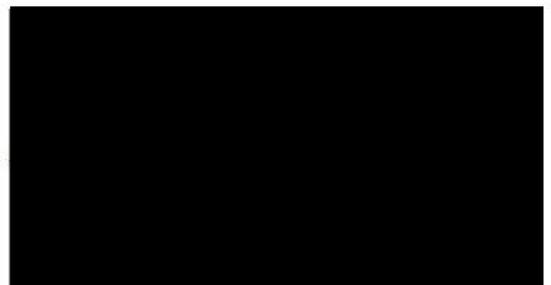
From the desk of



Dear board of regents,
 I like urban choice because all of my friends who here - all of my favs are the teachers here. Please don't close the school. This is the best school ever. If you close the school I want to go to a different school but I don't want to go to a different school if I'm going to be sad.

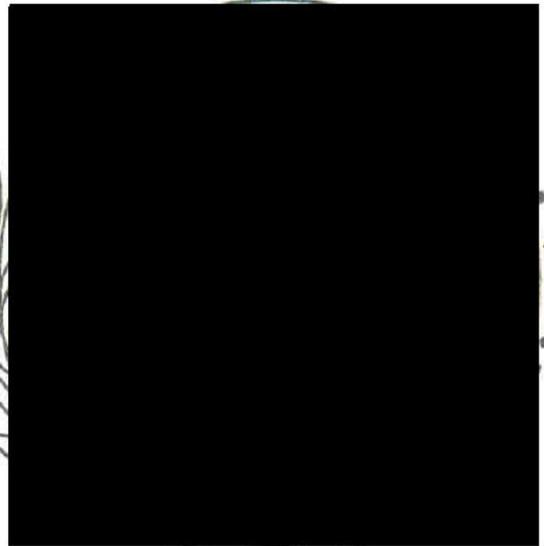


**URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION

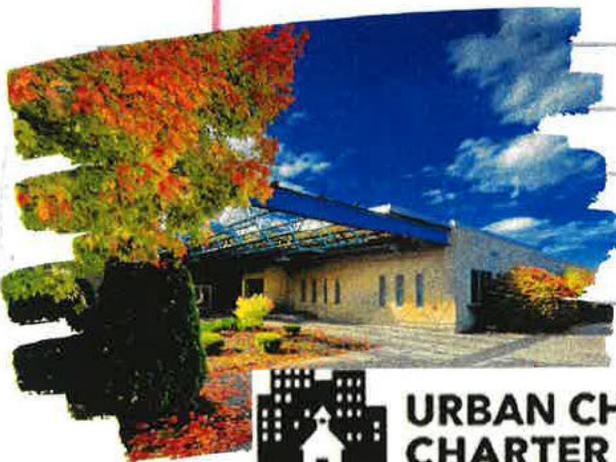




From the desk of



I like this school because
 I am with my friends.
 My teachers are the best.
 Learning is fun and fun is
 being in this school helps
 us make a difference.

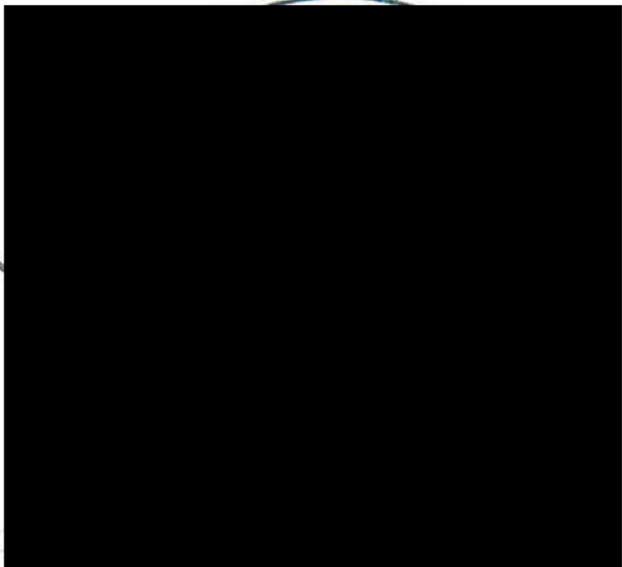


 **URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION





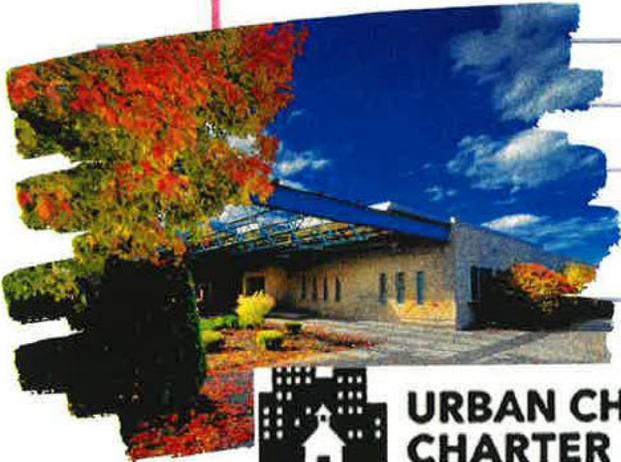
From the desk of



DEAR BOARD OF RIGHTS

I learn more

~~I work on math and science~~
~~I love my~~ I love my teachers
and class mates
want to work more.



**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

JOSEPH





From the desk of

dear board of regents

hey my name [redacted] and I feel like

this school should not closed and I love this

school I fun! the teachers are cool and kids are nice

and I love my teacher and this school is fun and

I will miss my class and teachers. ♡



Zharia

**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

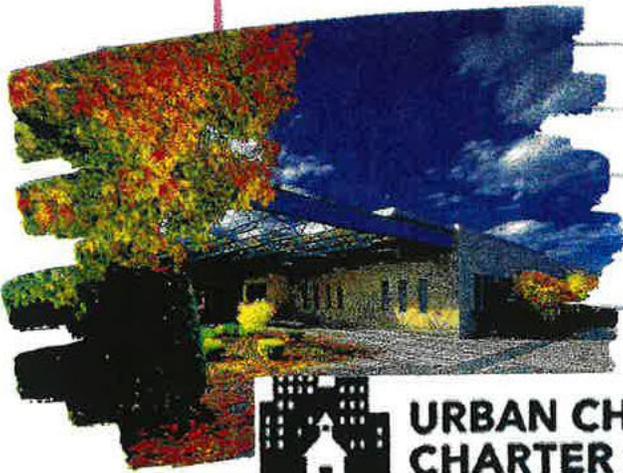




From the desk of

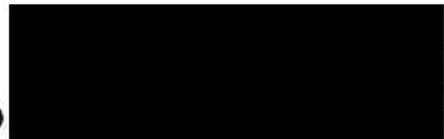
Dear Board of Regents

Plz dont close the school this means
evithing to me if you close the
school I will fill sad and mad and
Anant I love this school to much plz
this is so good and nice.



**URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION



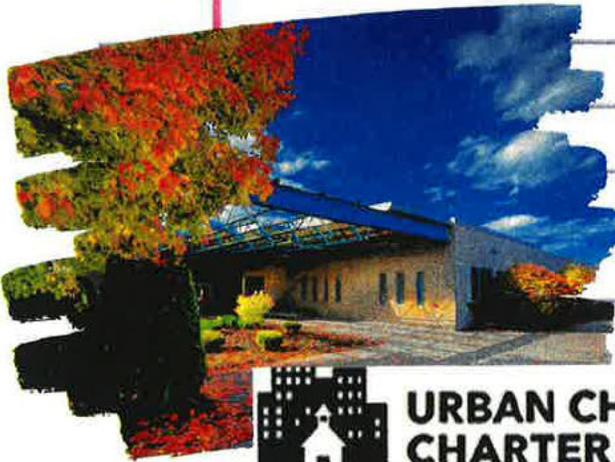


From the desk of

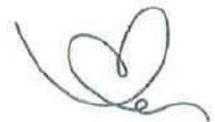
Dear Board of Regents,



Urban Choice mean so much to me because I like my teacher and my classmates so please don't close the school. If you guys close the school I am sad to close the school I won't have friends it is hard to make friend I don't want to go to a new school so please don't close the school. I am to miss my teacher and my class mates you can see what urban choice is really about the teacher is good at teaching us time and stuff so please do not close the school. for: Board of Regents.

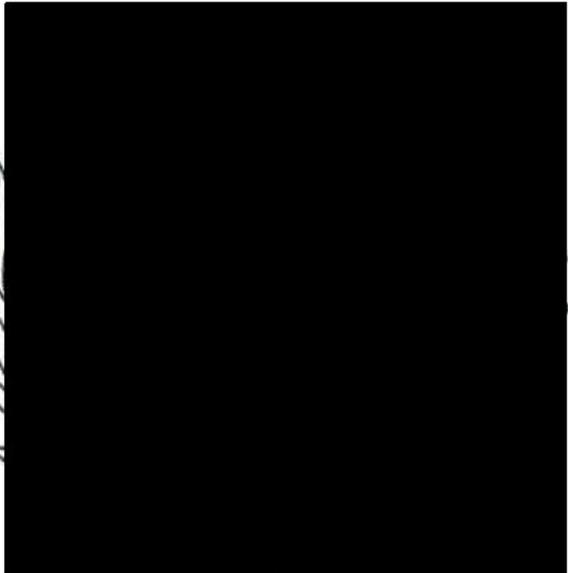


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



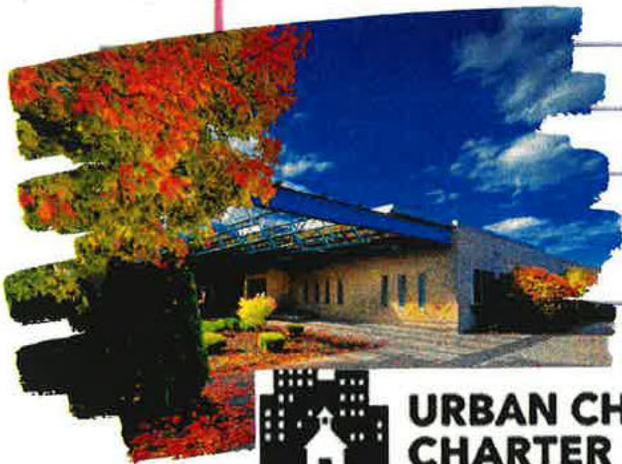


DEAR BOARD OF REGENTS



my name is [redacted] urban choice plays an BIG role in
my life it is where i got my education. The teachers
are nice and kind and helpful. they work hard
i would be sad ~~and~~ ~~and~~ ~~and~~ if the school closed it
means a lot to me and to my life.

Sincerely [redacted]

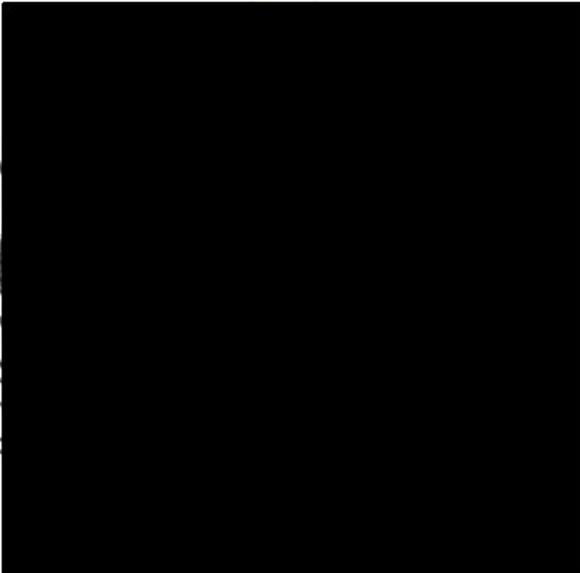


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION





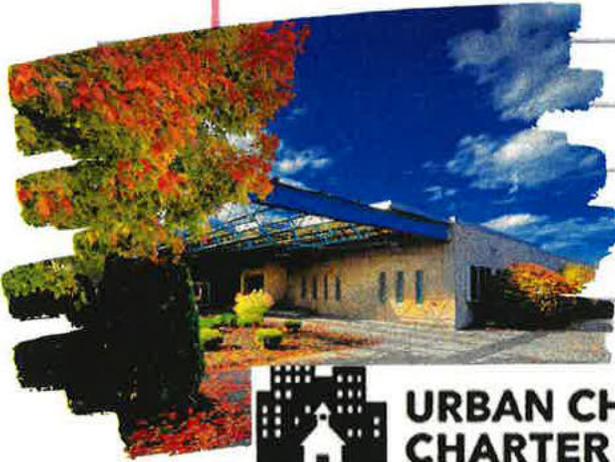
From the desk of



Dear Board of Regents

Urban choice charter school means a lot to me. I have been going to this school for 5 years. All of the teachers are great and I have learned a lot. I will feel sad and miss the school if it is closed. Even though we get out late and have to wear dress code it's still worth it. I think urban choice charter school should stay open because it's a good school and have nice teachers.

Sincerely





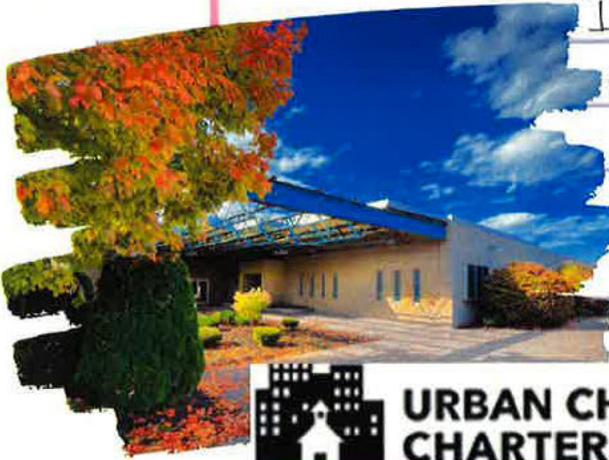
From the desk of

Ms. Moore



UCCS is a successful school. UCCS has been a school that consistently provides safety, security, support, care and education to scholars in Monroe County. Located in a city where scholars are continuously met with fear when entering school grounds, UCCS has remained safe. The consistent and persistent safety of students is what cultivates a trustful learning environment. Presently, we live in a time where not only students, but teachers are afraid to teach at schools. I do not have negative emotions working and being an employee of UCCS. Due to the safety and security of UCCS, I have been able to form strong relationships with students.

I have also been able to work with the same students across 2 and 3 school years. Strong relationships with students is vital to student growth, achievement and success. UCCS must remain open.





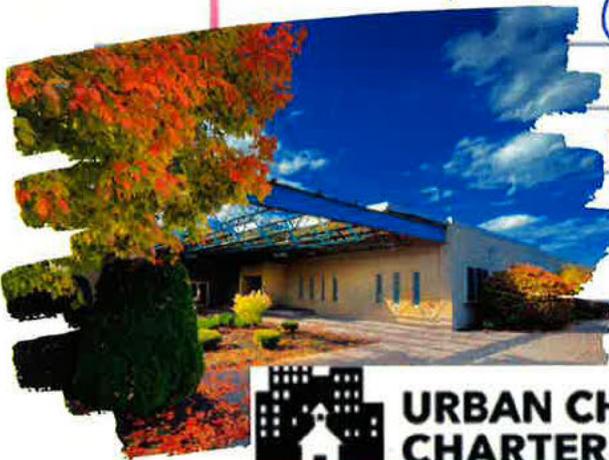
From the desk of

Mr. Campbell



3/24/23

My name is Mr. Campbell and I am a 5th grade Special Education Teacher. Urban Choice is a great school to work at. It is like a big family. Students and teachers work very hard together to learn new things. Seeing the students smiling faces when they understand concepts and when their learning blossoms. It will be sad to see it close because it is part of the Urban Culture in Rochester.



**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

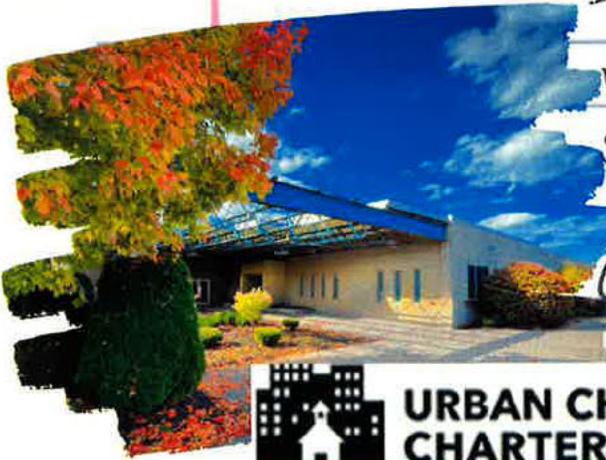


From the desk of

Shinyi Bowman



"In class we started with 'I love my school because...' work life balance, the daily encouragement I am treated equally. It is some challenging opportunities but nothing I wouldn't love to continue learning from. Our team work to accomplish goals for the students is everything. We are surrounded by people who work really hard at what they do. To have meaningful relationships with the students while implementing an Education Plan that fits each and everyone of them is why I love my school."





From the desk of

Mikel Colakoglu



I began my journey as a professional educator in 2007. I knew my passion was to work with at risk learners.

Despite the setting my teaching philosophy has always been "whole student focused". In December 2021

I was blessed to find a home as part of the faculty at Urban Choice Charter School. I have never worked with a

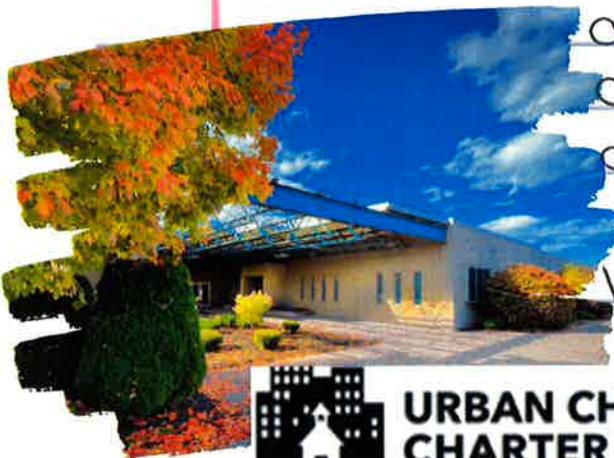
more dedicated, empathetic and supportive administration. I am

confident that our school is a model for NYS Every Student Success Act. Our social emotional learning supports are above and beyond the average school.

Our school is an institution of nurturing and opportunity, not just for

learning. I love working in a school with heart and truly believe closing this school

would be a disservice to Rochester's future leaders.



**URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION



From the
desk of

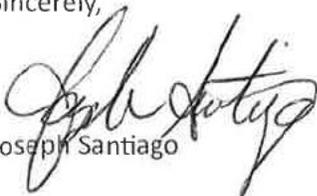
Joseph Santiago



To whom it may concern,

My name is Joseph Santiago, I am a 4th grade teacher at Urban Choice Charter School. I have been with Urban Choice since January 2022. Urban Choice is made up of a community of teachers, students, parents and support staff who are solely focused on the emotional and academic wellbeing of students. To close Urban Choice would be a disservice to its students and families who rely on Urban Choice as a safe place for their children to be educated. I have seen and experienced the depth of care and service teachers, and staff provide to students and believe that Urban Choice should be allowed to stay open and continue to serve the community.

Sincerely,


Joseph Santiago

REDEFINING URBAN EDUCATION



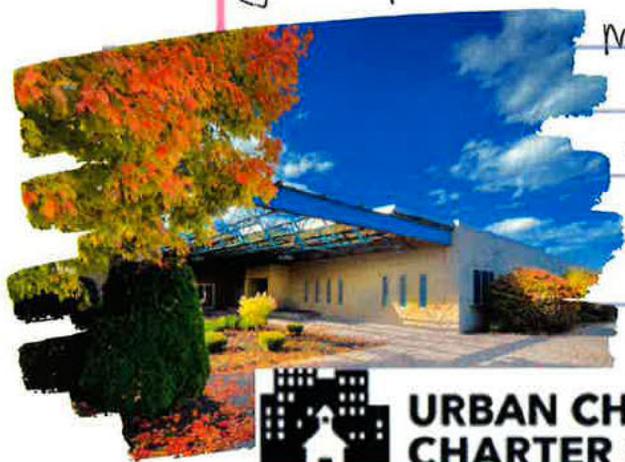
From the desk of

Bryan Christian



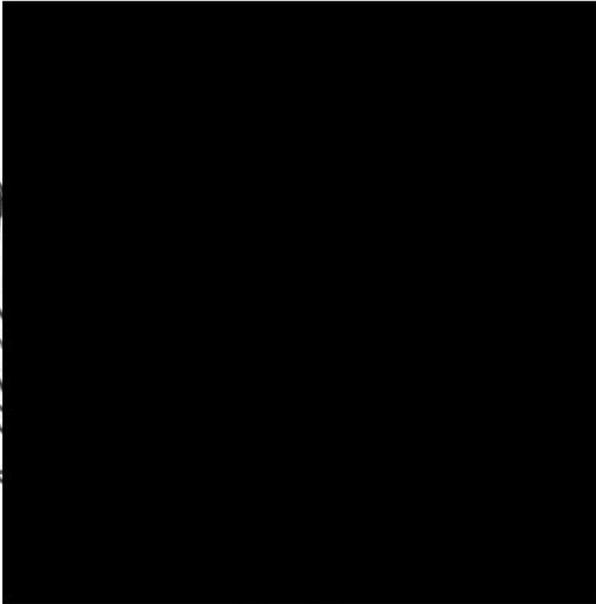
Dear, Reader

When I think about Urban Choice the first thing that comes to mind is Community. Our community provides a safe and inclusive environment for all students and staff. As a student support specialist in the building I take great pride in this. I have worked in many schools. Urban Choice is where I choose to stay because I truly believe in the greatness of this wonderful school and what we provide for our students.



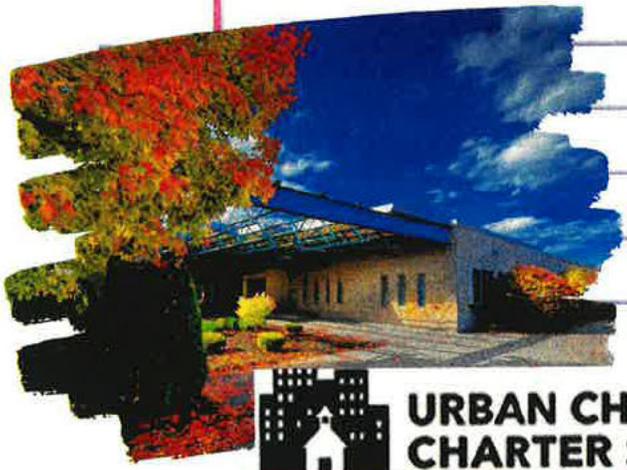


From the desk of



3/24/2023 5B
5th grade

Dear Board of Regents urban choice means to me there sweet kind and nice and if the school closed I would cry and I will feel sad because I've been going here since I was in kindergarten well I'm kinda of happy if the school close because if it does I will tell my dad to send me to 52 school my best friend that's where she go or my cousin school and thank you for every year sending the new York state exams out and this school means alot to me and if the school close I will miss my friends and teachers so please keep this school open and don't shut down.

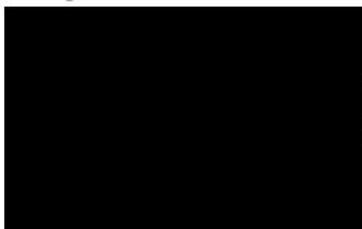


**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

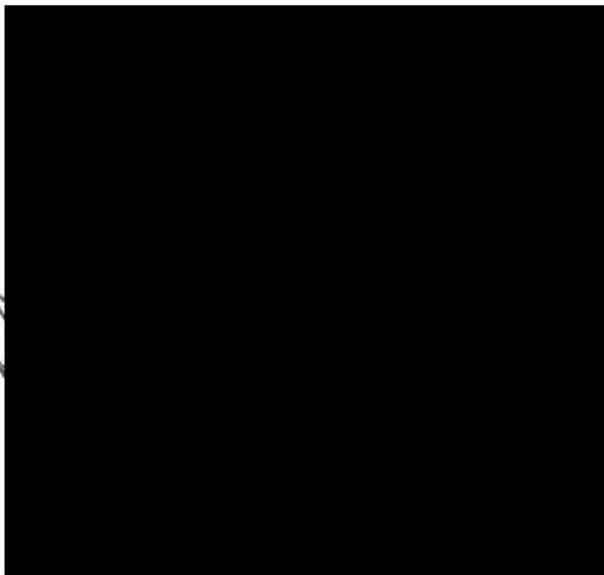




From the desk of



2023



dear Board of Regents,

Hi my name is



We all do not

want this school to

close. I am happy to be

here and this is my

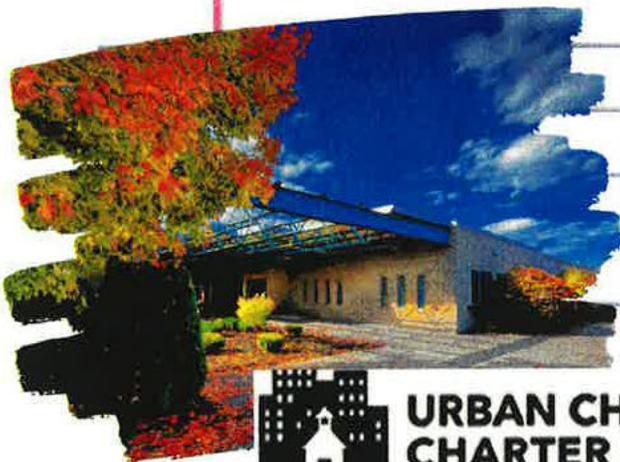
first year here I love it

and if it close I'm going

to miss it and my

friends. All teachers

will miss us.



**URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION

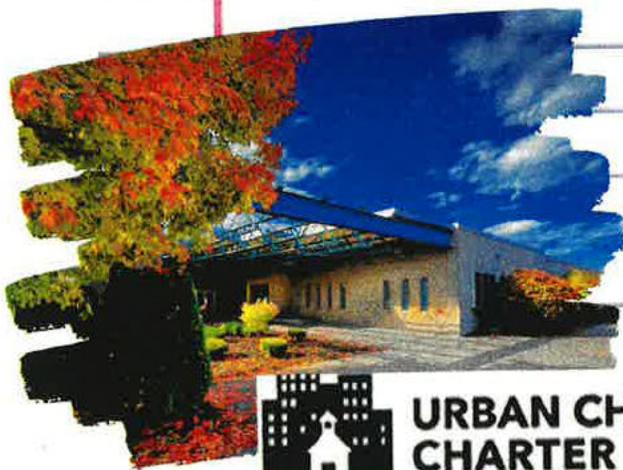




From the desk of

Dear Board of Regence,

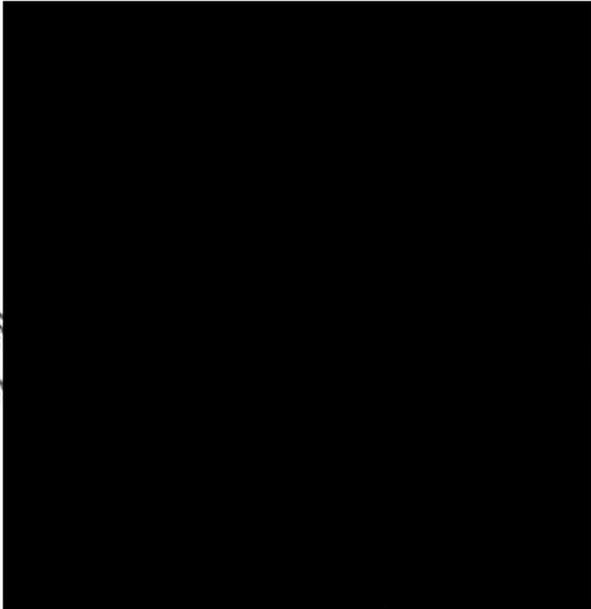
I think Urban Choice Charter School is an "OK" school because we barely get any breaks but when we do get breaks it be kinda fun. Urban choice kinda mean alot to me because I've been here since kindergarten and now in 5th grade. If the school was to close I'll be sad and happy at the same time because I will miss my friends and certain teachers. But most of the teachers are bullies and rude towards students.



**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



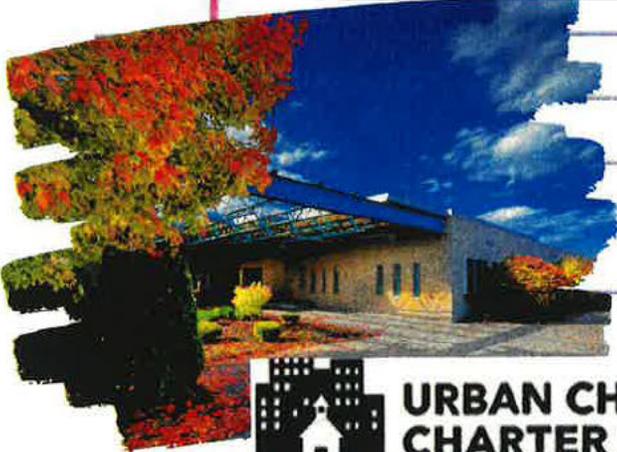
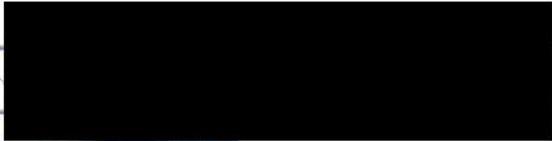
From the desk of



Dear Board of Regents

Urban Choice means a lot to me they helped me meet others and they taught me every thing I know now. I really love the staff and my class mates. I have been with them since kindergarten. I would hate to see the school close.

from

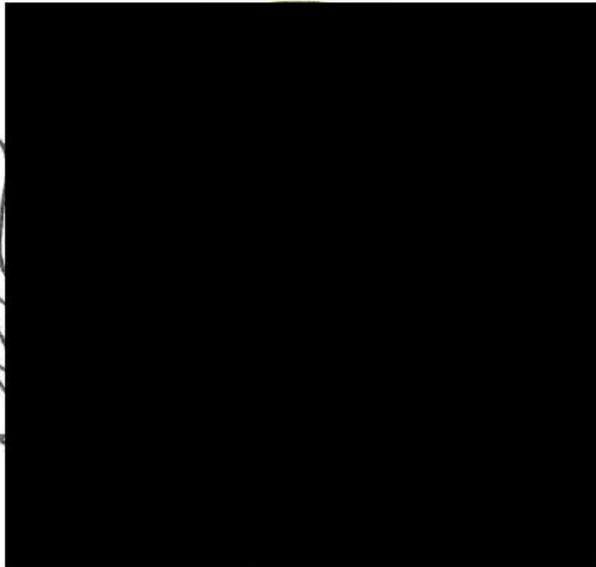


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CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



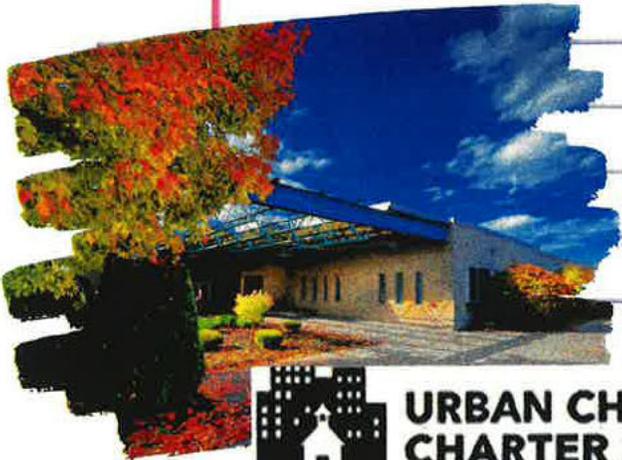


From the desk of



DESK OF [REDACTED]

Hi my name is [REDACTED] I'm in 5B. I like UCCS because everyone is nice. I would be sad if UCCS closed because it would be scary to go some where i'm not sure is safe. I love UCCS because if i need help i can ask.



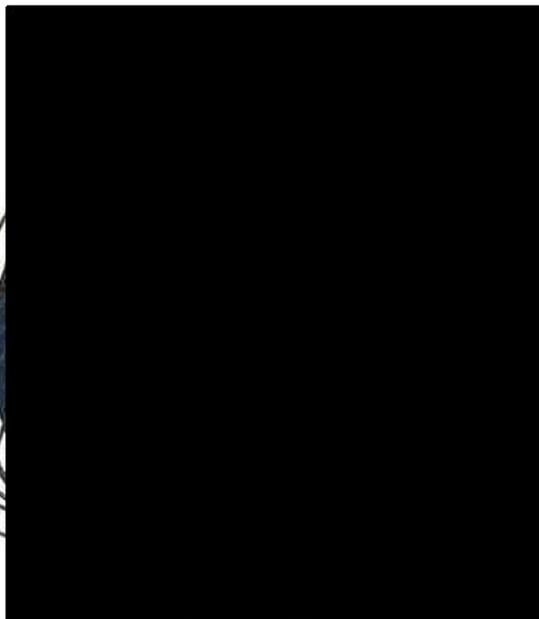
**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



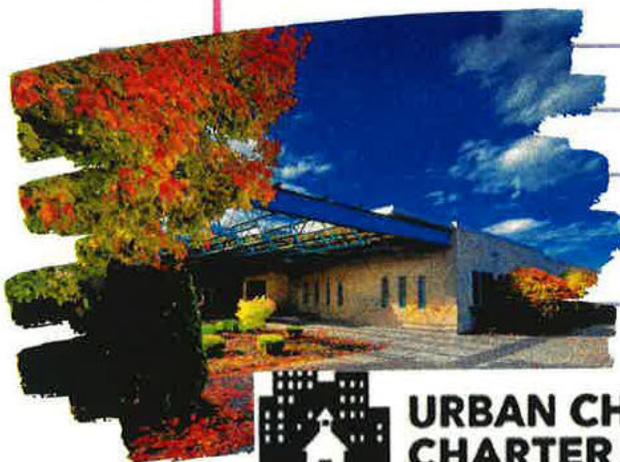
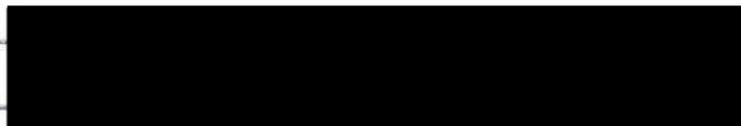


From the desk of

Dear Board of Regents



Urban choice means alot to me, My friends my teachers and my learning skills and if the school close down it will be sad. I have been here for three years. This school means alot to all of us please do not shut my school down. I would be sad if my school is gone the next day and can't learn we need to keep our school.♡

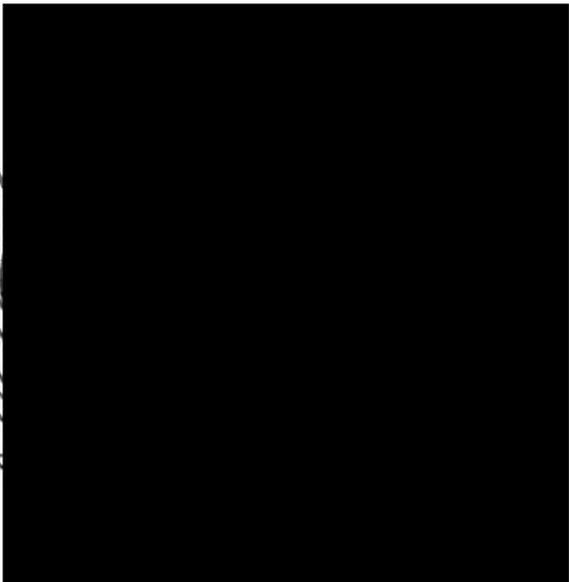


**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



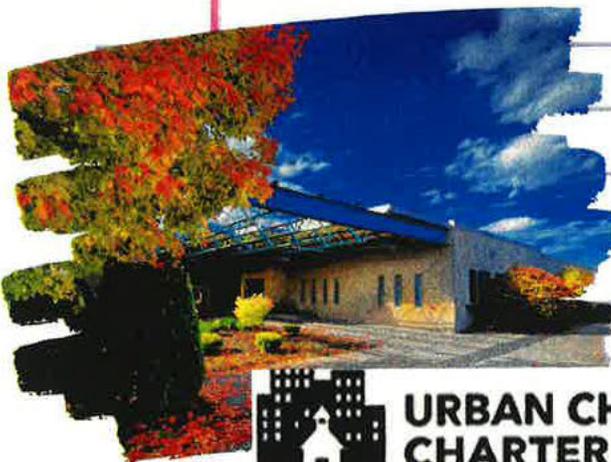


From the desk of



Dear Board of Regents

UCCS means alot to me because I have been here for 6 years and I love some teachers and the way that everybody teaches and I would feel happy if the school close down because I would not have to get selected at in the face of wear less care and that's why I think the school should close down.



**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION





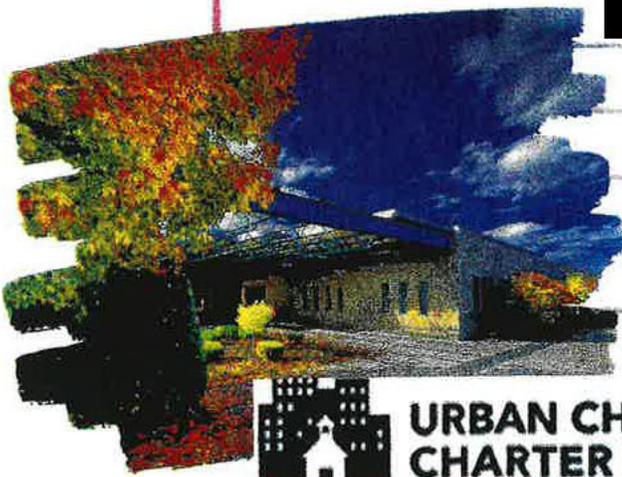
From the desk of



Dear Board of regents

Hi I'M [REDACTED] im mad
that this school is closing.
because the teachers are
nice and every one else that
has been nice to me urban
choice mean a lot to me
because of studying and the
friends i made

[REDACTED]



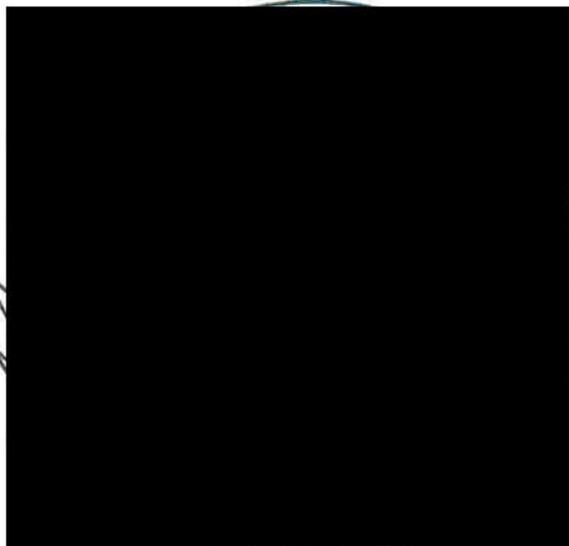
 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



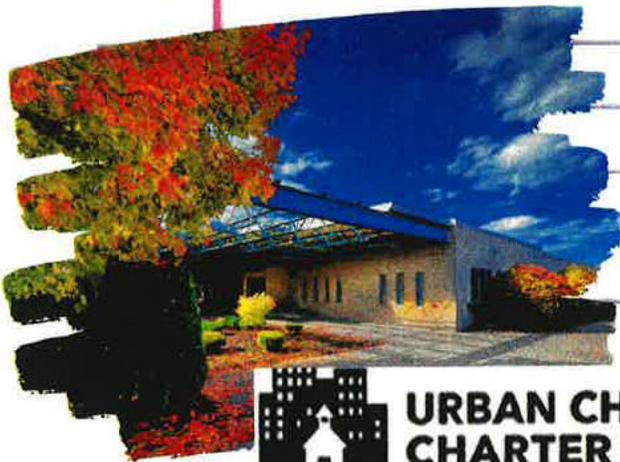


From the desk of

Board of Regents



My name is [redacted] I don't think urban choice charter school shouldn't close because I will miss my friends the teachers/staff and this school feels like my second home where me and my friends live. I will feel sad that I can't see my friends anymore.

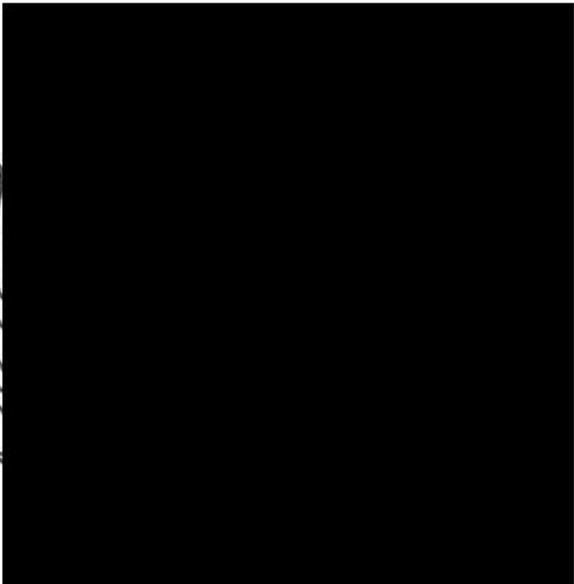


URBAN CHOICE CHARTER SCHOOL
REDEFINING URBAN EDUCATION

By: Javi'on

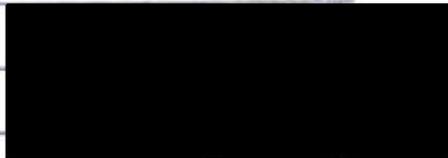
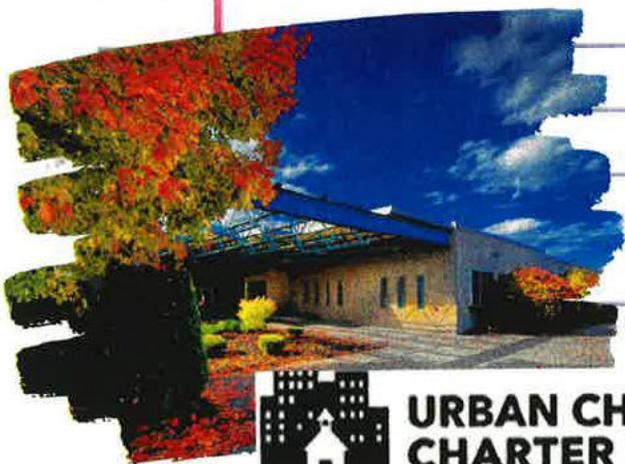


From the desk of

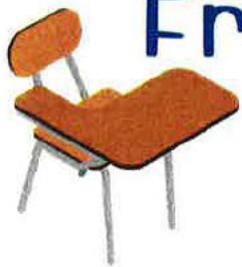


Dear Board of Regents,

Urban Choice means a lot to me because of the good staff. I feel like if UCCS closes I will be sad because I'm leaving the good positivey and my friends.



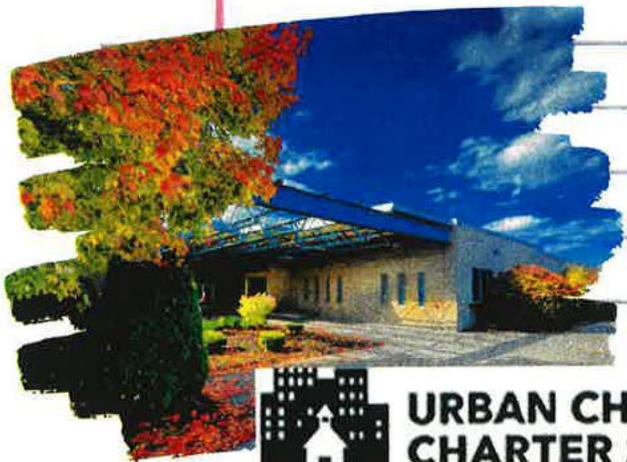
**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of

I look you

Dear [redacted]
In school I have learn
about math and reading
and science and I want
to get better at my hand
writing and my work

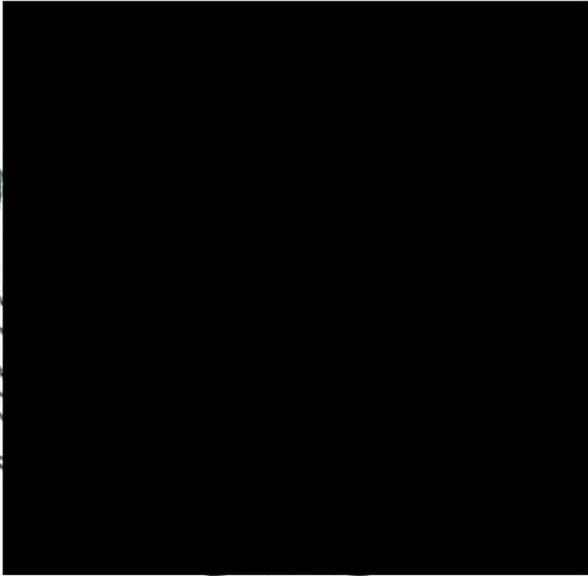


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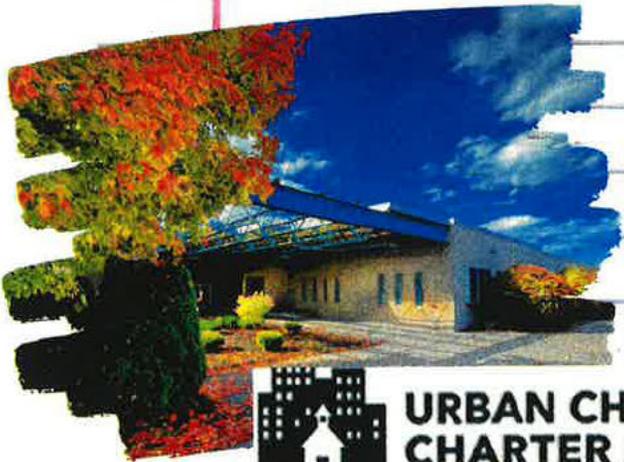




From the desk of



Dear
 In schools
 math
 I love worksheets.
 I like
 my teachers and
 friends.

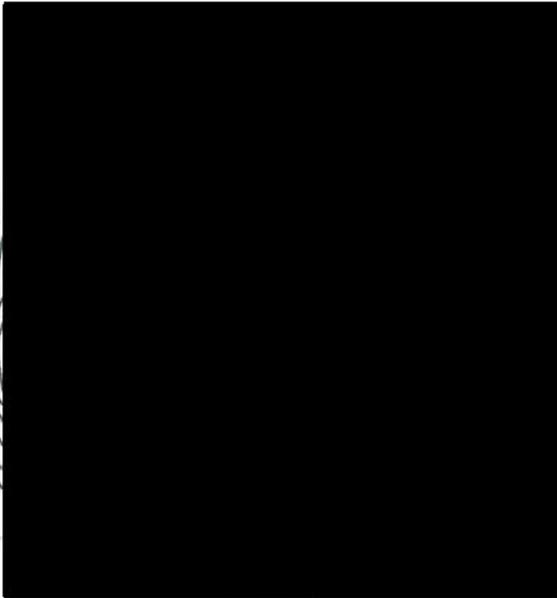


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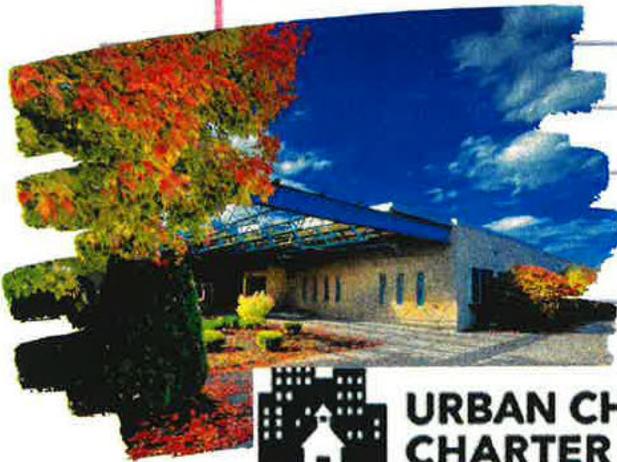


From the desk of



In school
we learned about math

In school I like to read.

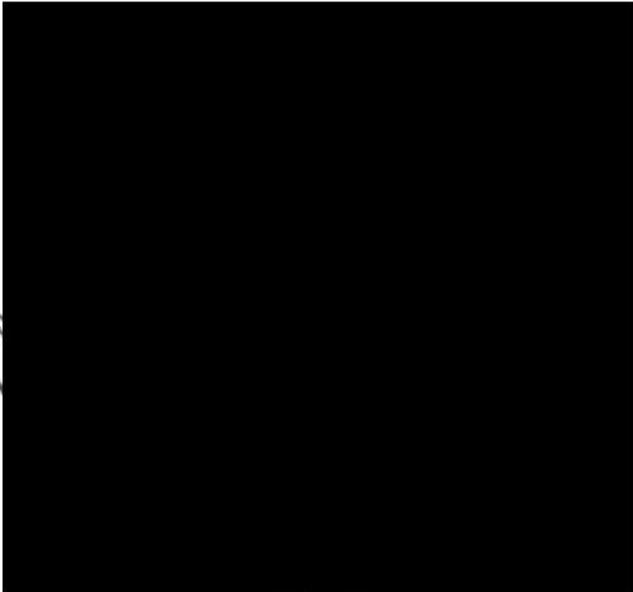


**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION





From the desk of



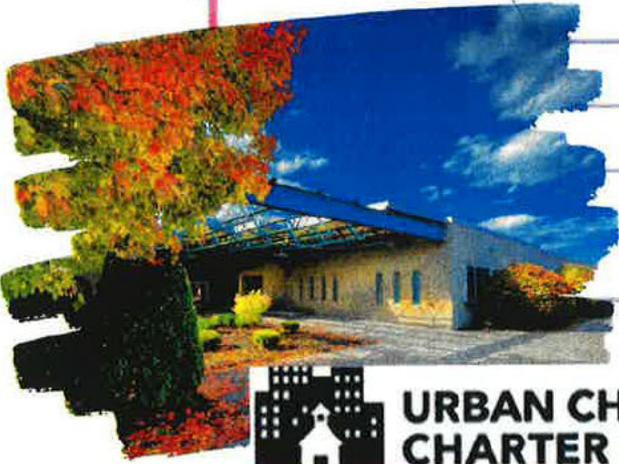
Denim

Park

I love UCCS

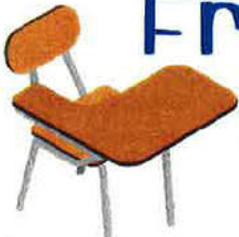
I like to learn

The alphabet

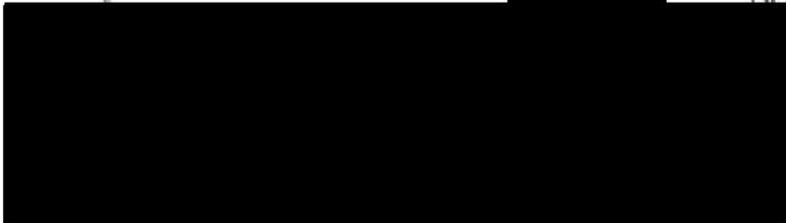
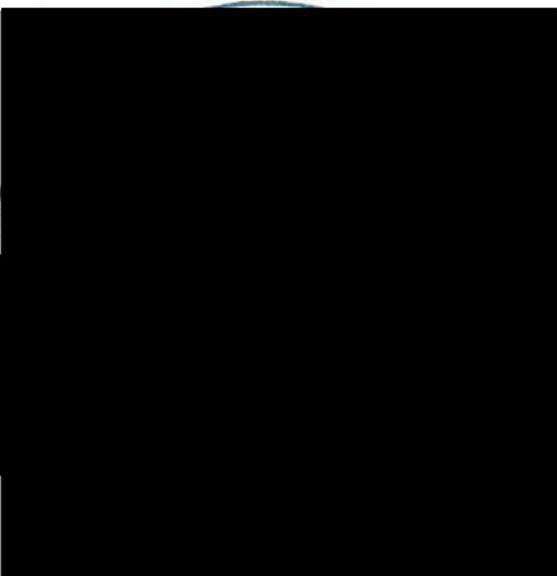


**URBAN CHOICE
CHARTER SCHOOL**

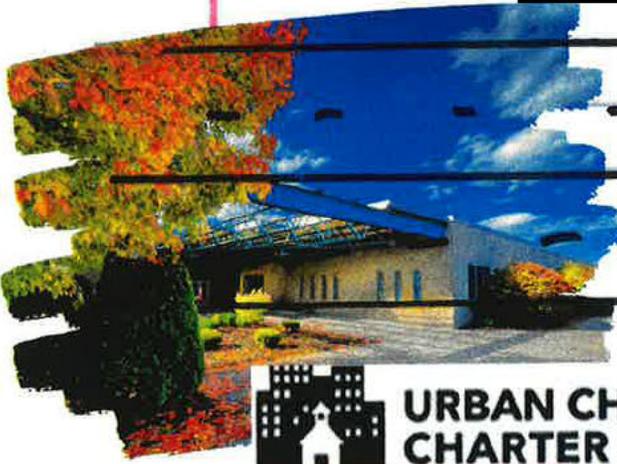
REDEFINING URBAN EDUCATION



From the desk of



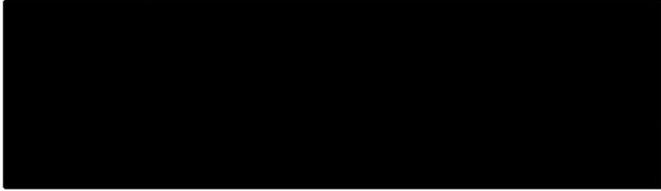
I love UCCS.
I like to
spell and dance.
and



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



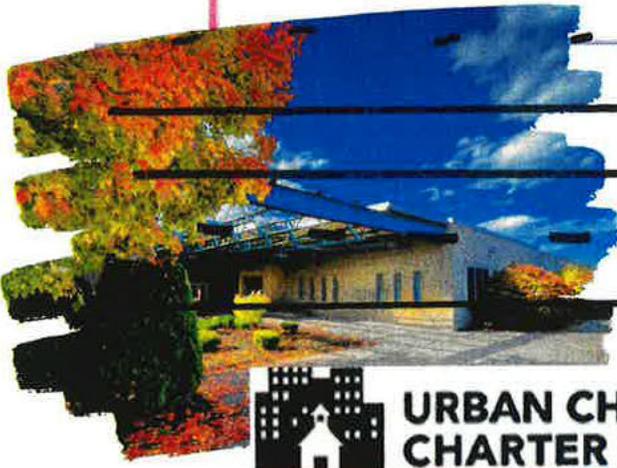
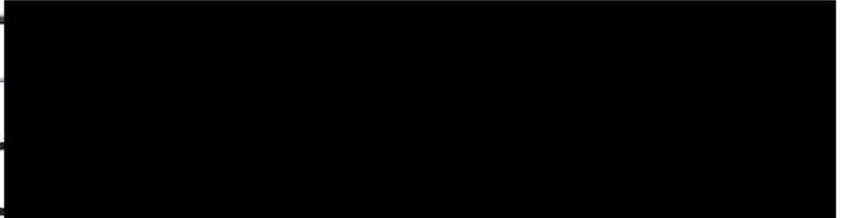
From the desk of



I love UCCS.

I like to play with

the toys and dance.

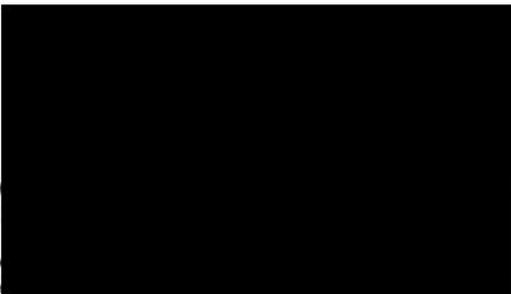


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

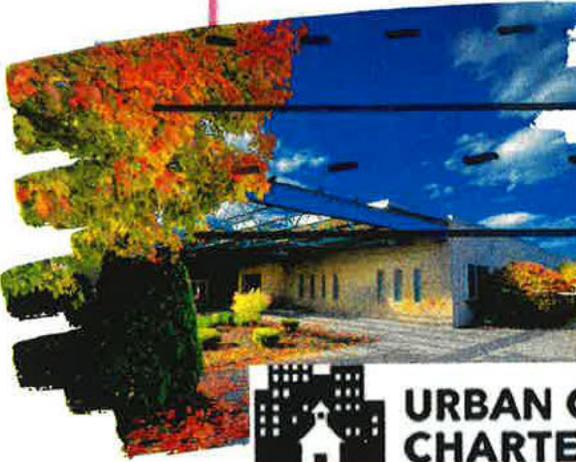




From the desk of



I love - UCCS. I like
to - play - with -
puppets and draw
pictures.

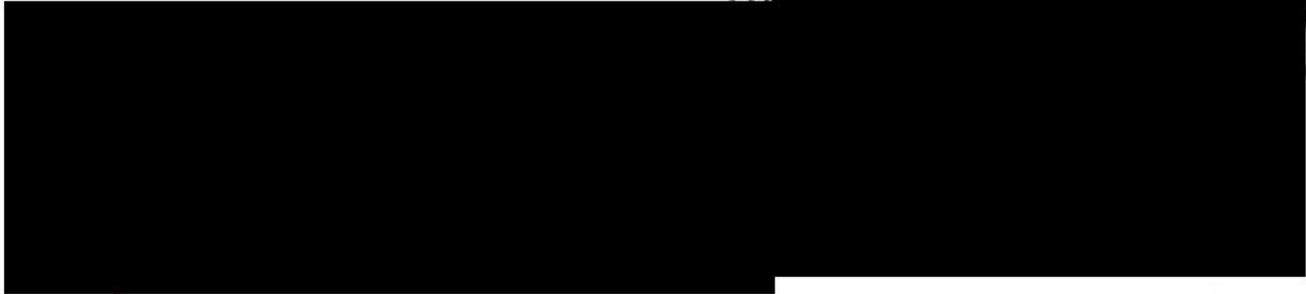


URBAN CHARTER
REDEFINING URBAN EDUCATION

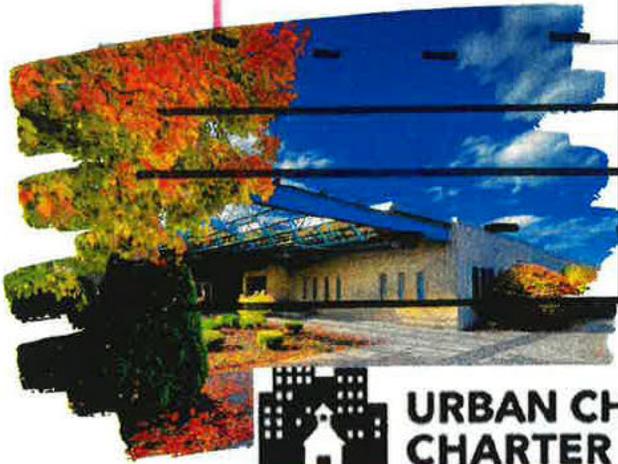




From the
desk of



I love UCCS,
I like to play
and color.



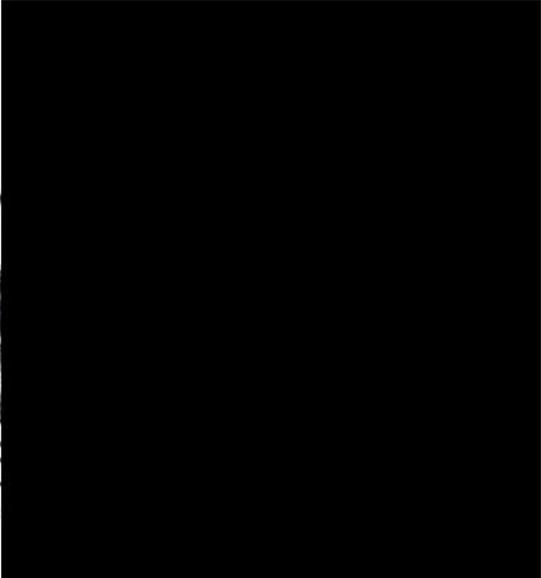
 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION





From the desk of

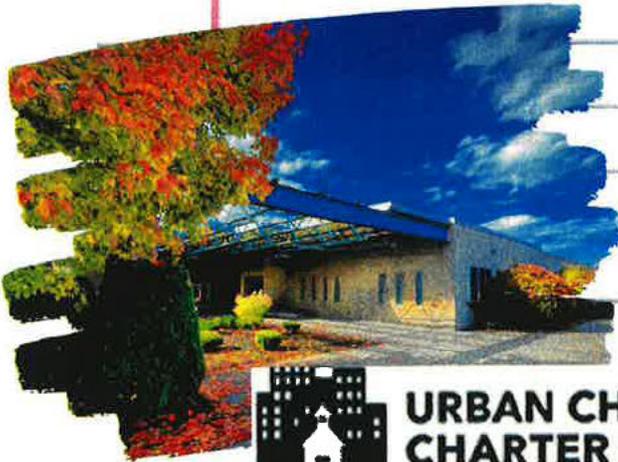
RICKY



Dear Reader

In school I learn about science

My favoo pithing
To do a sc^o / D
DO EOC CLASS
I have enjoyed
with this letter from you



**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

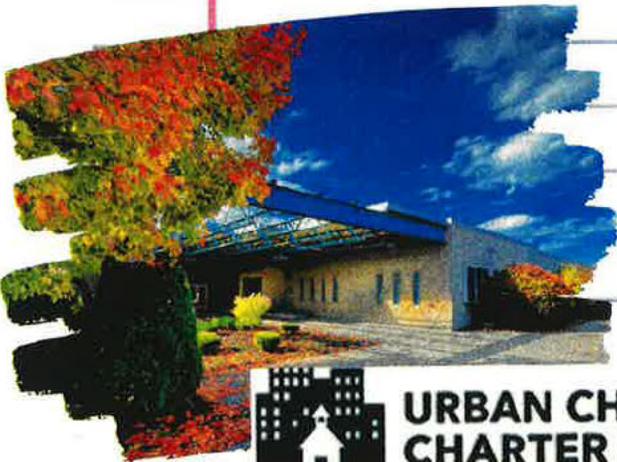




From the
desk of

Dear _____

In school I
have learned about
writing in a book
In school I like math

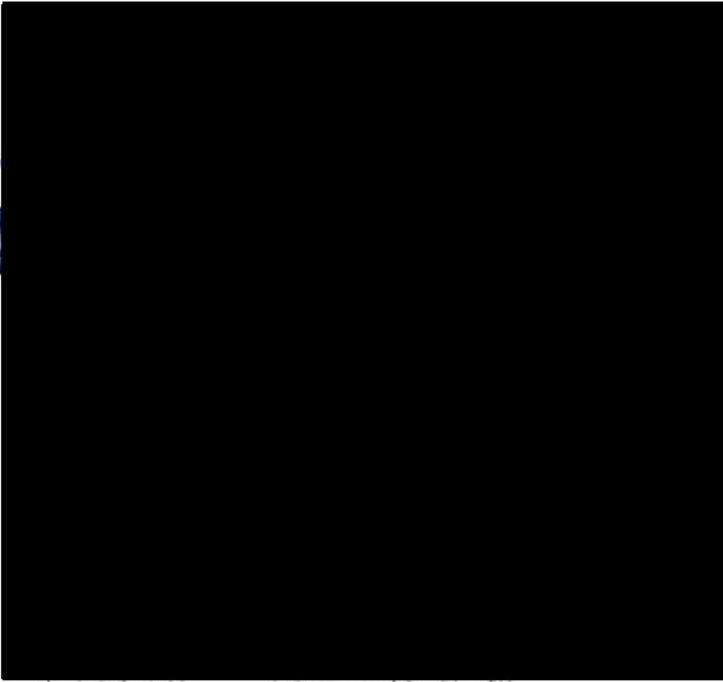


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CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



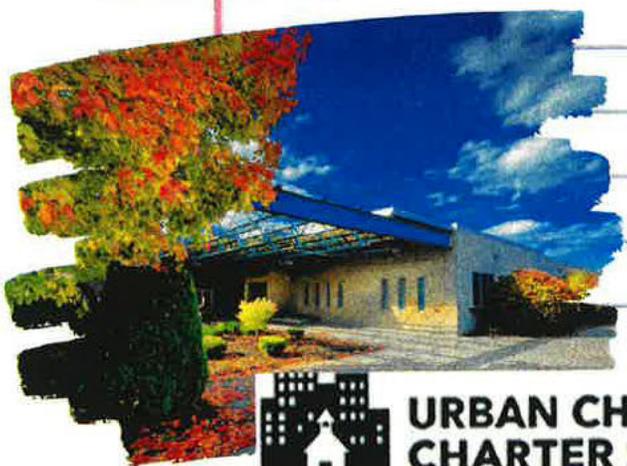


From the
desk of



Dean Reiden

In School I have learned
about $10,000 + 20,000 = 30,000$
Yesh. In School I like recess and
friends



 **URBAN CHOICE
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From the desk of

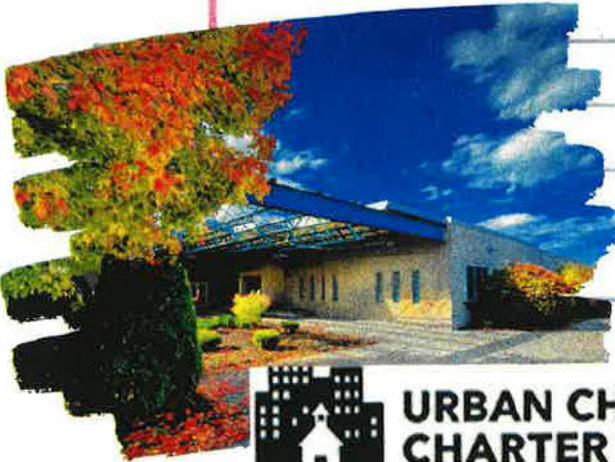
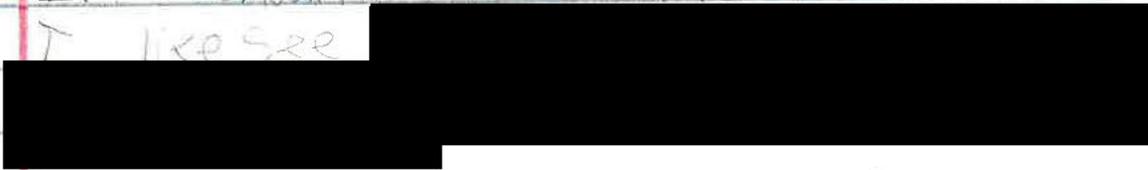


Dear Readers

In School I have learned about how to write better and learned how to make a "d" better.

In School I like music.

I like see



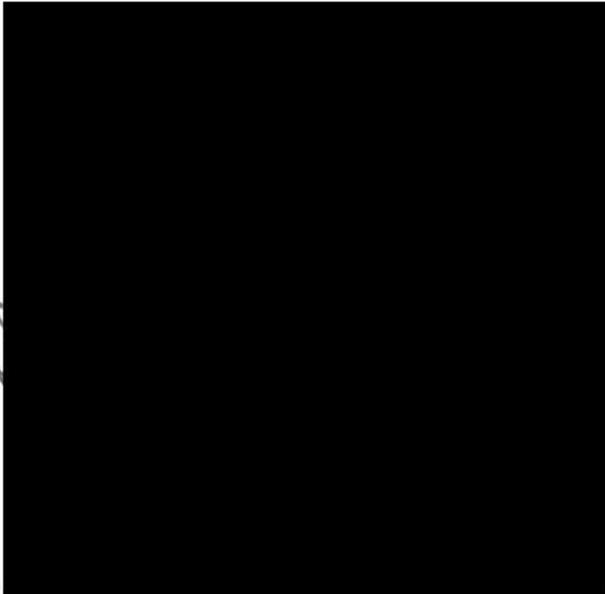
**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



3/22/03



From the desk of

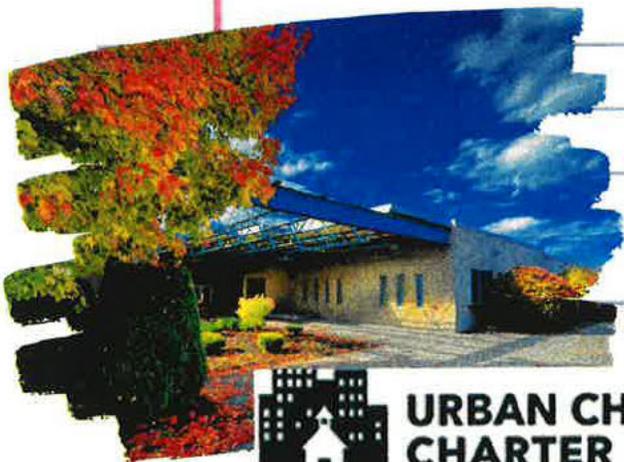


Dear Reader

In school I have learned about math

In school I like

I like math and Line Leader

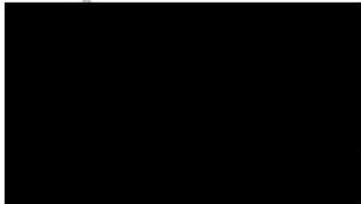


**URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION



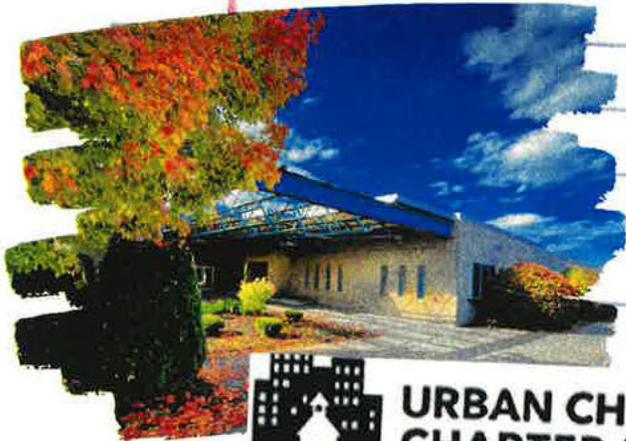
From the desk of



Dear Reddy

In school I have learned about math

In school I like math and reader



 **URBAN CHOICE
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REDEFINING URBAN EDUCATION

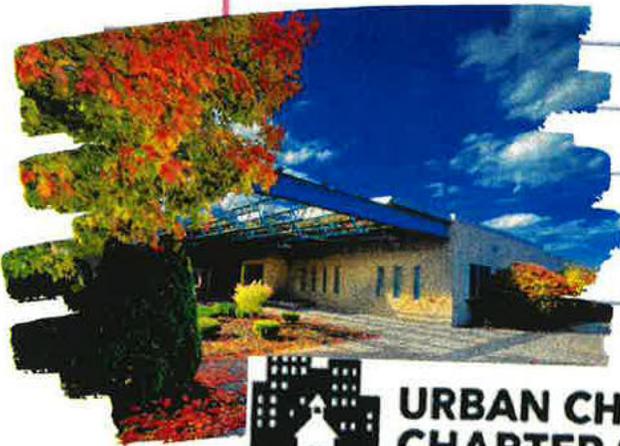




From the desk of



Dear Reader
In school I have learned
about
Reading and ELL

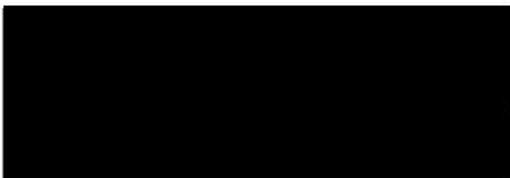


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CHARTER SCHOOL**
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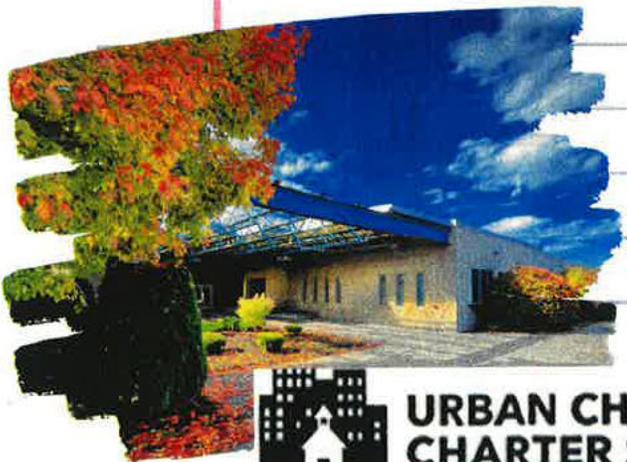




From the desk of

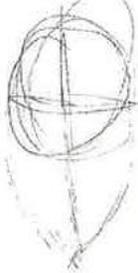


I went to get
 Beth at Reading and math
 and reading books and my horse
 goes riding and I like my
 teacher

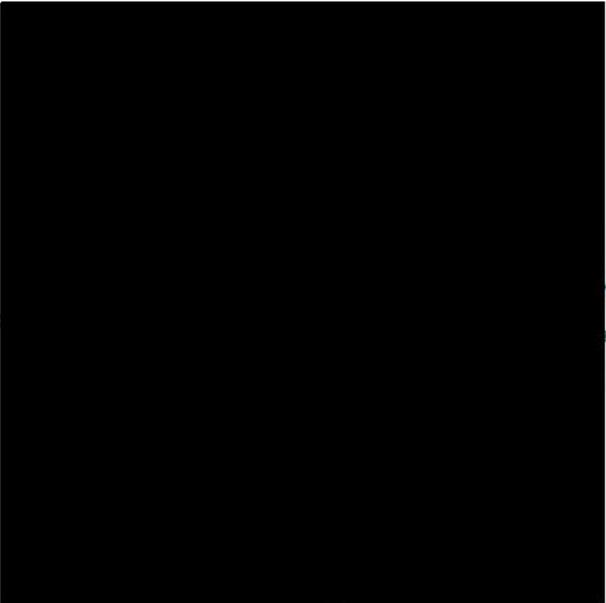


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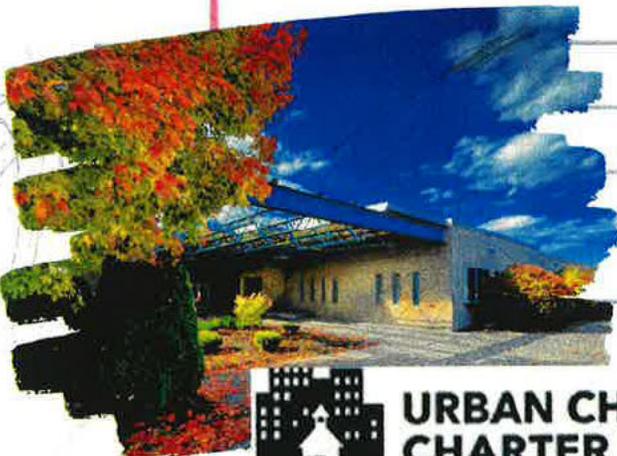


From the desk of



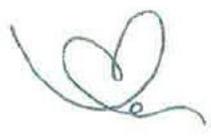
Dear Kater

In School I have
learned about spelling and math
and honest. I like seeing

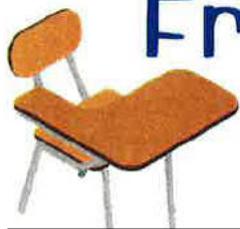


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CHARTER SCHOOL**

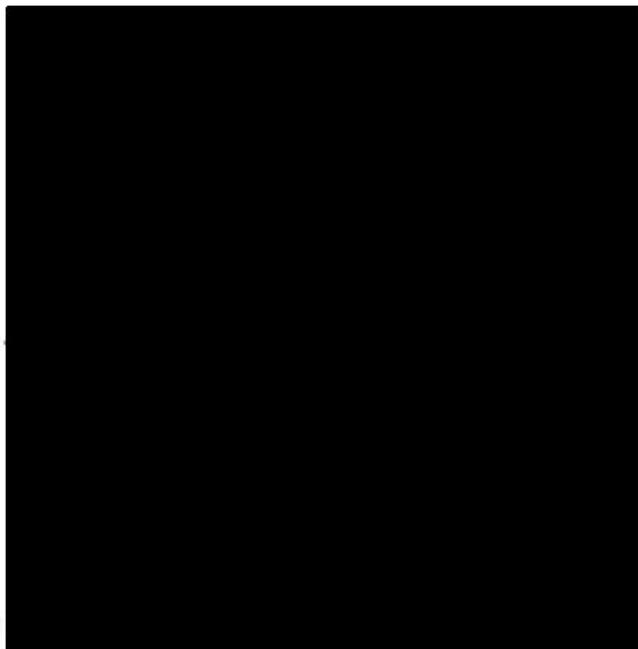
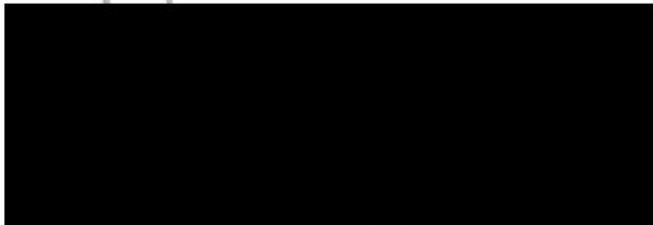
REDEFINING URBAN EDUCATION



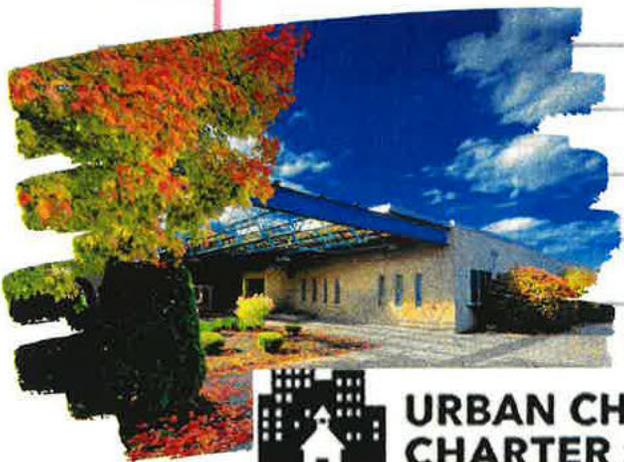
Maya Yuda



From the desk of

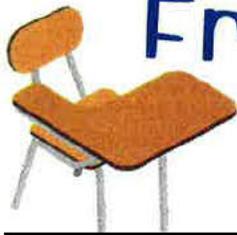


Dear [Redacted]
 In school we
 learned about adding
 my favorite subject
 is math in school
 like you in school
 thank you for being
 school



 **URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION

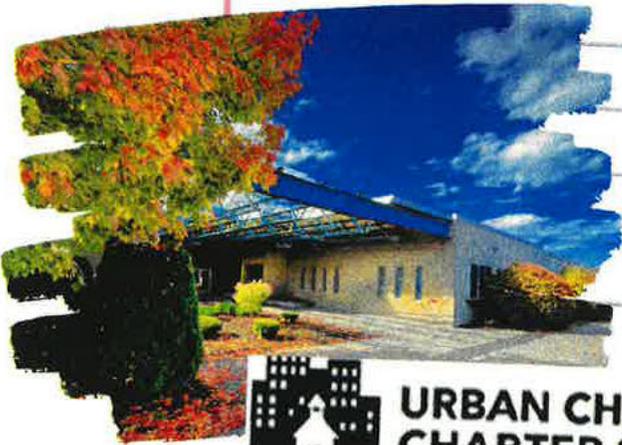




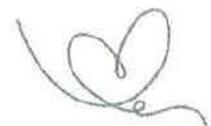
From the
desk of



I learned math
I like gym
I learned iReady
I like every thing

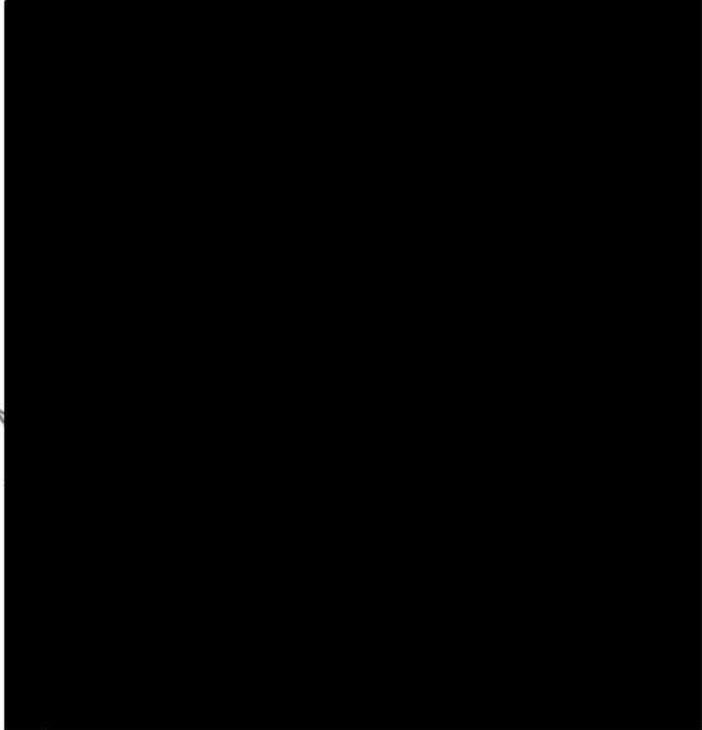
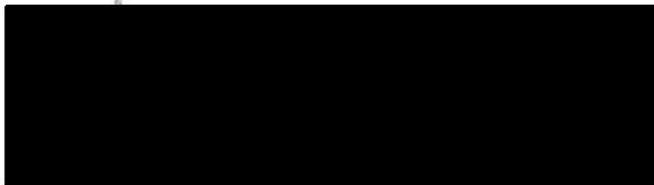


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION





From the desk of



Dear Reader,

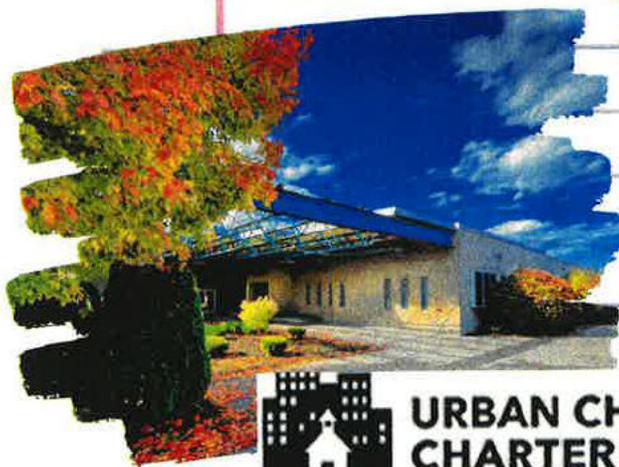
In school, I have learned how to do math and how to read and write and!

spell sit wrs, and wut I like about school is my teacher and my

class man this is the best school in the world

I love to be at school I love every body

In the school Love school and Mrs. Parris is the in the world.



**URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION



+



From the desk of



In schools I have learned about LA School. I like my teacher, reading base library books, reading and math, my friends.

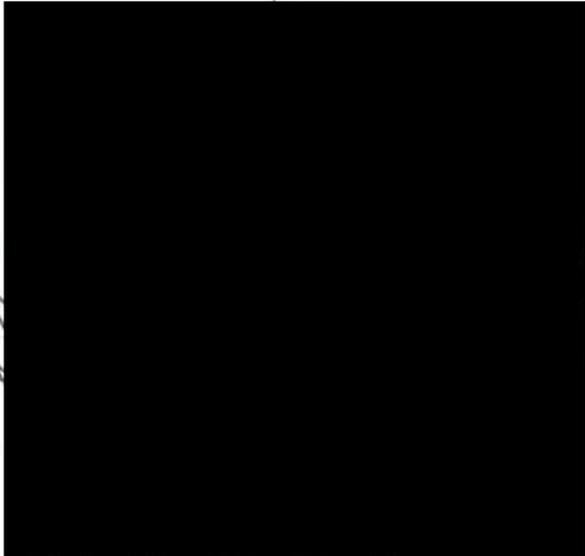


URBAN CHOICE CHARTER SCHOOL
REDEFINING URBAN EDUCATION





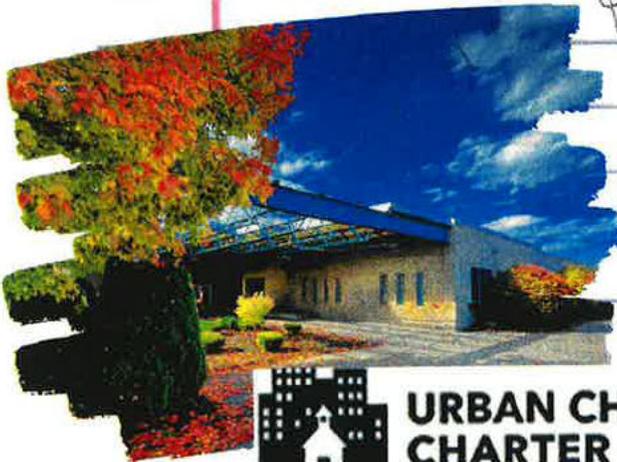
From the desk of



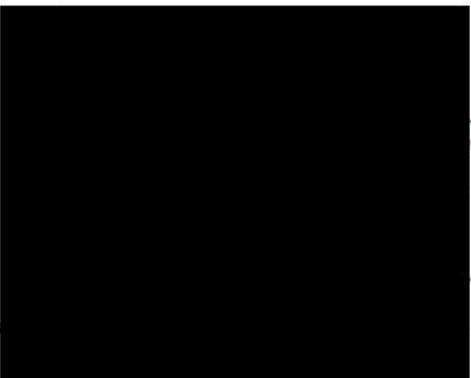
Dear Leader,

• one thing I hear about the school is that when I get Bert and I have teachers that want to get present with me and the kids calm down.

Another thing that I hear about school is that we do relay races in gym with my classmates so I can help to Brian and to my friends.



**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



Dear board of Regents

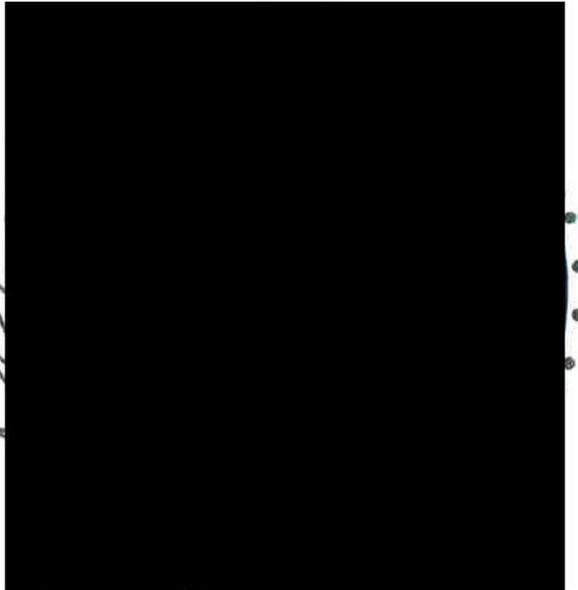
My name is [REDACTED] and I am a 5th grade student at Urban choice charter school. There is genuinely only one thing i like about this school, and that is the staff.

The staff is MOSTLY filled with good, kind, caring people. I would hate to see them struggle for a job if you close the school. please dont shut the school down.

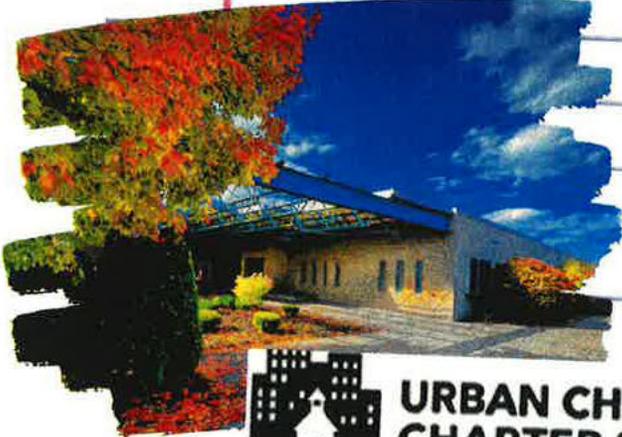
Yours
[REDACTED]
truly



From the desk of

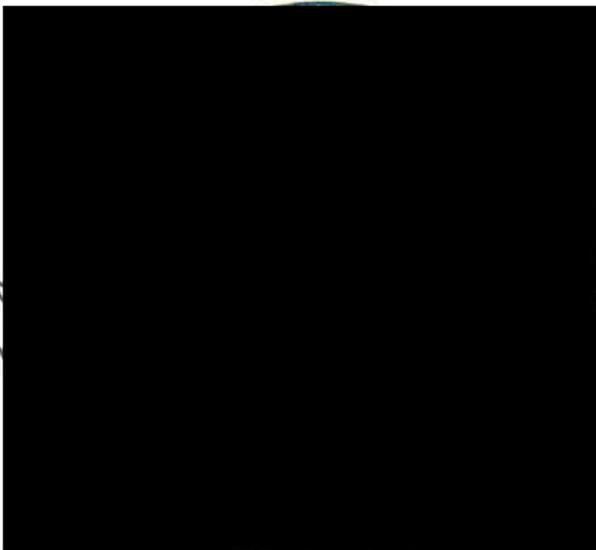
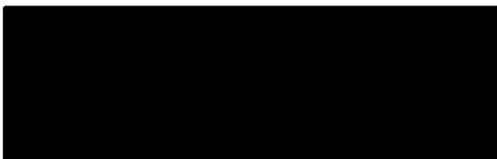


Dear board of regents My name is [REDACTED] I am a 5th grader at Urban Choice Charter School. This School means a lot to me because I went here for 4 years now. The teacher are great. The councillers are great. This School means a lot to me because when I first come here they made me feel welcomed. I would feel disepoined if the school close. This is a happy place. They make me feel safe and they are my family. This is why they should not close the school.

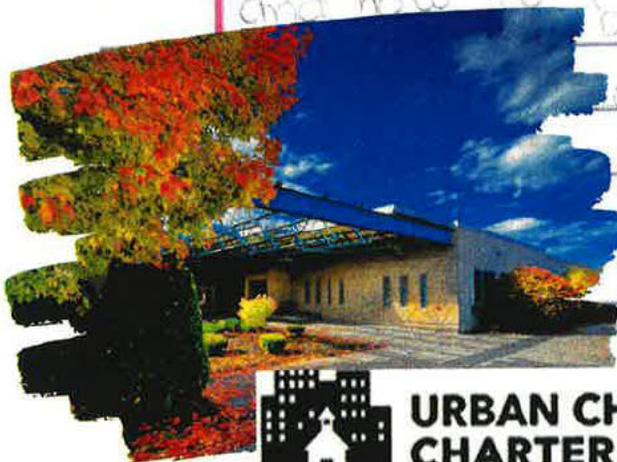




From the desk of



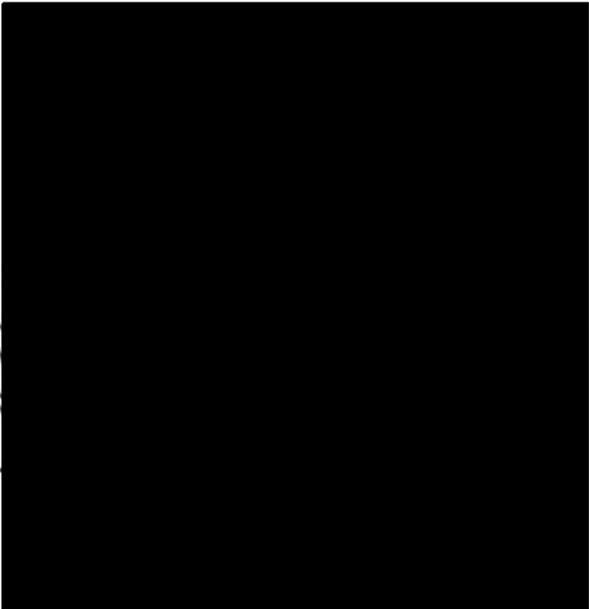
Dear Board of Regents, my name is [redacted] and I am a 5th grade student at Urban Choice Charter School. Urban Choice Charter means something to me. It has taught me how I can get better, and smarter. Thank to my teachers Mr. Delude, and Ms. Lott, Mr. Delude teach us how to get better, like for the New York state test he made us practice so we can succeed it, so I thank him for that. Ms. Lott teach us how to be respectful, and how to be sure when we need to, and she is with us all the time, so I thank Ms. Lott for that. If Urban Choice Charter close I probably be sad because I had so much friends.



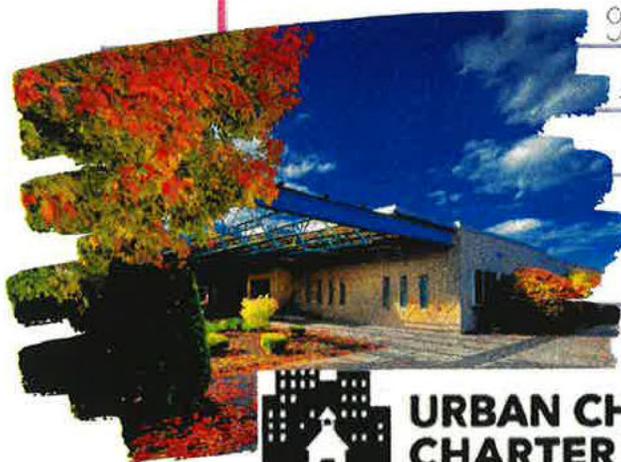
**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of

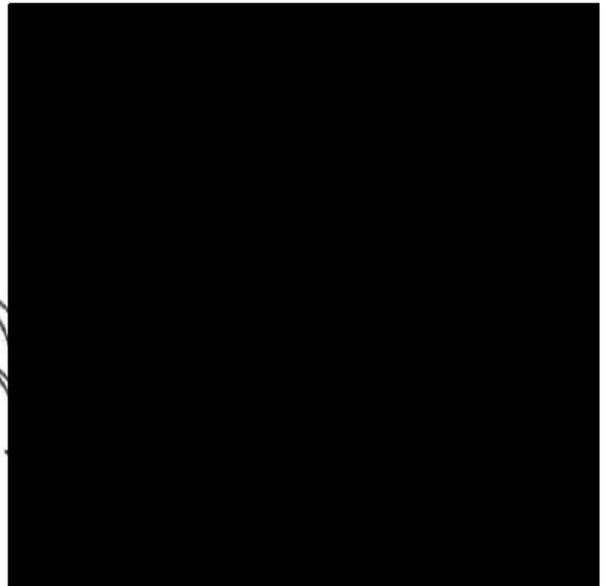


Dear board of regents,
 My name is [redacted] and I am a 5th grade student at urban choice charter school. Urban choice charter school has done a lot for me. It makes me feel safe and comfortable. If urban choice charter school closes I would feel sad, mad, and heart broken. I like attending this school because the Ta's and teachers are really nice and kind here. I thin kurban choice charter school is great because i learned a lot from it. I want the school open because I've been here for a long time and i love it here.





From the desk of



Dear Board of Regents I am
 from UR Bar Choice Charter school, and
 This school make me feel happy and
 IF This School close I will
 Be sad this school take good care
 of us. and This school helps when
 We need it. This school Has good
 Teachers IF this school closes
 I will Be sad because this school was
 a good school and IF it closes
 We cant never get
 the same nice
 teacher



**URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION



From the desk of



Dear Board of Regents

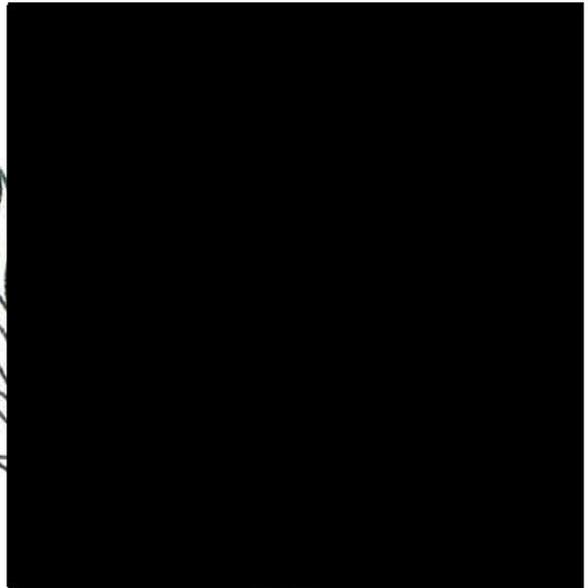
My name is [redacted] and I am a 5th grade student at Urban Choice Charter School. A thing about urban choice is the care there for you. The thing about the teachers and staff are always there whether it's a math problem or speaking a unknown language, they are supporting you no matter what. One thing I like about urban choice is the teachers they take care of you. They like your parents at school. They make sure you're happy. So all I ask is to not close the school. Thank you for your time.

Sincerely [redacted]



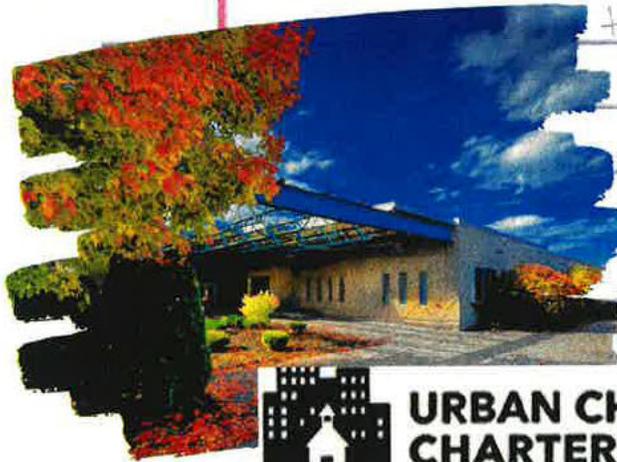


From the desk of



Dear Board of Regents,

My name is [redacted] and I am a 5th grade student at Urban Choice Charter School. Urban Choice means a lot to me, I have very good memories here and I don't want that to end. Our school has done a lot for us, like when we are not trying our teachers encourage us to do that. If Urban Choice closed, I would feel disappointed because I have been here for 6 1/2 years, and I want to keep those years going until 8th grade. If I'm being honest our school is the greatest that I know, I don't know what better school there is than this one. Our staff are amazing they really take good care of us no matter what. I would like Urban Choice to stay open because all of my friends, teachers and classmates I don't want to lose them.

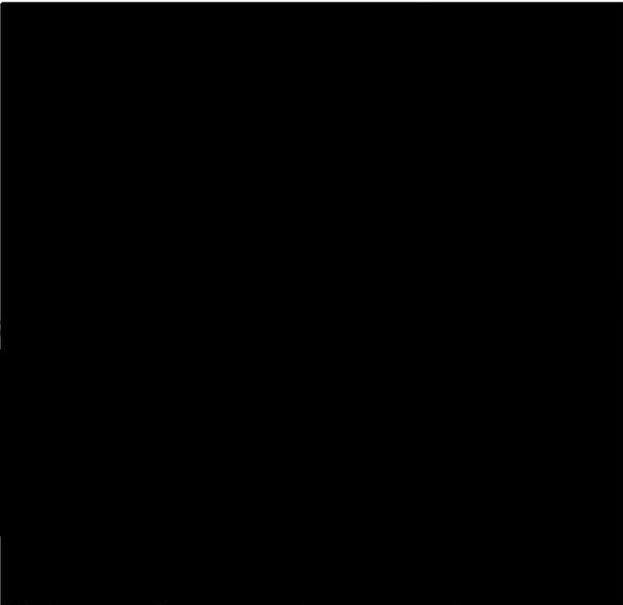


 **URBAN CHOICE
CHARTER SCHOOL**
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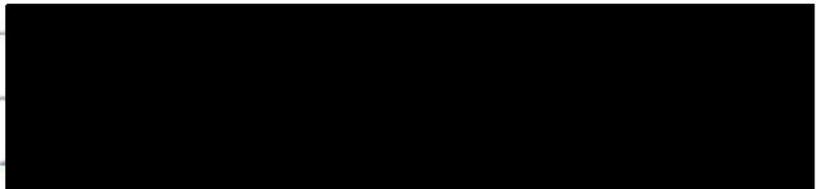
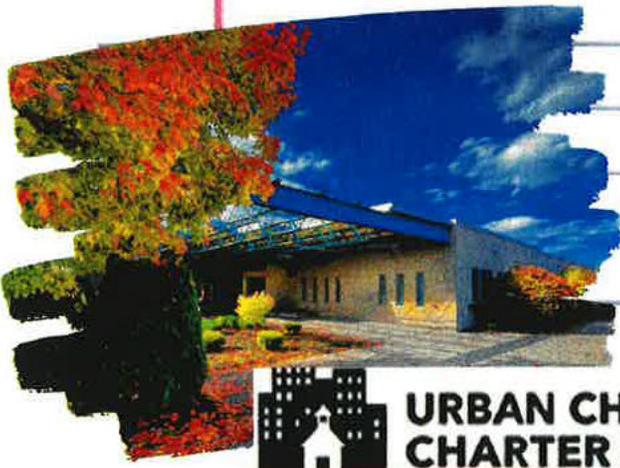


From the desk of



Dear Board of Regents

My name is [redacted] and I am a 5th grader in Urban Choice Charter School, UCCS is a great school for me. If it closes I will be sad. Attending UCCS is the best. UCCS is great because it has the best lunch. The staff is great they make me right at home the best, that's why I want the school (UCCS) not to be closed.

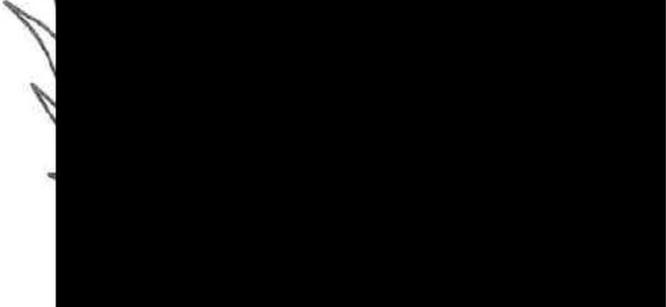
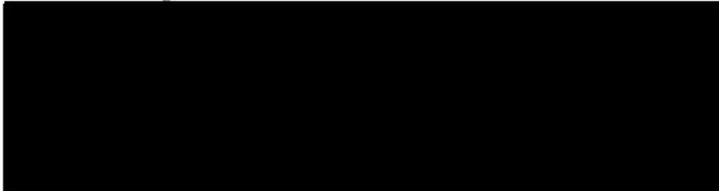


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

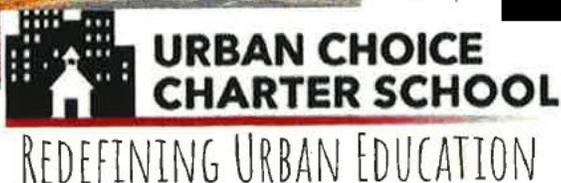
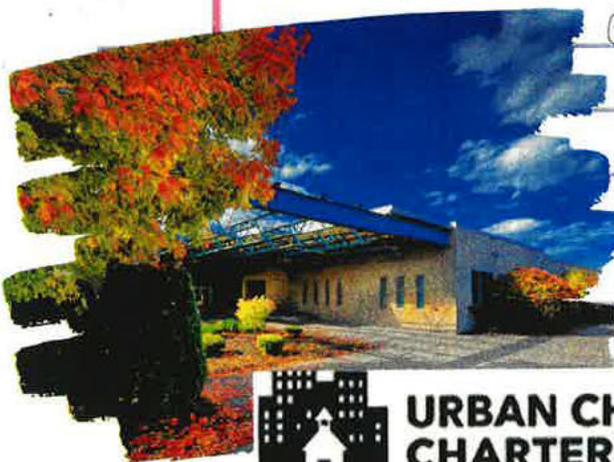




From the desk of

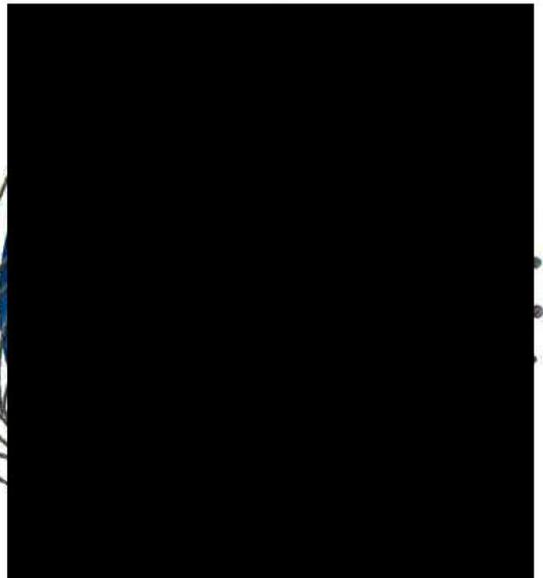


Dear Board of Regents, my name is [REDACTED] and I am a 5th grade student at Urban Choice Charter School. This School means so much to me. This school has helped me with friendships fun and learning what I like attending this school is I met my best friends urban choice is a great school the staff and teachers make me feel like we are family I want this school to stay open because, I have been in the school since kindergarten I want it to stay open by [REDACTED]

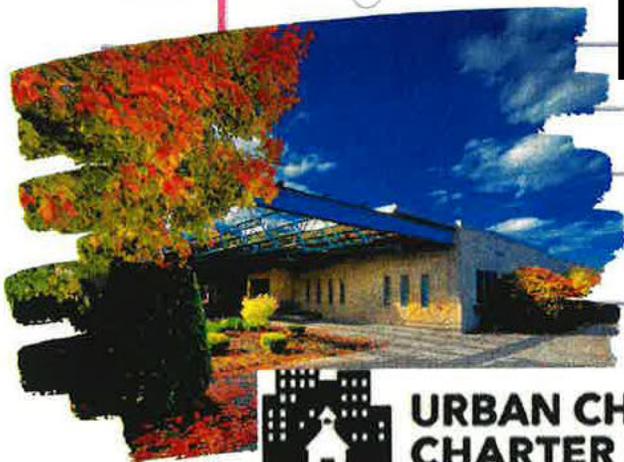




From the desk of



Dear board of Regents, My name is [redacted] and I am in 5th grade at UCCS/UC Choice Charter School. From the Amazing School I learned that being good equals good rewards. If UCCS closes I would be very sad and hurt. I like attending UCCS every day. I think UCCS is a awesome school because teachers are so nice and helpful. Really hope UCCS stays open.

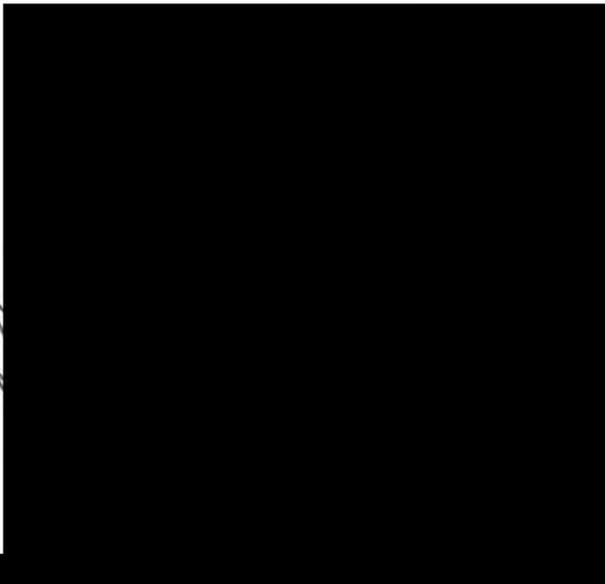


**URBAN CHOICE
CHARTER SCHOOL**
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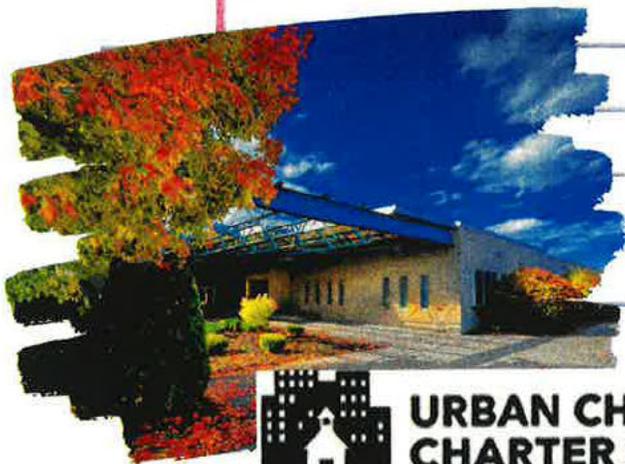
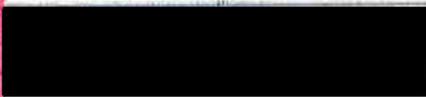




From the desk of



My name is [redacted] and I'm a 5th grade student at Urban Choice Charter School. Urban choice helped me out a lot with both online and in-class projects. I would urban choice charter school if it was open because of my teacher. I have been here since 1st grade and I would like to be able to attend [redacted]



URBAN CHOICE CHARTER SCHOOL
 REDEFINING URBAN EDUCATION



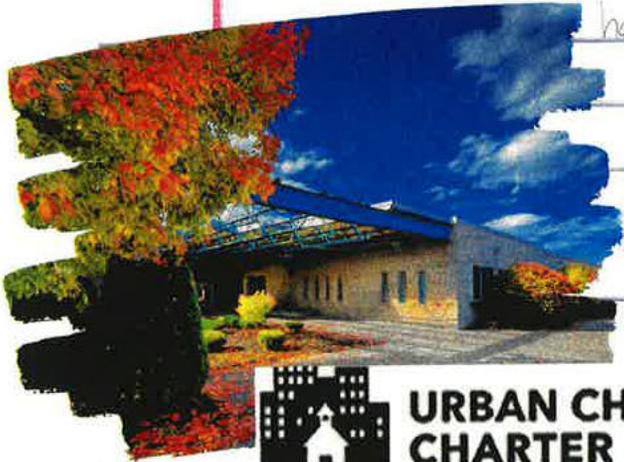
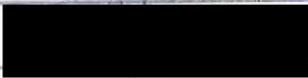


From the desk of



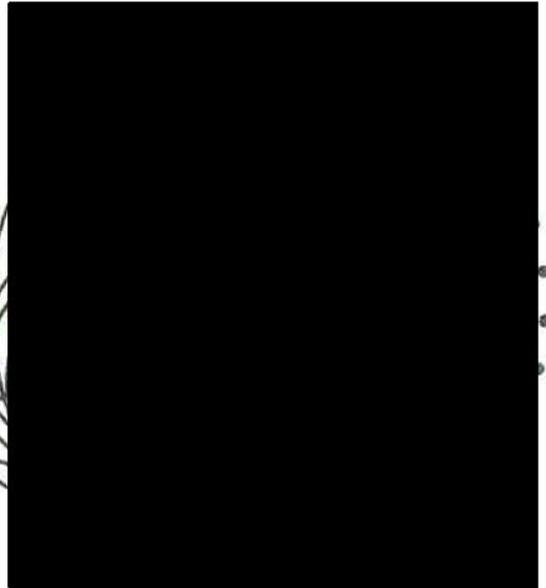
Dear Board of Regents,

My name is [redacted] and I am a 5th grade student at Urban Choice Charter School. Urban Choice makes me feel accepted and welcome. I would feel devastated if the school closes. Urban Choice Charter School educates hundreds of students, and Urban Choice keeps the students safe. I want Urban Choice to stay open because it is a great school. The teachers and teacher assistants care about the students and they listen if any of the students have a problem.



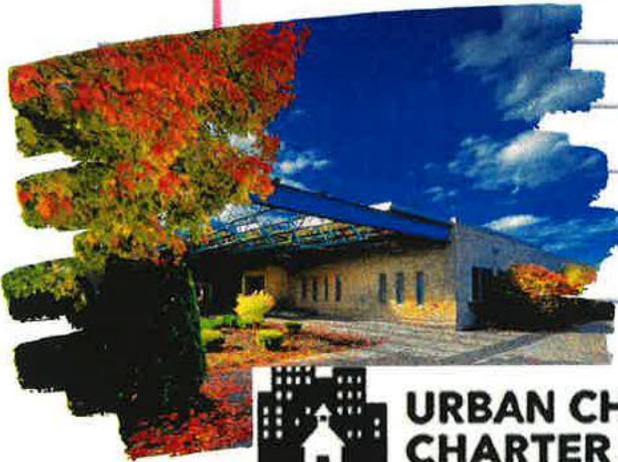


From the desk of



Dear, Board of Regents

my name is [redacted] and I am a 5th grade student at Urban Choice Charter school. Urban choice makes me feel safe and if they get shut down I will cry. There is so many wonderful TA/staff and students. I know urban choice is great because the TA/staffs keeps you safe. I want Urban choice to stay open because I Love everyone here and the teaching is so good.



URBAN CHOICE CHARTER SCHOOL
REDEFINING URBAN EDUCATION

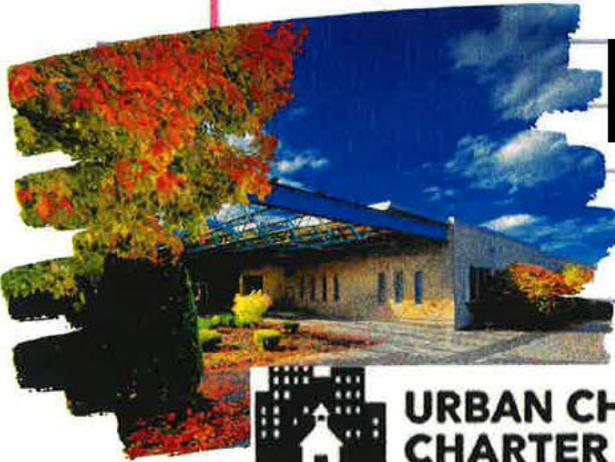




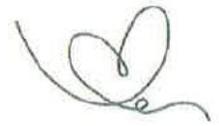
From the desk of



Dear Board of Regents, My name is [REDACTED]
 I am in the 5th grade and I am a student at Urban Choice Charter School. This school has meant a lot to me for the past 3 years I've been here. If I'm being honest, I will feel sad if the school closes. I think attending the Urban Choice Charter School was a good choice for me, I have the best TA ever, the staff are really nice and caring. I want Urban Choice to stay open cause its like a breathe of fresh air. We have smart and kind teachers and TAs.

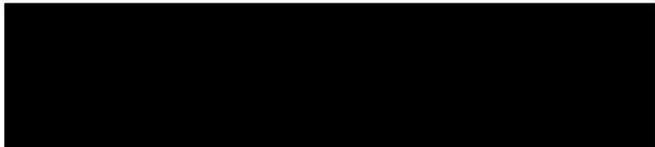


 **URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION





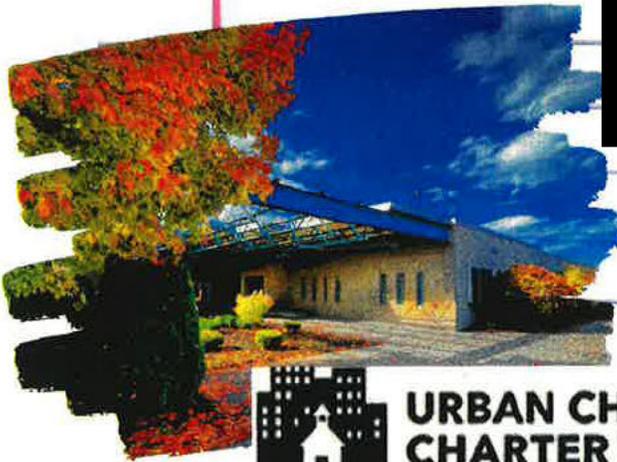
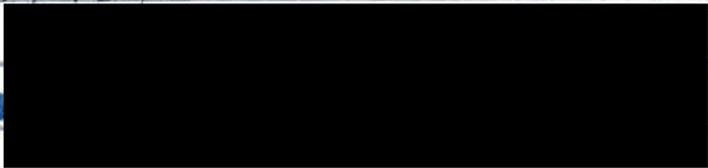
From the desk of



Dear Board of Regents My name is



I am a 5th grade student at Urban Choice Charter School. UCCS is the best school ever and I grew up here at UCCS. It helped Teachers are good and the Principal and they take care of you. If UCCS close I will be sad. I do not want UCCS to close because I do not want to go to a different UCCS makes me feel good and it is like home. Please do it makes me feel safe and comfortable to.

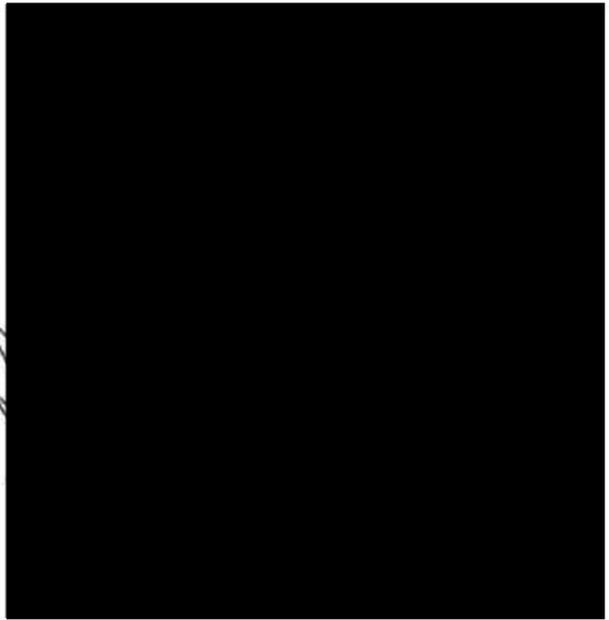
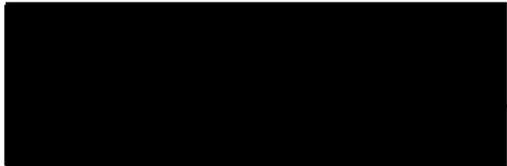


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

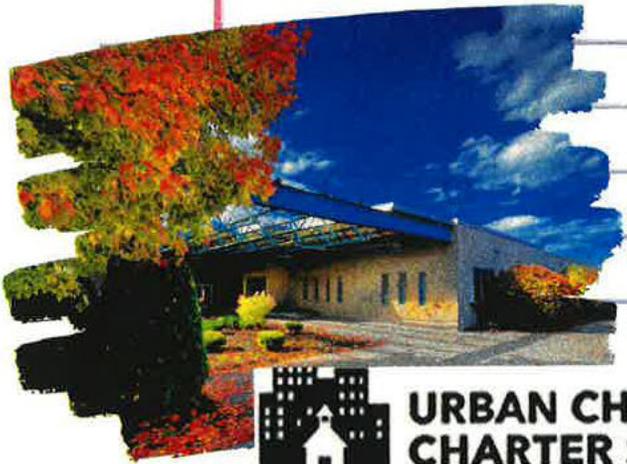




From the desk of



Dear Board of Regents,
 My name is [REDACTED] and I am a 5th grade student at Urban Choice Charter School. Urban Choice makes me feel like a true learning student. I would feel sad and mad if the school closes because I would miss some of the teachers and I am proud of all my hard work at Urban Choice.

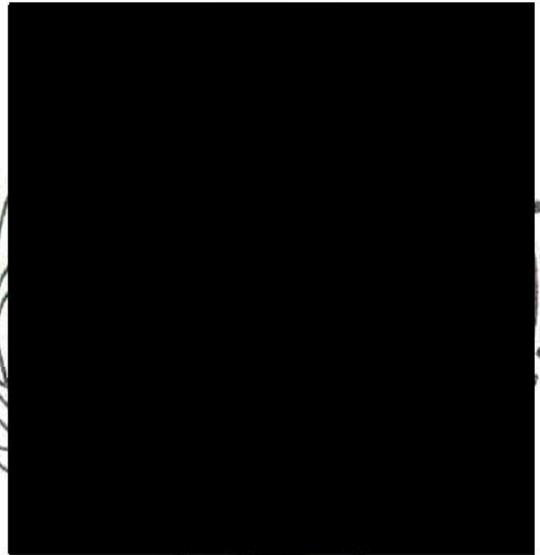


 **URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION





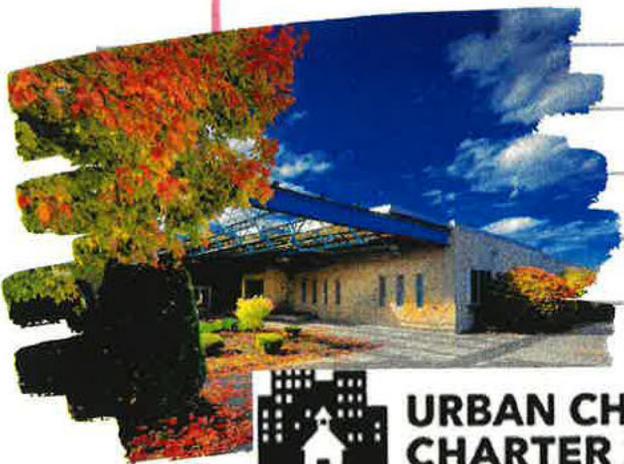
From the desk of



My name is [redacted] and I am a 5 grade student at Urban Choice charter school.

Please keep UCIS open I really love this school because I feel so safe here I enjoy learning at Urban choice charter school.

Thank You



**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

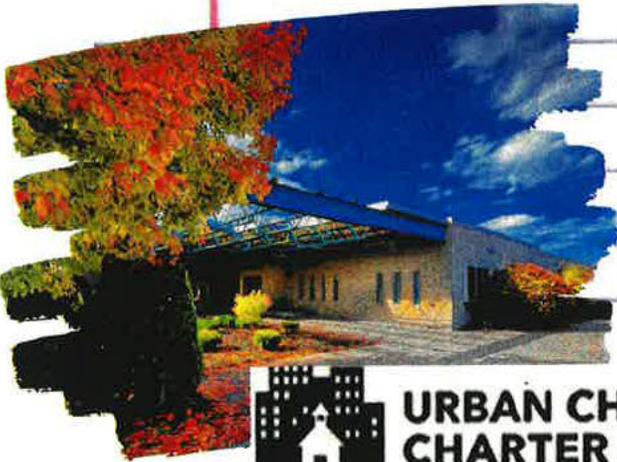




From the desk of



Dear Board of regants MY NAME
 IS [REDACTED] AND I AM A 5th
 grade student at Urban Choice
 Charter School UCCS means
 allot to me because ive been
 going here since KIDNEY GARDEN
 AND ~~AT~~ I LEARNED FROM
 BEING HERE how to respect
 others IF the school shut
 DOWN ILL BE MAD cos
 ive LEARNED allot
 FROM BEING HERE



**URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION

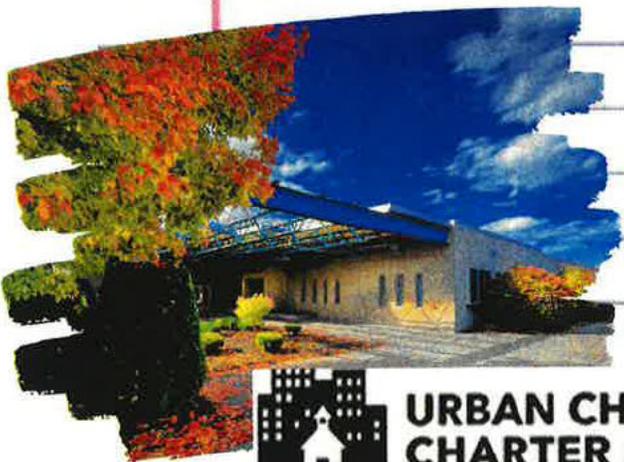




From the desk of



Dear Board of Regents, my name is [redacted] a student at Urban Choice Charter School. Urban Choice is a great school. The staff and students are kind and welcoming. The education is great and the teachers/TAs are always happy to help. I think Urban Choice should stay open because we are a good school.

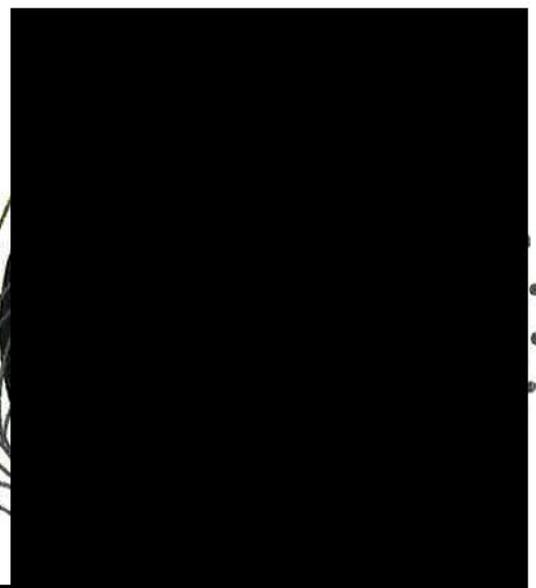


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION





From the desk of



Hi I am [redacted] and I am 9 years old and I go to urban choice charter school. I started at the age of 7 in 2 grade. I love to sing, draw, talk to myself and make things. I want my school to stay open because I will miss my teachers. My favorite subject is ELA and I work hard even though I get mad sometimes, please don't close my school all those memories will be gone.

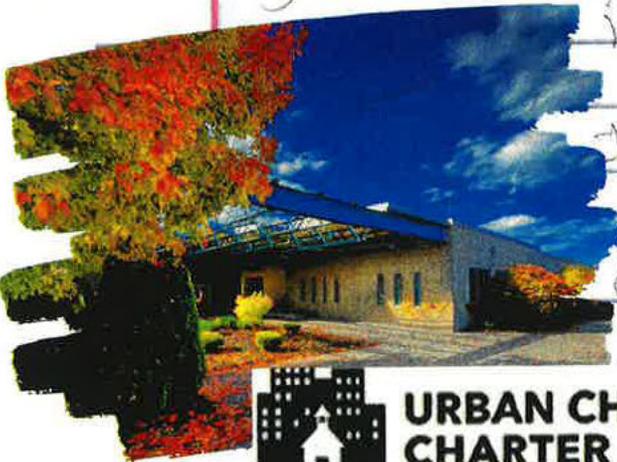
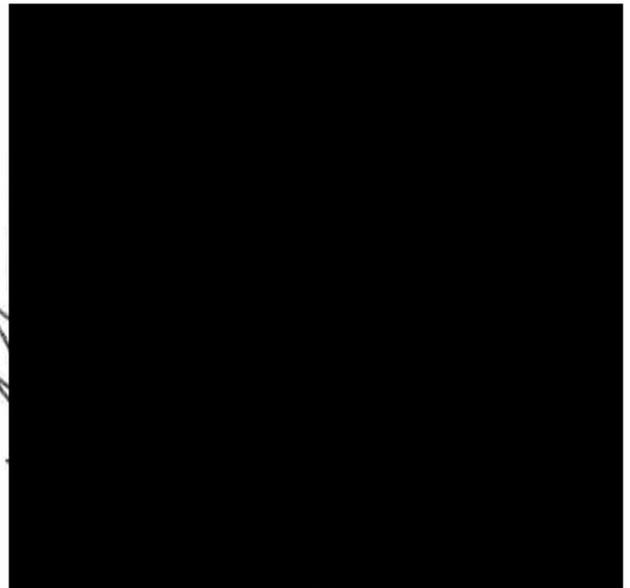
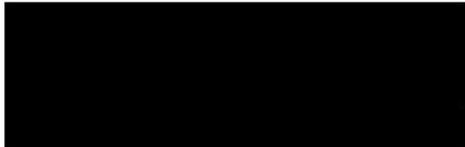


EXHIBIT A

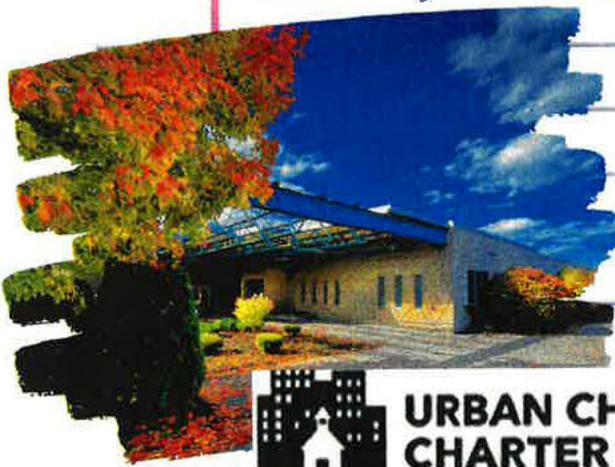
(if viewing electronically, see
zip file attached to email for
Letters)



From the desk of



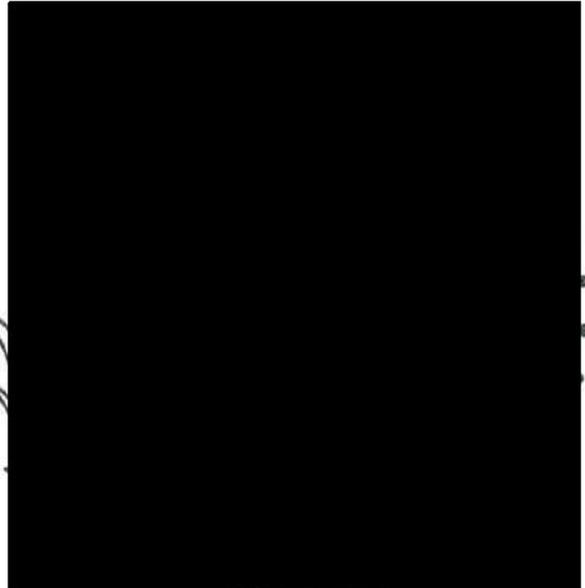
This school is my life. I have been attending Urban Choice Charter since kindergarten in 2014. I have made many memories here. Urban Choice Charter has brought me friendships and an education that I couldn't get anywhere else. This letter though, isn't about me, it's about the younger children below me. Even though I don't have any younger siblings, my friends do, and they even go to this school. So if the school closes it'll be a challenge to find the best school around them. This is why I think you should consider to keep Urban Choice Charter open.



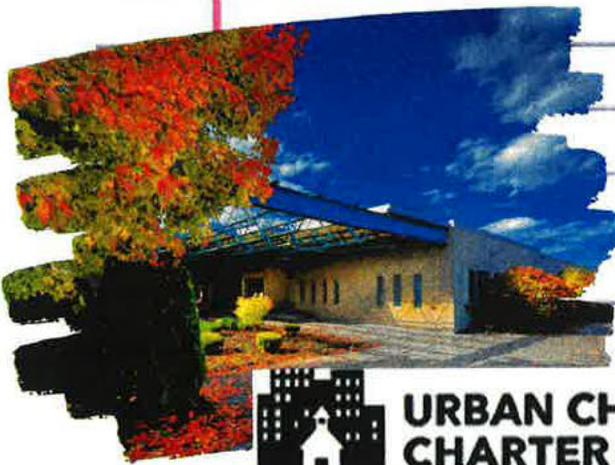
 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of



I've been at this school for 6 years and I've had a mostly pleasant experience. This is my last year at the school, but I'd like for it to stay open for the ones that will still be attending. If it does shut down kids and parents will have to search and find places for them to go. This school is a community and a place for people to connect and socialize.

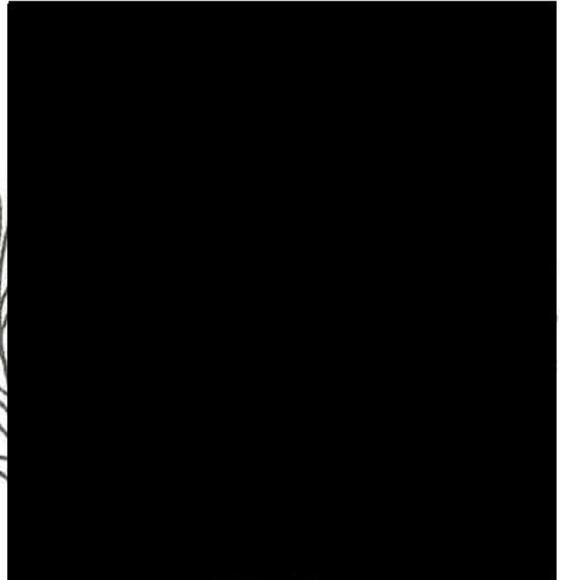


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

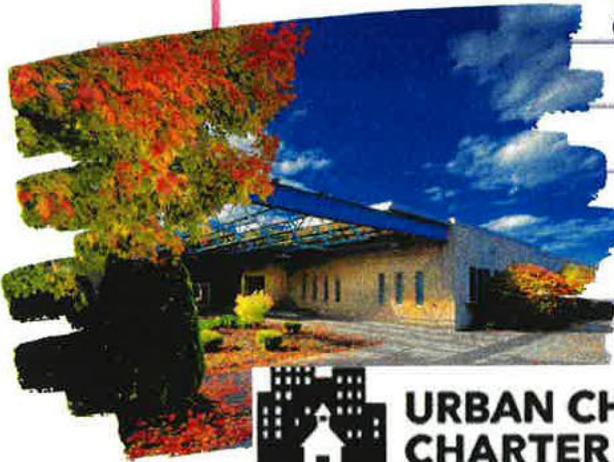




From the desk of



This school is a family
triditon I go here MY brother goes
here my little sister goes here I
would like for my baby sister to
go here to. I was home schooled
for so long it was hard for when
I got back in school Mr. Samuel
helped me get use to other kid's
and being in a class room.
The teacher's and kid's in uccs
are my family I
would like for them to
be my little sister's
family too.

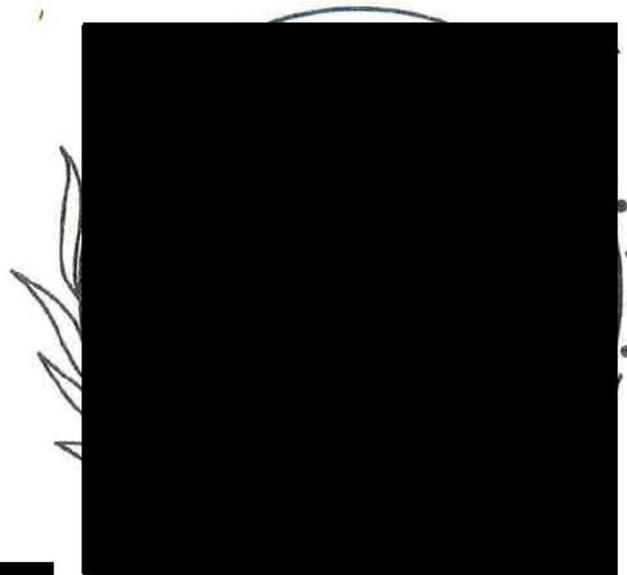


URBAN CHOICE
CHARTER SCHOOL
REDEFINING URBAN EDUCATION

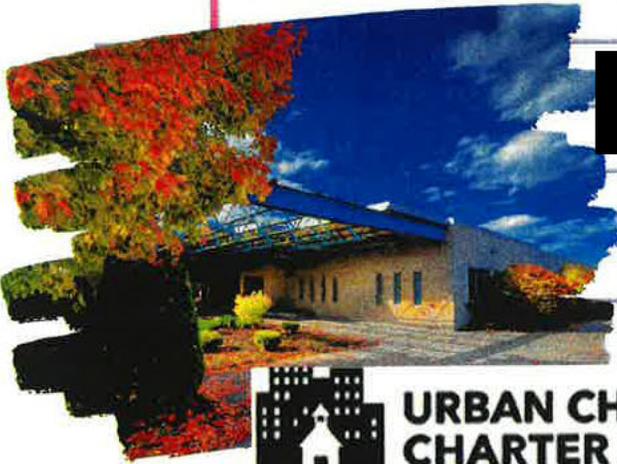




From the desk of



My name is [redacted] and I'm in 7th grade. UCCS is the best. I've been here since Kindergarten. This has been the best 8 years of my school history. Even though I'll be leaving next year the next generation would enjoy UCCS. The education in this school is great. I've learned so much and I appreciate the staff so much. In UCCS we do lots of fun stuff to reward our behavior. This school is great and I will love for it to stay open.

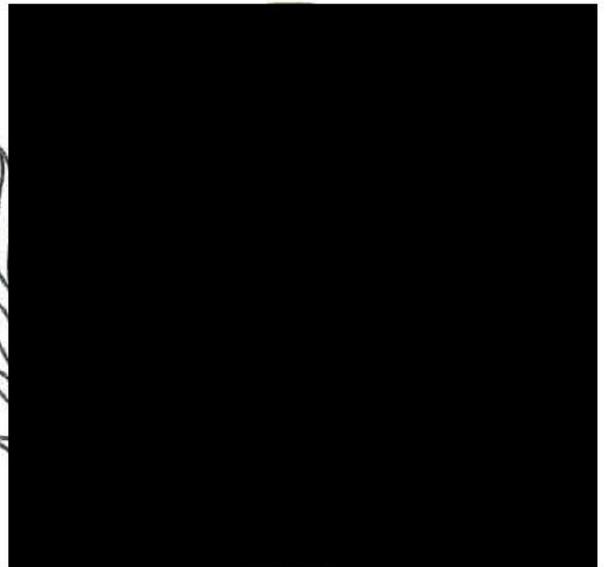


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

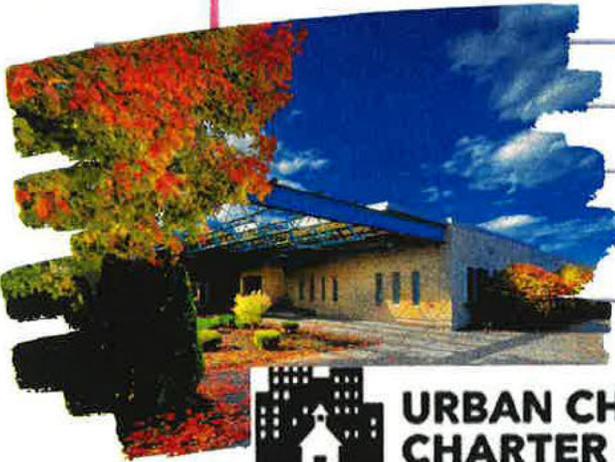




From the desk of



Hi my name is [redacted] and my favorite teacher from K-2 was Ms. Fagan, Ms. Matthews and Ms. Pfeiffer. They was my favorite teachers because they was always there for me. My favorite subject 3-5 was writing i don't know why i just use to love it. My favorite 6-8 memory was when i went to after school with my friends it was really fun, and when i use to be with my favorite teach Mr. Izzy and my friends. another one is when Mr. Izzy teach the 7th and 8th grades outside and when we went in the gym.

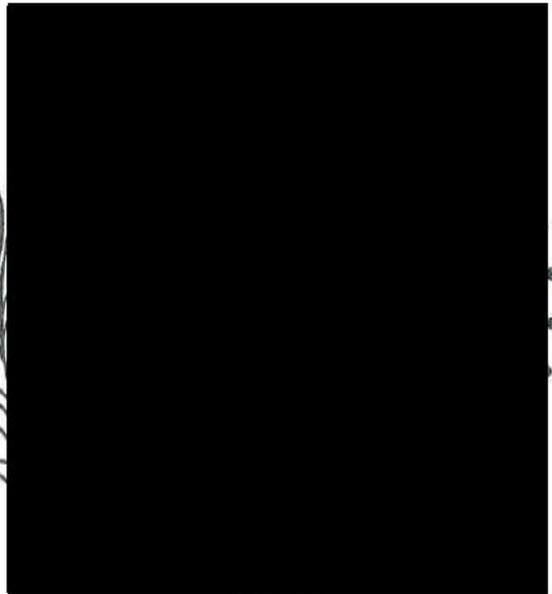


**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

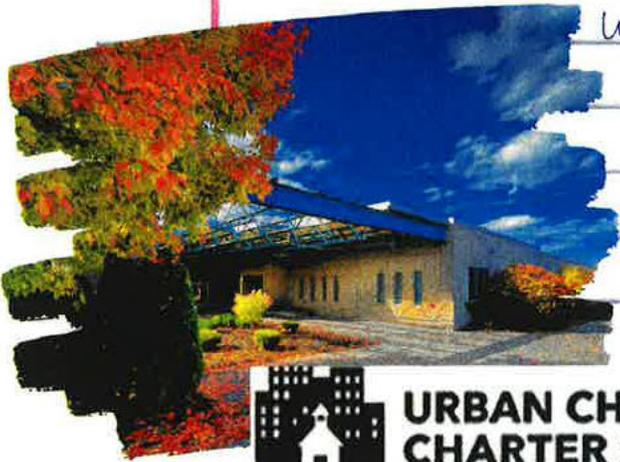




From the desk of

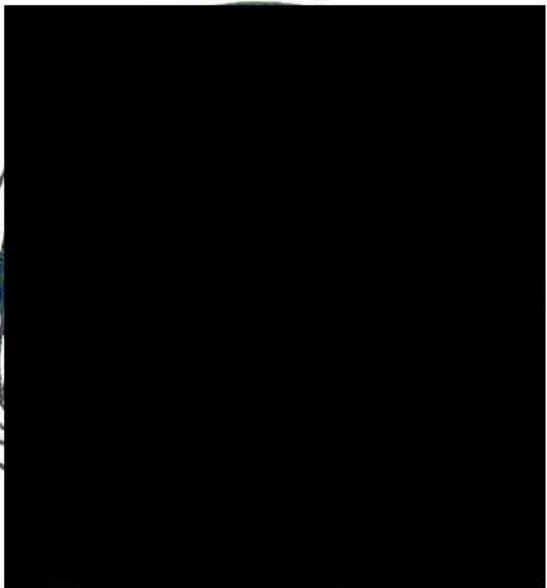


My name is [redacted] and I have been at UCCS since kindergarden. My favorite teacher from 1st-2nd was ms. Patton because she was nice and welcoming. My favorite subject 3rd-5th was math because I use to want to work at a bank. One of my favorite memories from 6th-8th was when we came back from ~~my~~ quarantine because we were back in school and I got to see my friends. I also have a lot of little cousins that go to UCCS so I would hate for them to have to leave people they just met and I have made a lot of close bonds with a lot of people also.

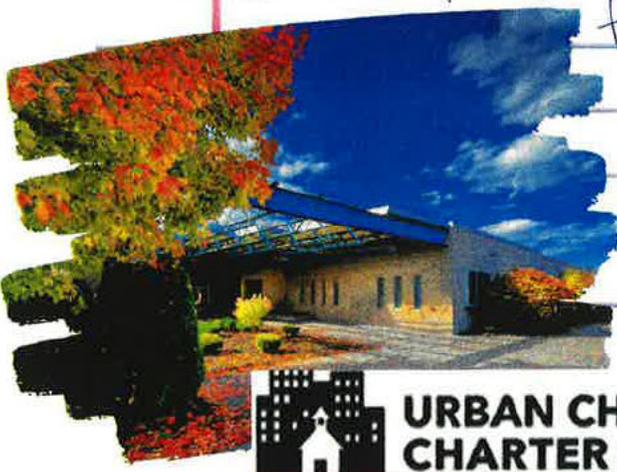




From the desk of



My favorite memory from Urban Choice is when the whole 7th/8th was in the gym playing games. Or maybe the last day of school last year. I really hope the school stay open because it's a good school & more people should be able to experience it. I only been here for 2 years and met a lot of good people and had alot of fun memories.

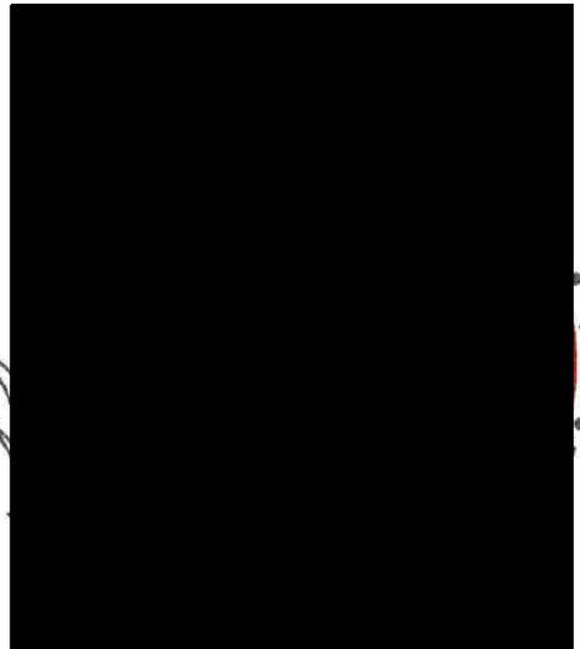


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



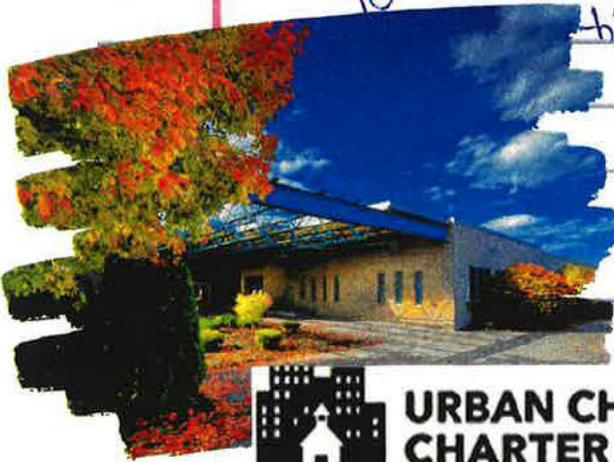


From the desk of



Grade K-2, My favorite teacher was Mrs Bee. I like Mrs Bee because, she always helped me when I was sad, mad or crying. I missed Mrs Bee she was always so helpful, always there for me. Grade 3-5, My favorite subject was math, and the teacher Mr O. I liked math because, I learned my times tables, adding up to 500 to 1000 and subtraction to 500 to 1000 and Learning division. I liked Mr O because he made math more fun.

Grade 6-8, My favorite memory was in 7th grade. Seeing the other 8th graders move on, seeing them move on makes me happy, it makes me happy because, moving to the next level, seeing them be something better makes me happy!



**URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION

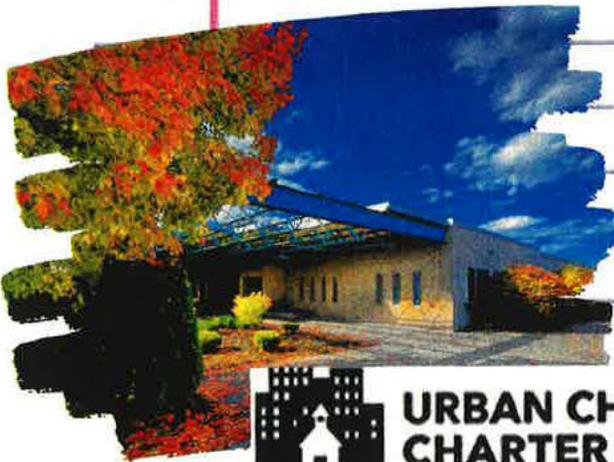




From the desk of



This school UCCS has given me an experience unlike any other and friends beyond compare. From my 9 years here I had made friends and had fun doing it. The teachers here are cool and I think it's a good experience and that it should stay open longer.

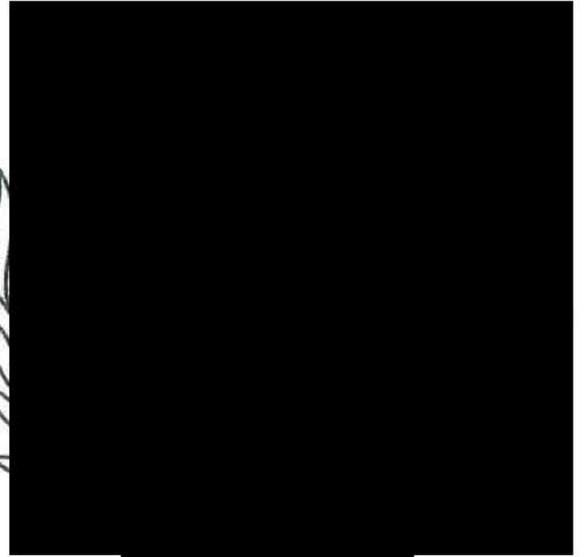


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CHARTER SCHOOL**
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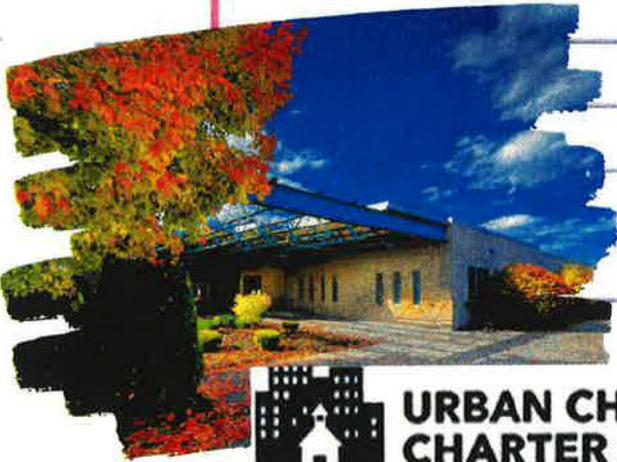




From the desk of



Hi, my name is [redacted]. Being at UCCS has changed my life for the better. Before I was at UCCS I was at a school that did not bring me joy. Although it may be my last year (8th grade) I want others to experience all the good things I have experienced over the years at this school. I also want to see what the school will become. Please keep the school open. I want others to meet great people and make great memories like I did.



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

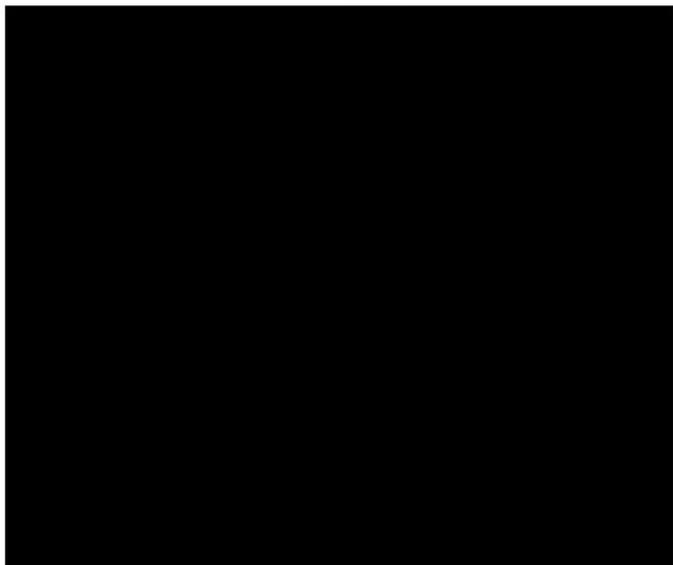
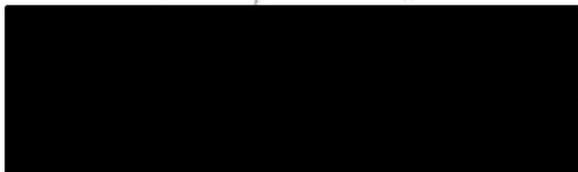




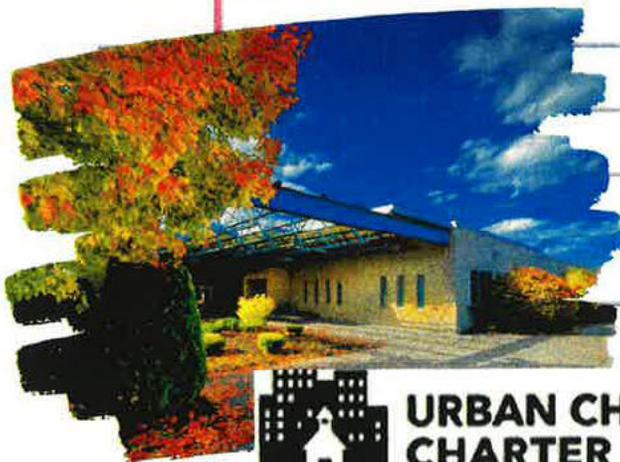
I Love my School. I have a lot
of friend here so I dont
want it to shutdown, sometimes
Its fun here. I have been at this
School since kindergarten.



From the desk of



You guys shouldn't close Urban Choice Charter because this is my school and education. I've been here since kindergarten and I'm in 7th grade now. I have 2 more years to go. I want to graduate from UCCS with the people I've known for years like my friends, some teachers and staff. I have learned so much from the school and it's improved my education a lot. Also if you are closing our school down you're putting other schools in danger sending us there. We get our "bad" testing scores. So please rethink about closing us. We you guys are hurting families and students.



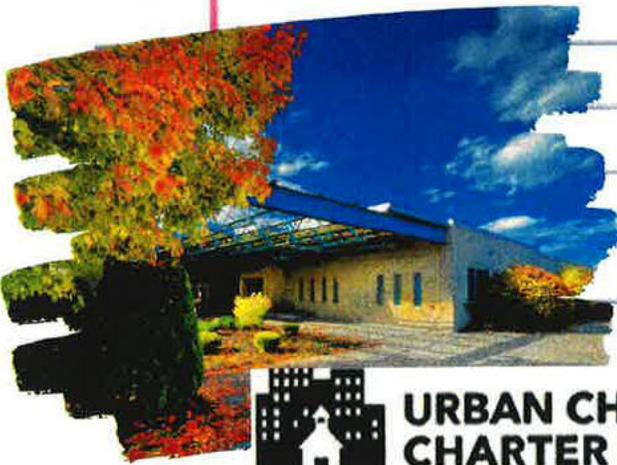
URBAN CHOICE CHARTER SCHOOL
 REDEFINING URBAN EDUCATION



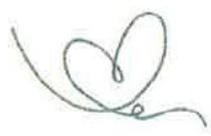
From the desk of



This my school and education and I've learned a lot joining here. MY COUSINS used to go here they said that they liked it. SO I came to this school and gave it a try and I liked it. I've made so many friends.

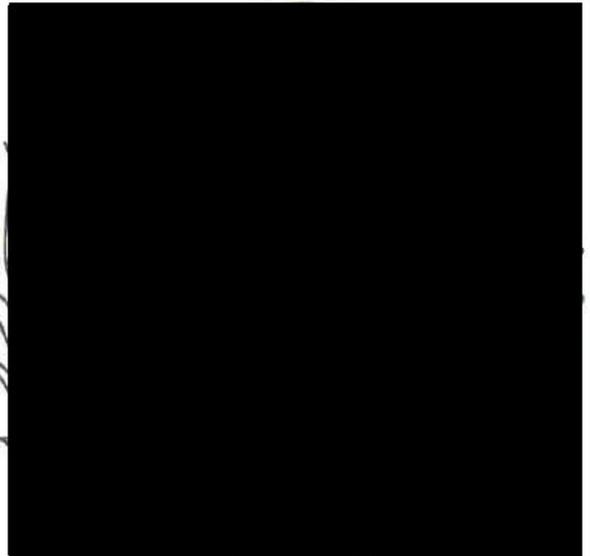
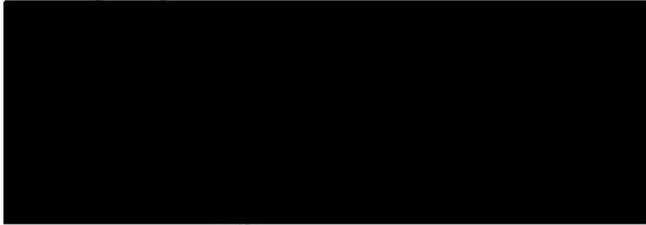


 **URBAN CHOICE
CHARTER SCHOOL**
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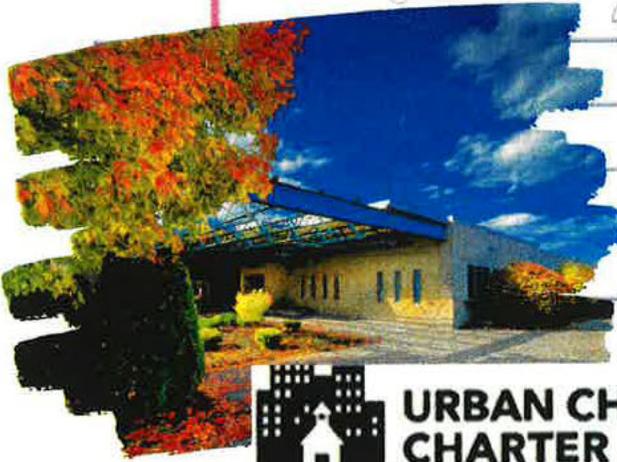


From the desk of



I've been coming to this school ever since kindergarten and every since I've been coming here they have never disrespected my family and they have been supportive with all my family decisions and when ever I have done something wrong they give appropriate consequences and the staff are great examples for every grade kindergarten through 8th grade this is why the school

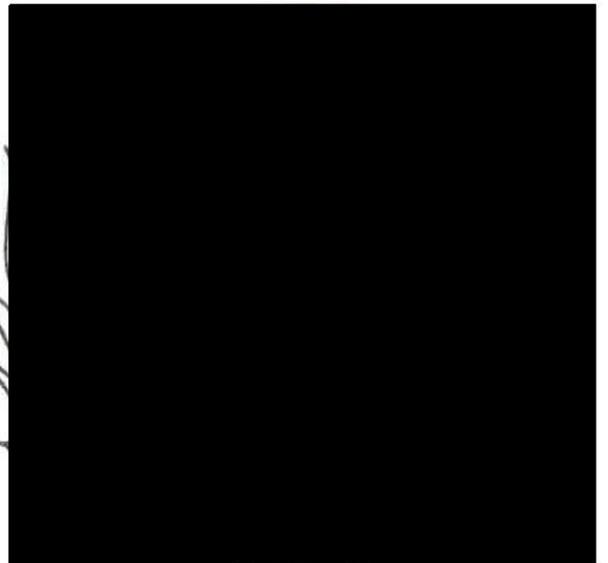
should stay this is a wonderful school and I love it very much I will be going back to school in the fall



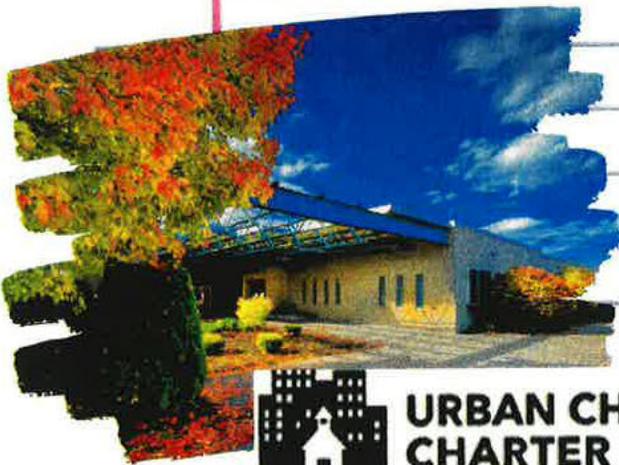
URBAN CHOICE CHARTER SCHOOL
 REDEFINING URBAN EDUCATION



From the
desk of



Please don't close the school
I had good memories here.
This place is my home

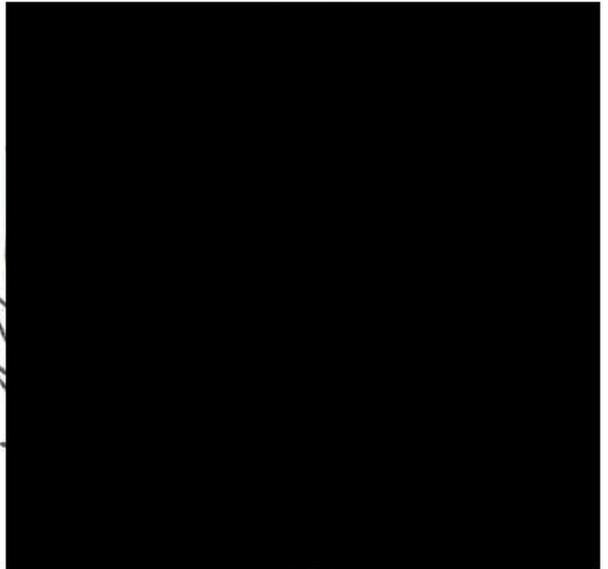


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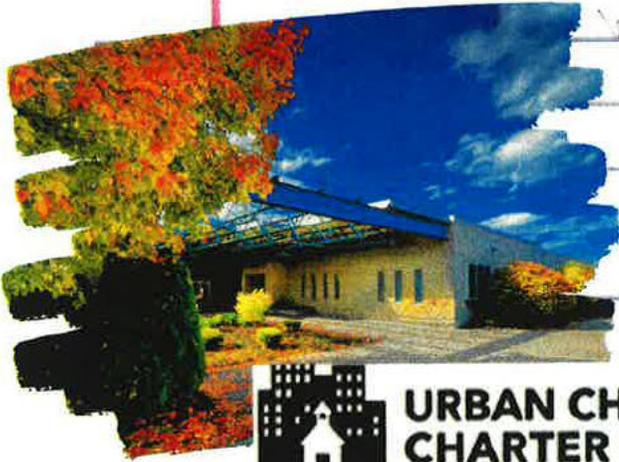




From the desk of

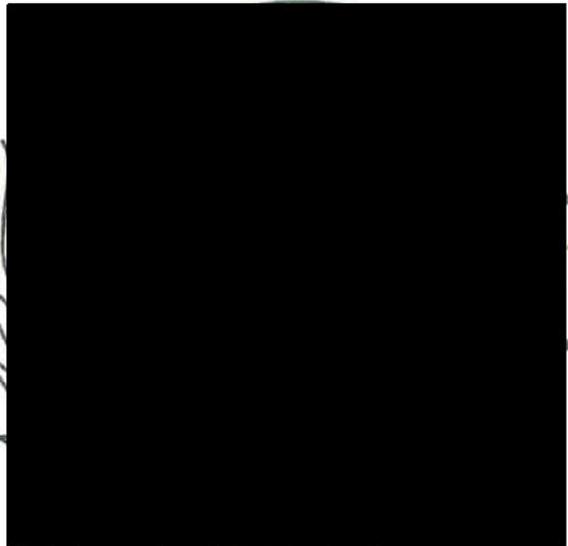


This is my school and
 education because the people
 I met here made me who I
 am today, for example, my
 vocabulary would be what it
 is without ELA, this is
 why it shouldn't close, people
 need an education not every school
 are like this, I love this
 school with a passion and
 would be devastated
 if it closes.

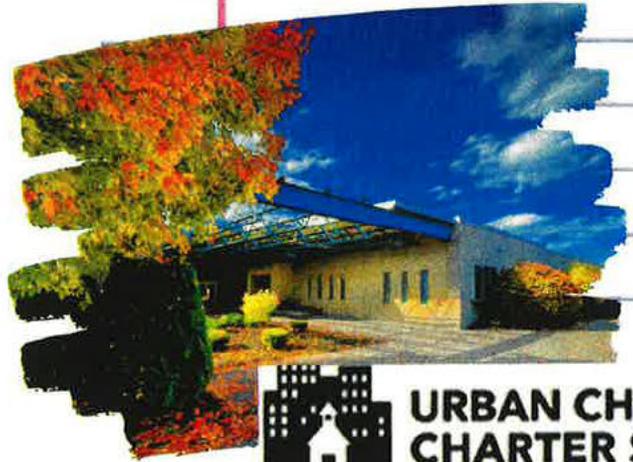


**URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION

From the
desk of



UCCS Isa good School



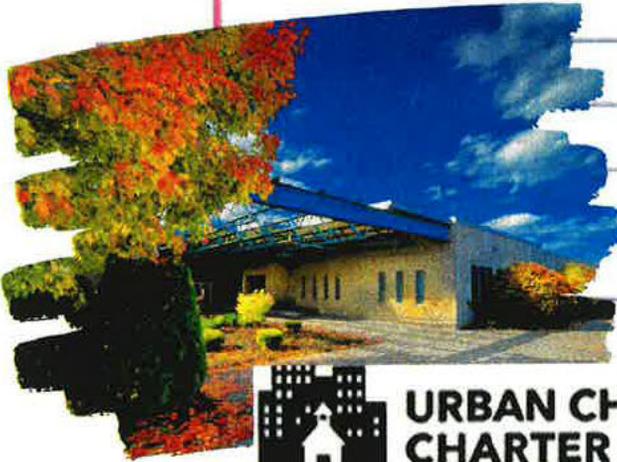
**URBAN CHOICE
CHARTER SCHOOL**
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From the desk of



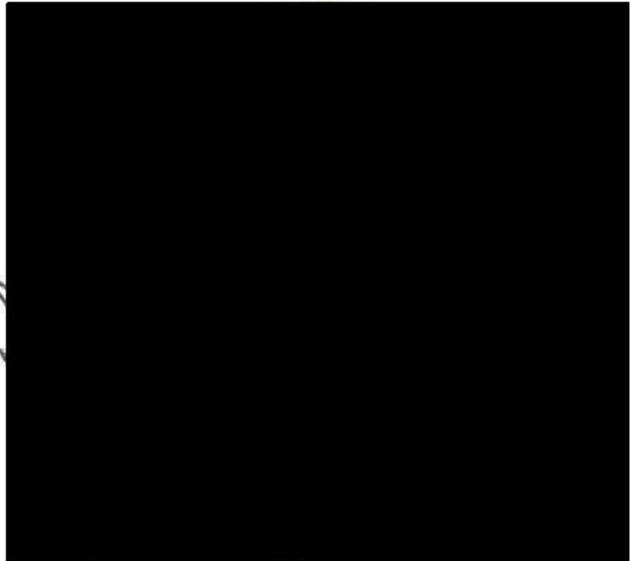
To Who it may concern. don't close
uccs it means alot to the kids think
about our future. if you close the school
we will be seponared from all of our friends
we have learned alot from our teachers like are
fav to the ones we don't even like. msr. parm help's
us with so much stuff Like our writing. Ms Abby
helps us with Abous and Rocks, Mr. Enderson
helps us with Math Mr. M helps us with history



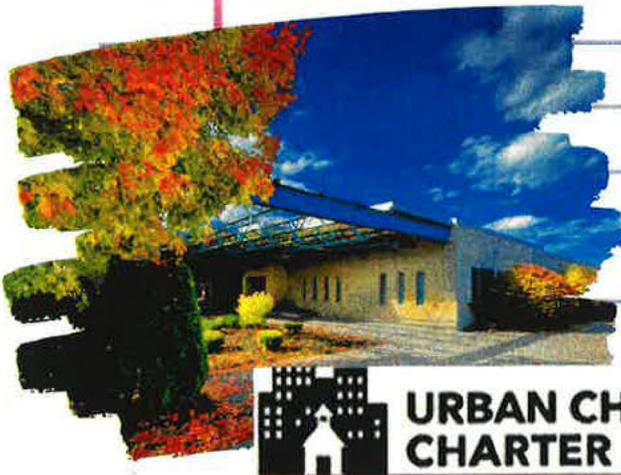
 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of



UCCS is amazing because teachers reward kid for good school for learning and encouragement for not slacking. I suggest not to close down this school I have been here growing and growing in education, This is my reason to not shut down this school.



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



[REDACTED]

To whom it may concern, I am [REDACTED] a 7th grader in
UCCS. I have been here for 2 and a half year, I would
like to say I've enjoyed this school a bunch. The
way they handle situations are impeccable for example, when
arguments or fights happen they handle it with the most courtesy
whenever arguments get out of hand they won't only take
1 persons side they will evaluate both persons and give
a reasonable punishment that makes me feel safe and
gives me no fear so i can continue my day.

[REDACTED]



UCCS should not close because

I have made Great friends here in

the short time I have been here.

My Teachers care about me. I want to

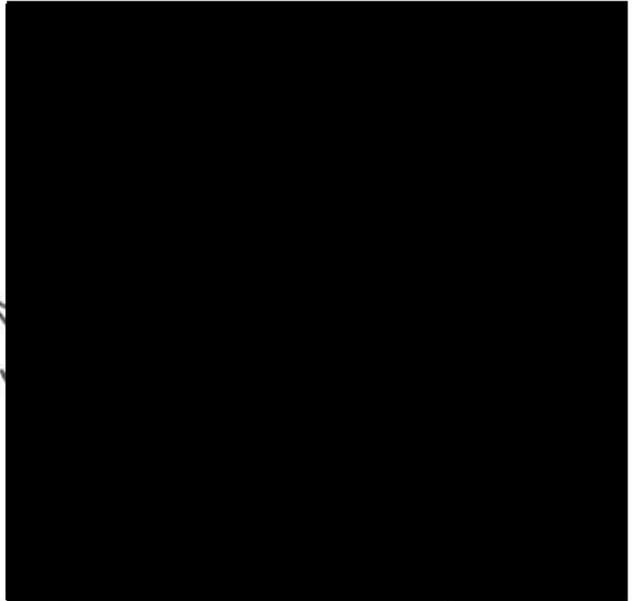
continue to see my friends and teachers in

my 8th grade year of school. Please

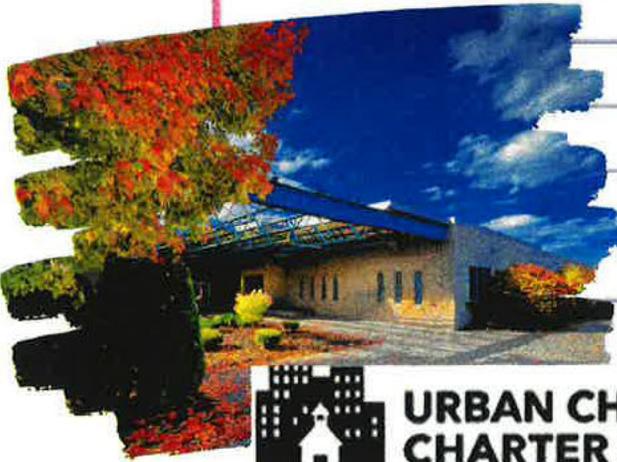
don't close UCCS.



From the desk of



I love this school I never want it to end. UCCS is like my second home. I have met many wonderful people here. I love the staff here Mr. Duckos, Mr. Somers, Mr. Polio, Mr. Palmer, Ms. Moore, and Mr. Brown. I would graduate here so bad.



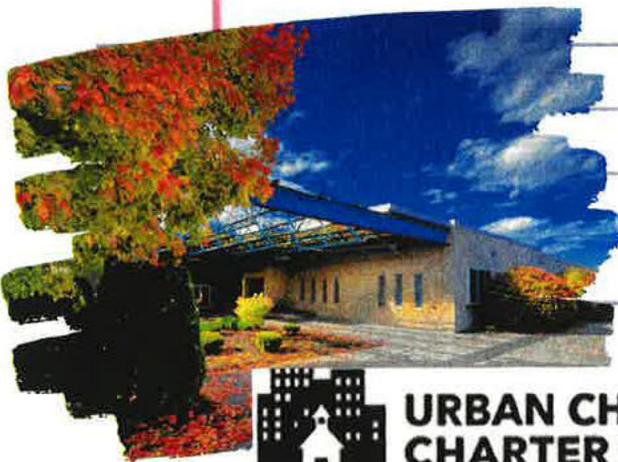
**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of



When things go wrong, as they sometimes will when the road you're trudging seems all uphill when the funds are low and the debts are high, when the funds are low and the debts are high, please don't close the school down I have ~~be~~ been here too long.



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

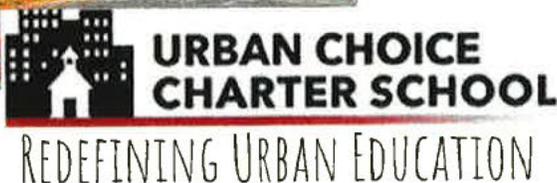
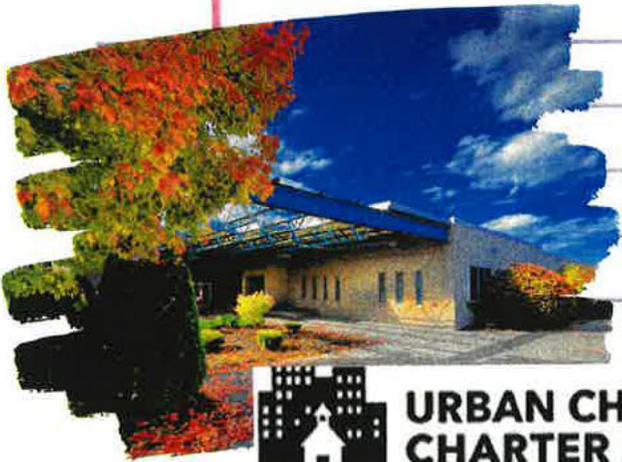




From the desk of

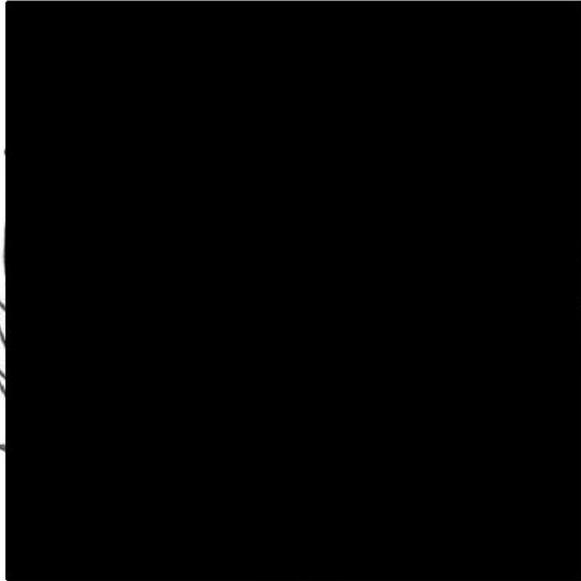


This is how Urban Choice Charter School changed me. 2nd grade Mrs Bergin and Mrs Matthews and Mrs Miller helped me from first day to last. 3rd grade when I met my friends we went to gym played basketball and I won they were mad. 6-7 I had made a lot more and got older and started being more chill and I really just thank all the staff for helping me change throughout the years.

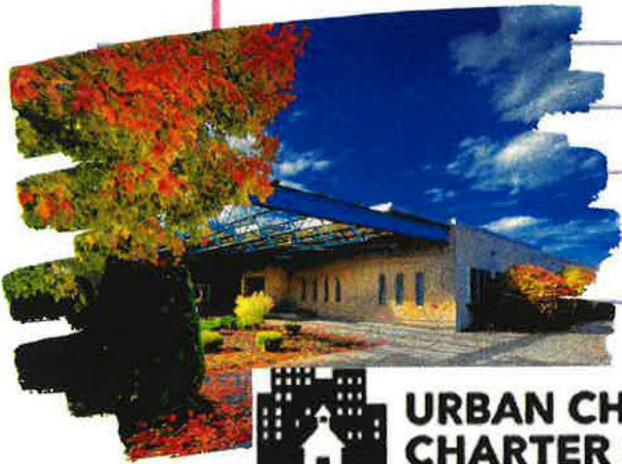




From the desk of



My School is a Peaceful School
 it's not like other Schools it's safe
 like home UCCS is where teachers are
 like Parents when am not home this is
 My home i am Proud to say i go here

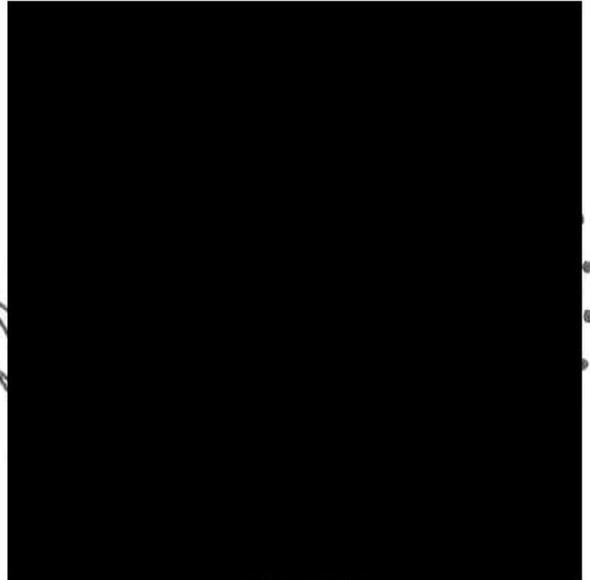


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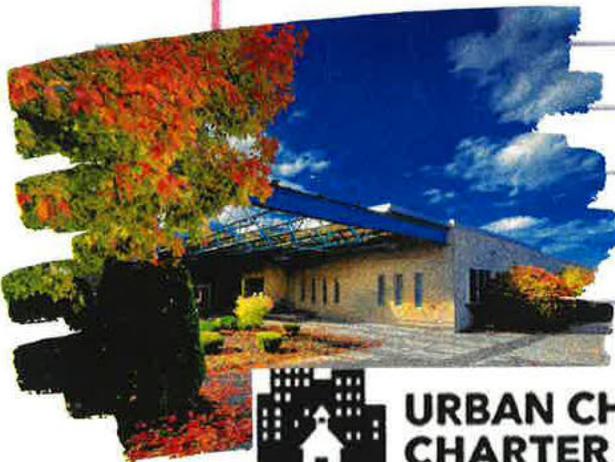




From the desk of



i appreciate my friends and my teachers are good, but i honestly hate the school. some of the teachers make me uncomfortable, and the school is so annoying they almost suspended somebody because they didn't take their jacket off, but the learning is good



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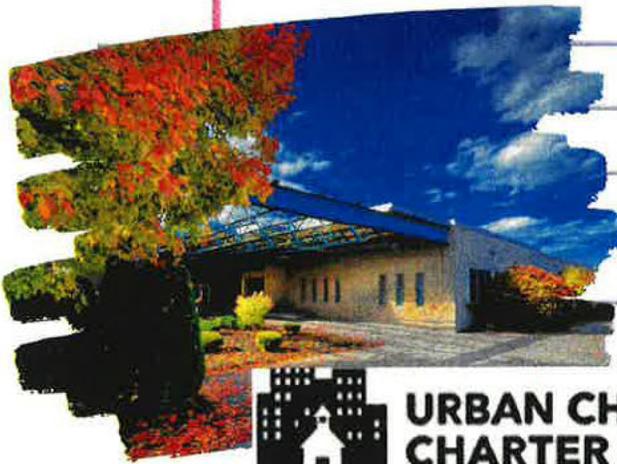




From the desk of



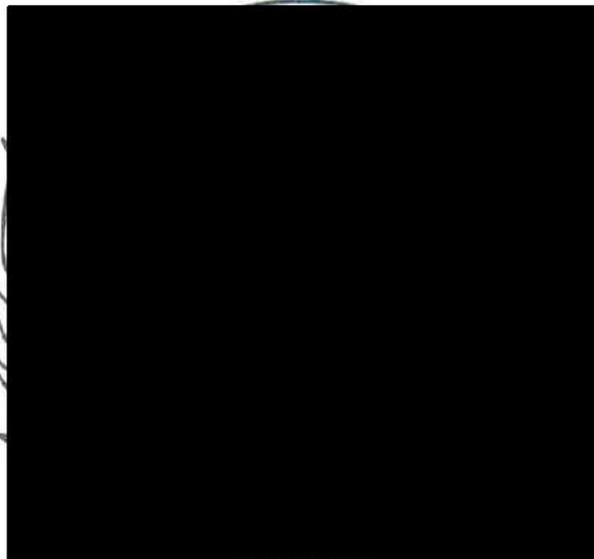
You don't know the whole story
 this all school got to many
 friends melly, elika, branton, zovione
 the staff mr. mrs ms kim mr pers
 ms. JACKINZ your friend



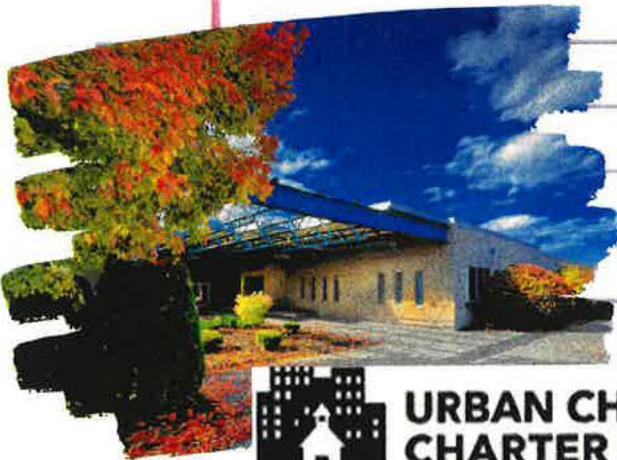
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From the desk of



UCCS is our home away from home. one thing i like about school is the teachers, and i like gym, art, music. and like the principles gave so many chances, and my fav teacher in 4th grade was mr. loss. one of my favorite memories is the funny moments.

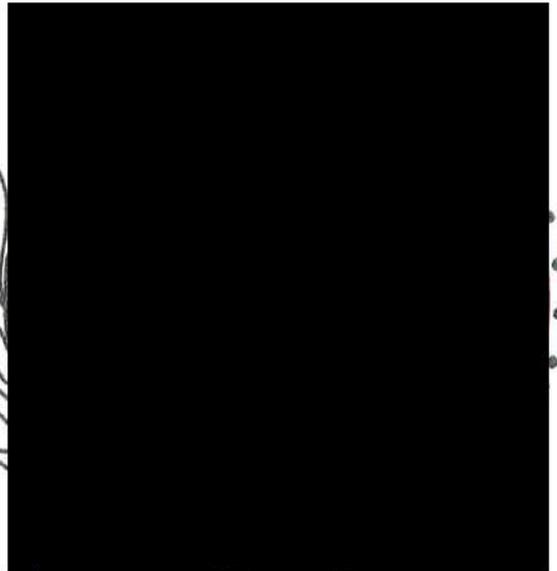


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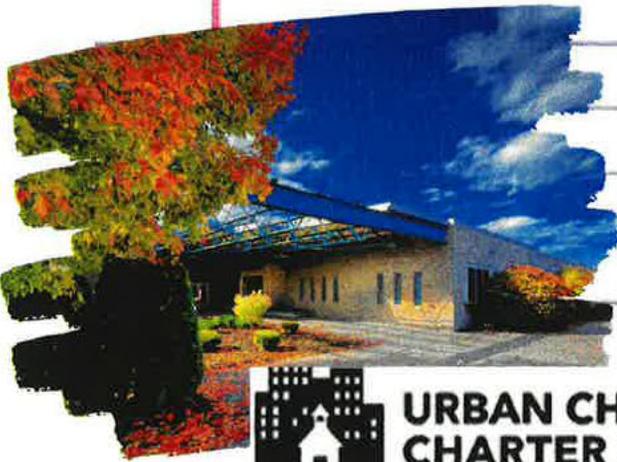




From the desk of



I feel AS urban Choice should'nt
 because I have so MANY mebories I ONLY
 Started this school in the ~~the~~ fifth Grade
 but After that i made friend not only friends
 but family I APPriate this school
 because the Staff bettered Me AS A ~~the~~
 Person this the funest school I ever
 been to because the Staff ineract with
 the Students but i APPriate this school
 for MAKING MY mind Right

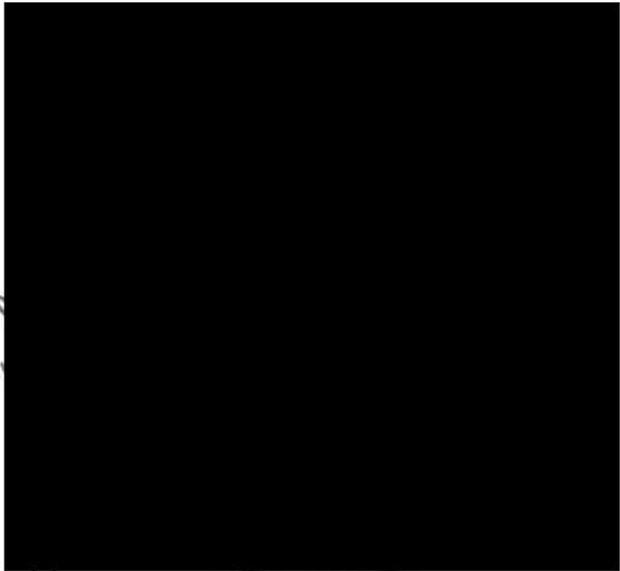


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From the desk of



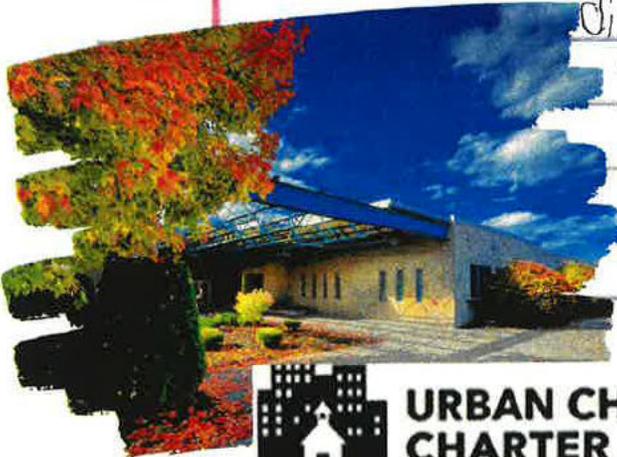
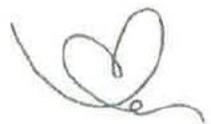
Dear Regents,

I don't want my school to close because my teachers help me to learn. We love our school.

Urban Choice Charter School is my second home. I wish I can stay at my school. U.C.C.S. is a good place to learn because all the staff cares about us.

I love when Principal Schiano is the best because she lets us help her at dismissal. I would be so sad if my school closed!

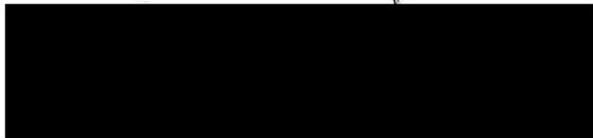
Thank You



**URBAN CHOICE
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From the
desk of

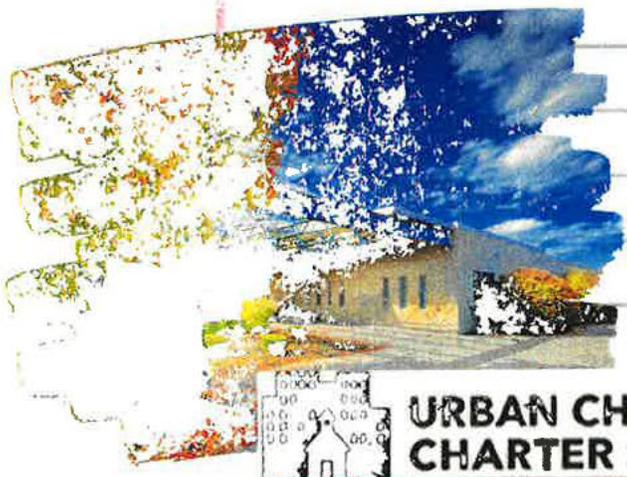


Dear Regents,

UCCS helped us to
learn new things.

I will miss my UCCS
family.

Thank you.



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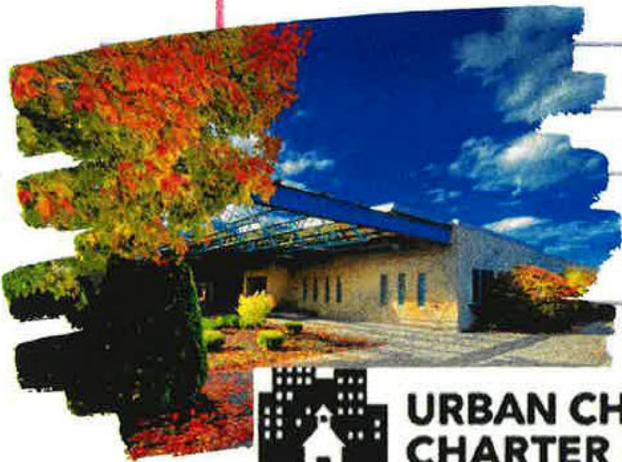


From the desk of



Dear Parents,
I don't want the school
to close because I love
this school. I feel sad.
I'm going to cry all day.
Please, don't close it.

Thank you.



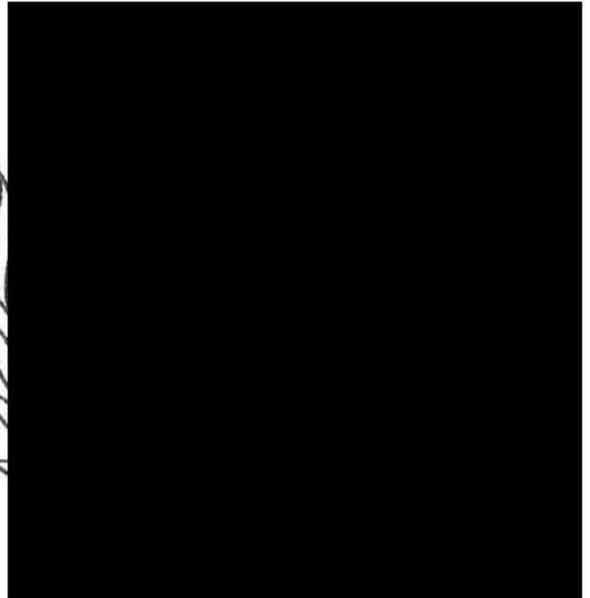
**URBAN CHOICE
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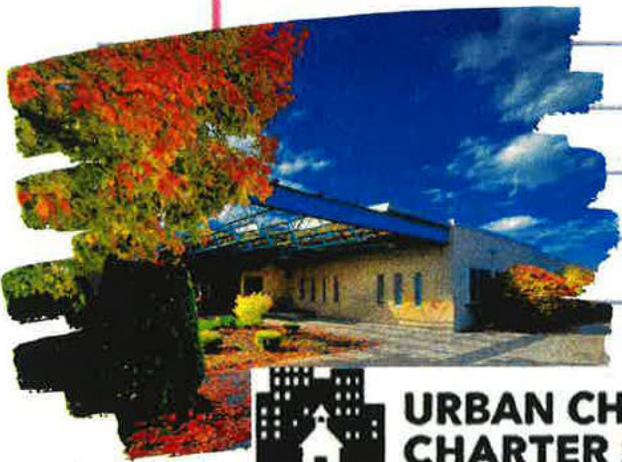




From the desk of



Urban means a lot to me The School
 has a lot of nice people Urban means a
 place where I can learn.
 and if urban closed I will be sad
 because the teacher taught me how to
 read and do math and I made friends
 not only with the kids but with
 the teacher I do want urban to closed



 **URBAN CHOICE
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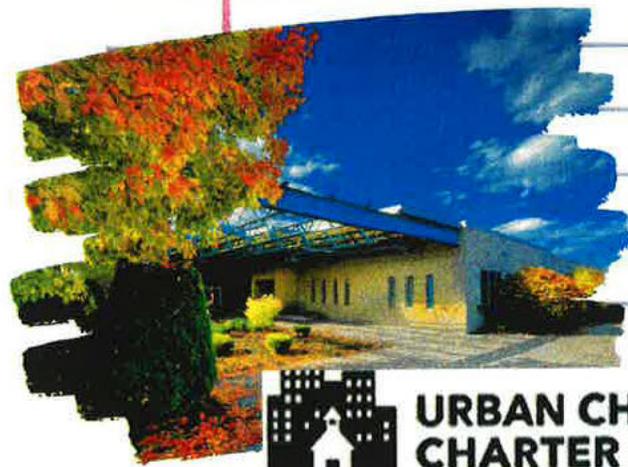




From the desk of



My name is [redacted] and I want to say that I don't think it's fair that you'll close the school. I've been ~~here~~ ^{here} since 7th and now I am in 8th and I can ~~say~~ ^{proutly} say UCCS is the best school. I've come to the people the teacher's are great. The students are nice I have learned a lot from this school. And this is why I think you'll should give us another chance.



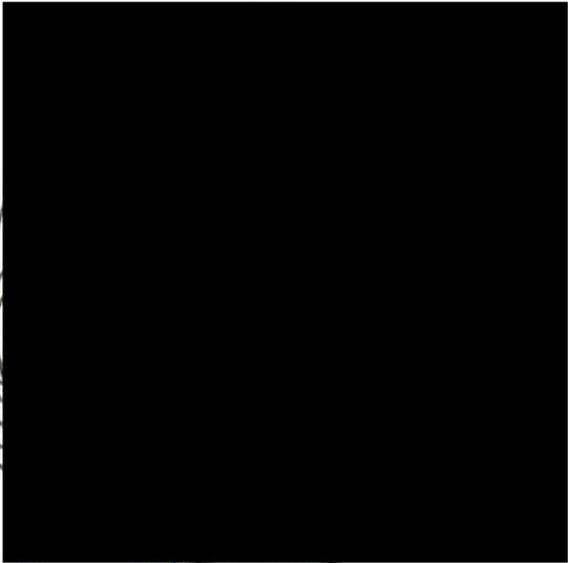
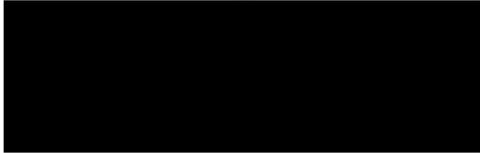
Please re think. [redacted]



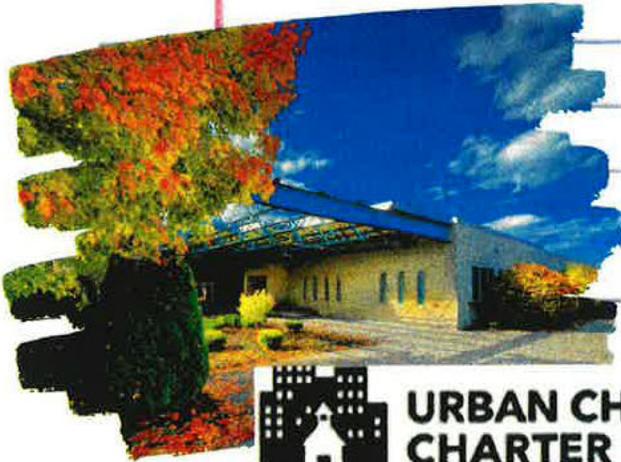
 **URBAN CHOICE
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From the desk of



They were ok and fine. The staff were fine/alright. I met two best friends and they are ok/fine. Some times the teachers give me ~~me~~ help with my work and time on my assignment

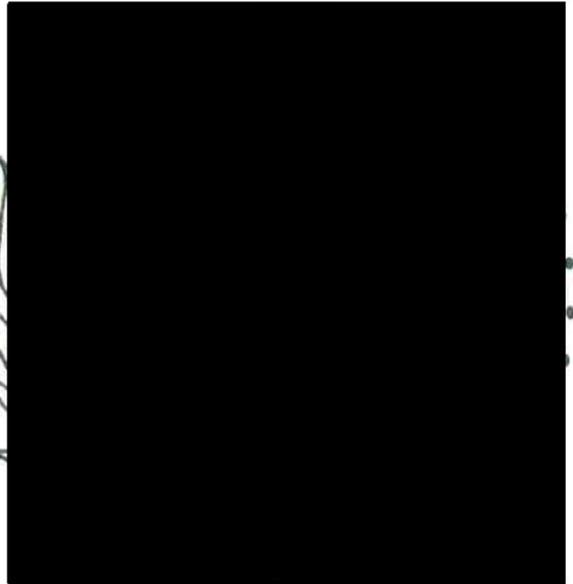
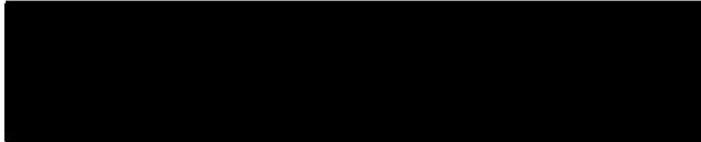


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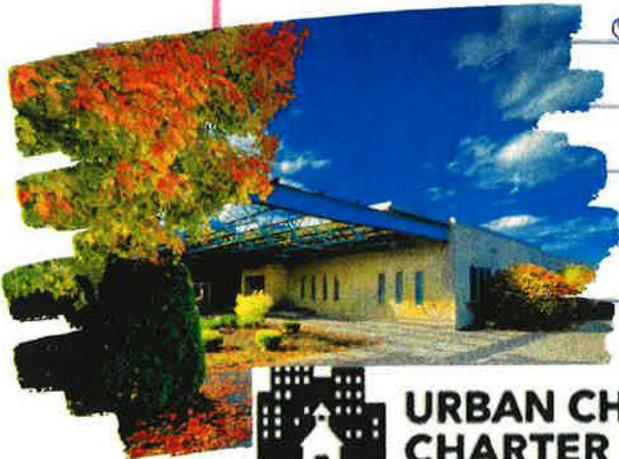




From the desk of



Hi my name is [redacted] and I go to UCCS and I am in the 8th grade. I want the school to stay open even though it's my last year I want the best for the younger kids. I also love some of the teachers here they care for there students and fight hard for them. Even though I have only been here for 4 years I have made a great group of friends.

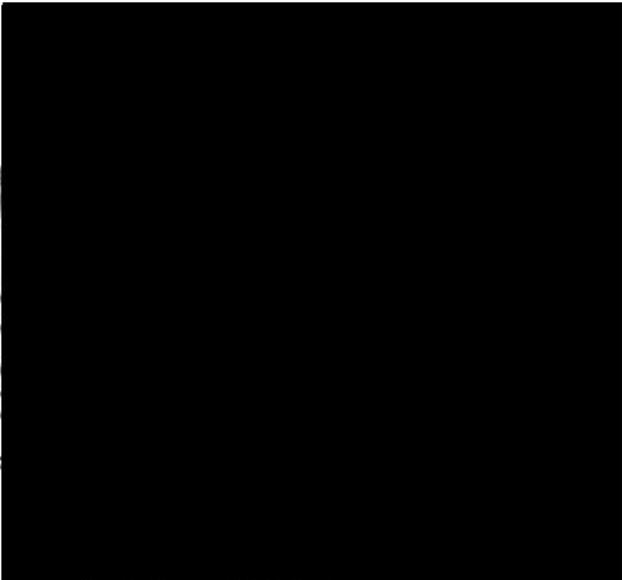


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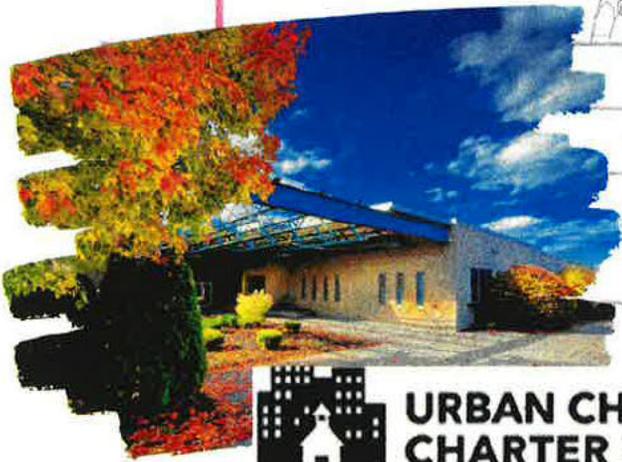




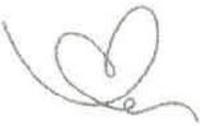
From the desk of



I love UCCS because
 I do lots of learning.
 I like ELA because I write
 sentences and read books.
 I like lunch because I get
 to watch TV, move and
 eat my lunch. I love see-
 ing my friends. I like
 me strong. I like
 me strong.

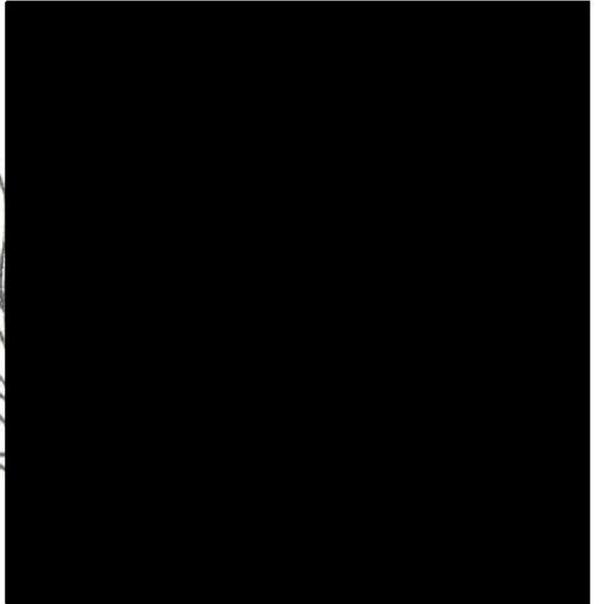
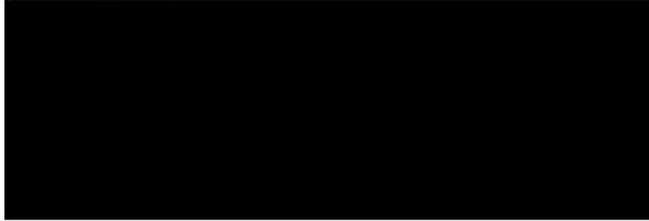


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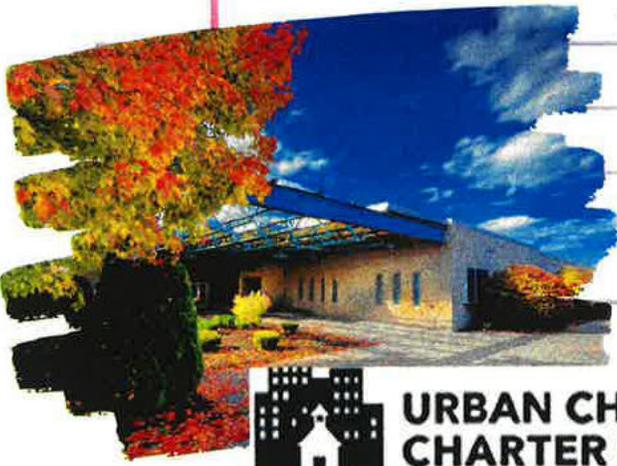




From the desk of



I love ~~class~~ because transitioning is fun because we are going to specials it is amazing! We do fun things alot. In music I'm the singer today because I was paying attention to ms. Allen and she picked me! So I was so happy! Greg is my fav. now I love specials. I used to not like specials but now I love specials! Next I really really love uses I also like speeding time with my friends! I love you guys.



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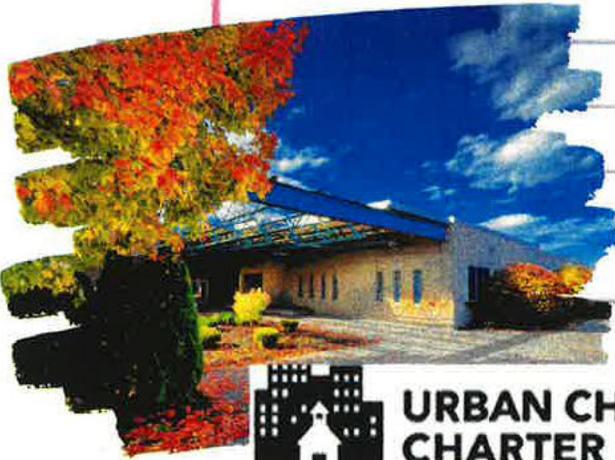




From the
desk of



I Love UCCS because
I learn math I learn
EAA I learn our words.
I learn spelling I like
fun stuff.

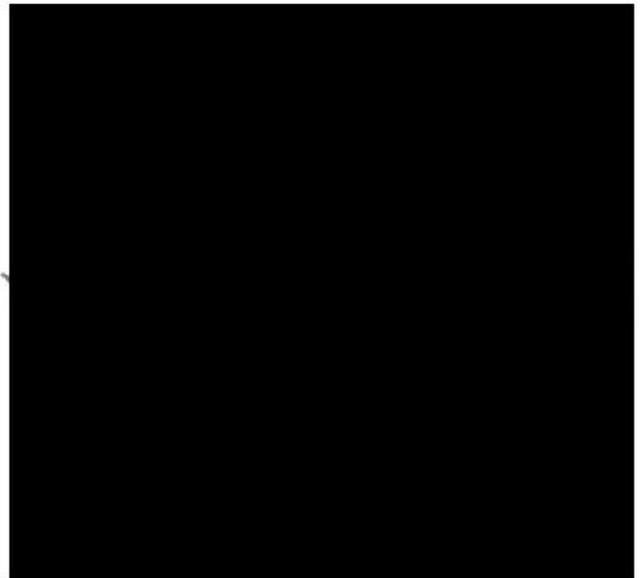


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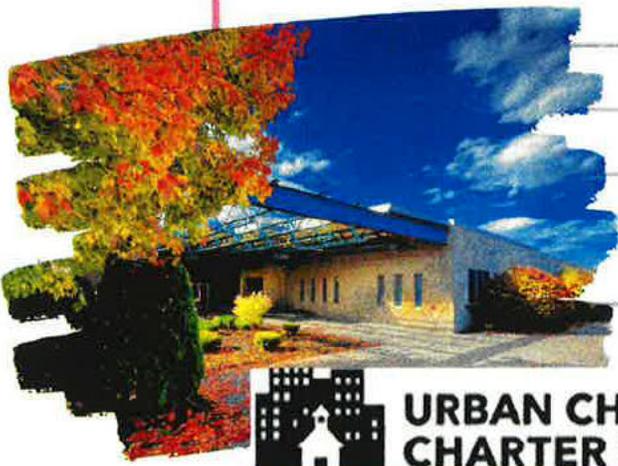




From the desk of



I love UCCS because I love spelling.
 I love writing new words twice. I love
 learning Ela because we ~~write~~ write ~~about~~ about
 stories we read. I love all of the friendships that
 I made. I also love my teachers because
 they make math fun.



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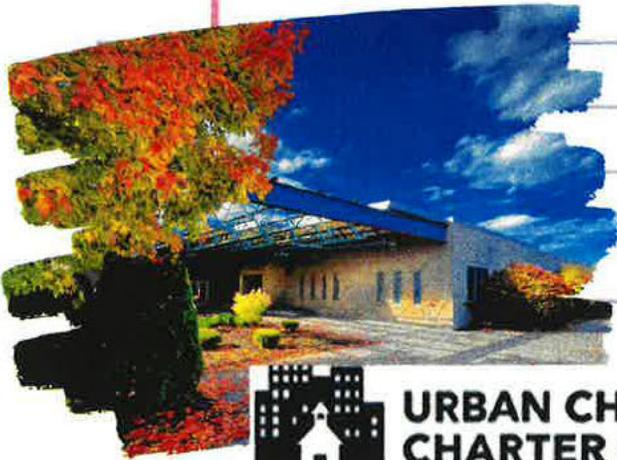




From the desk of



I love UCCS because
 I love my teachers. They
 do fun activities
 with us. We learn new
 words all the time. I
 love all of my friends.

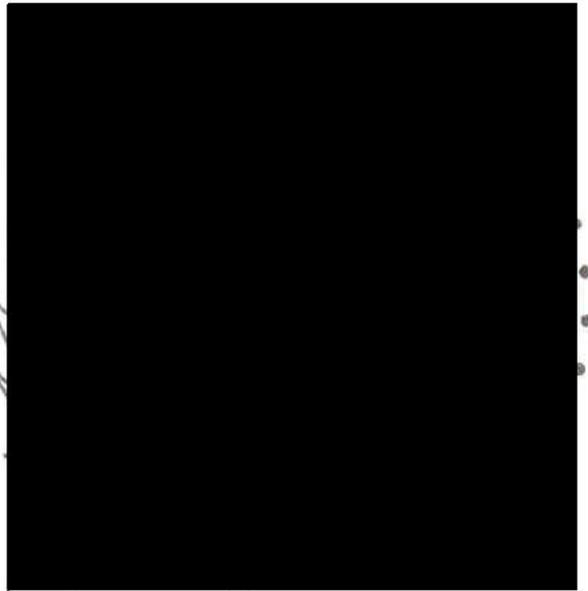


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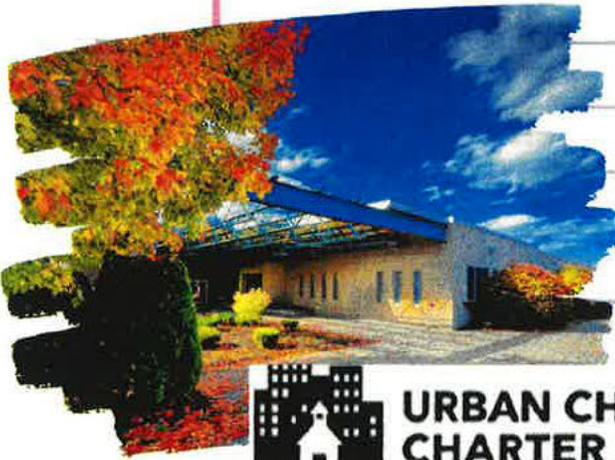




From the
desk of



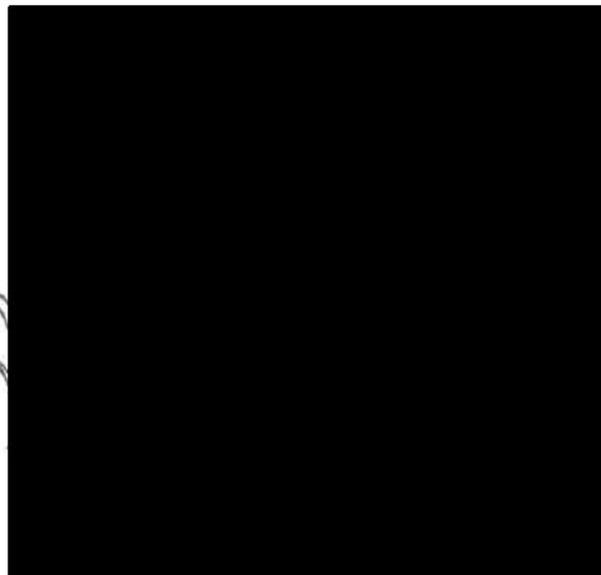
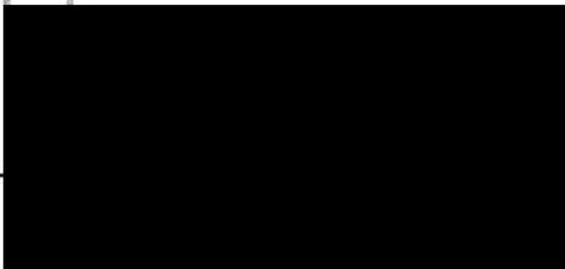
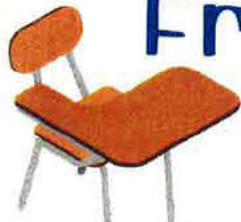
I love UCCS because
I made a lot of
friends. I love reading
with my friends.
Learning on computers
is fun.



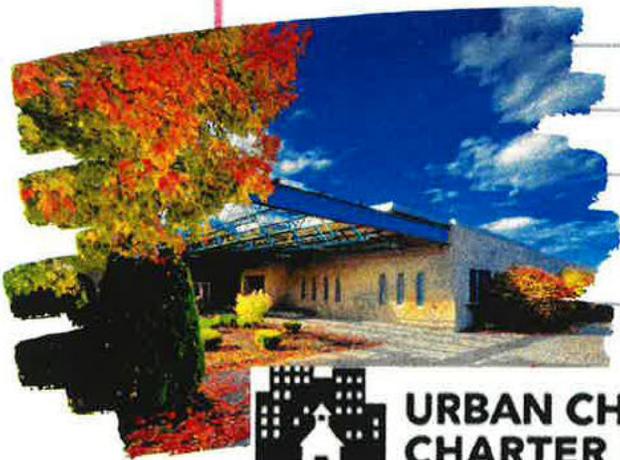
 **URBAN CHOICE
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From the
desk of

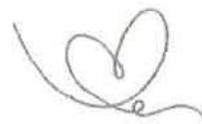


I love UCCS because
I like learning because I like
math. I love to measure. I like
my friends. I like sports.
I like gym. I like music. I like
Art and I love my teachers.



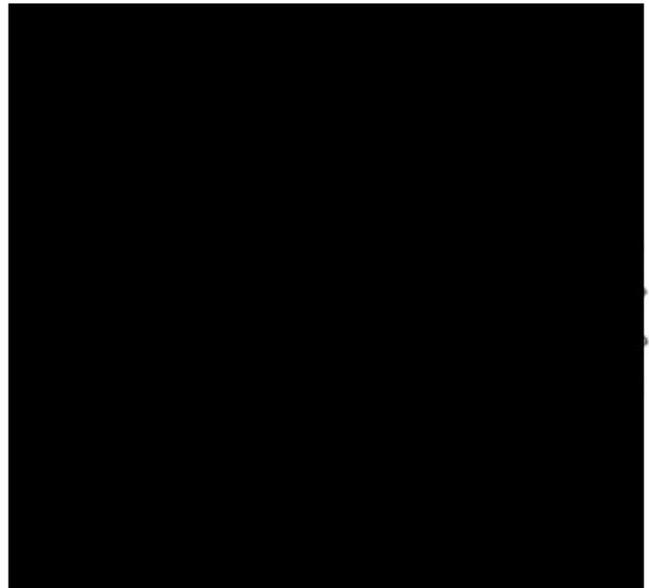
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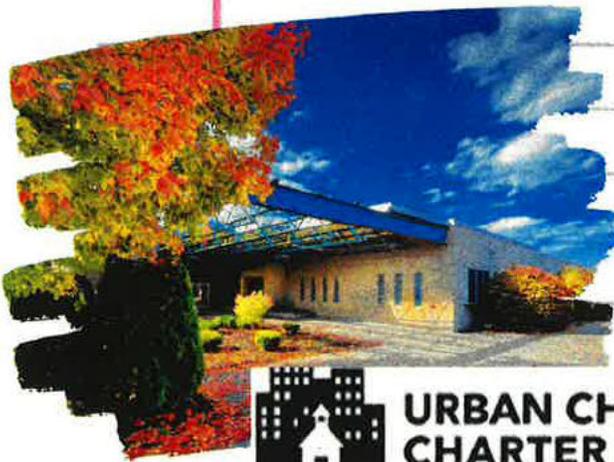




From the desk of



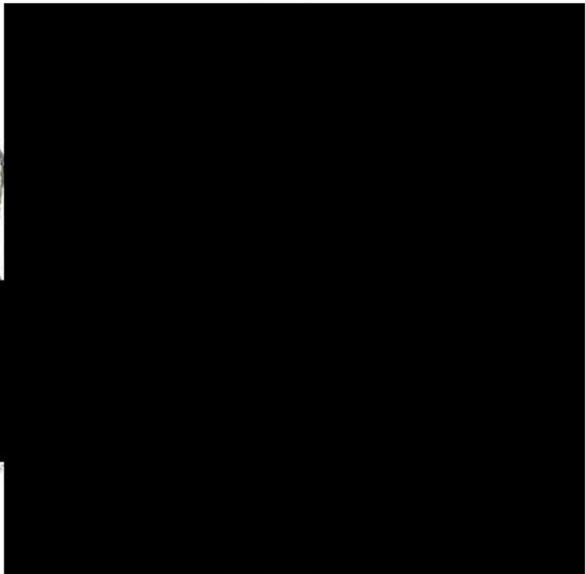
I love UCCS because
 I love learning!
 I like doing my
 letters. We use
 cubes to help
 with them at home.
 Thank you.



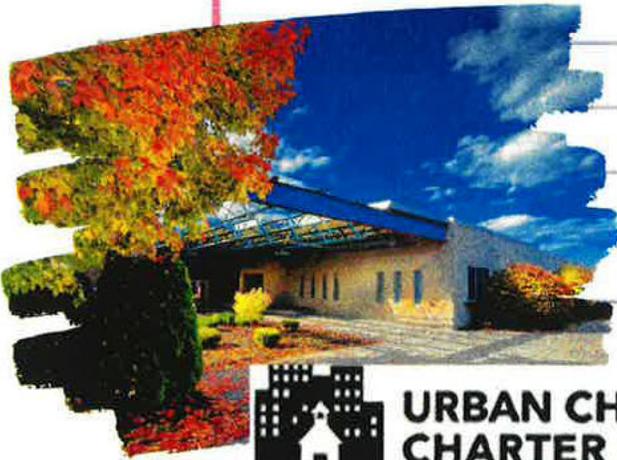
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From the
desk of



I love YCCS because
I love math.
I like Fun Staff.
I like school.

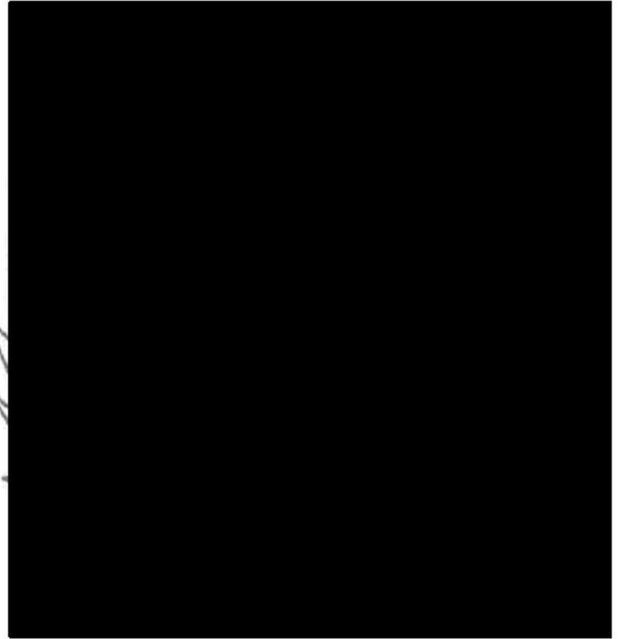


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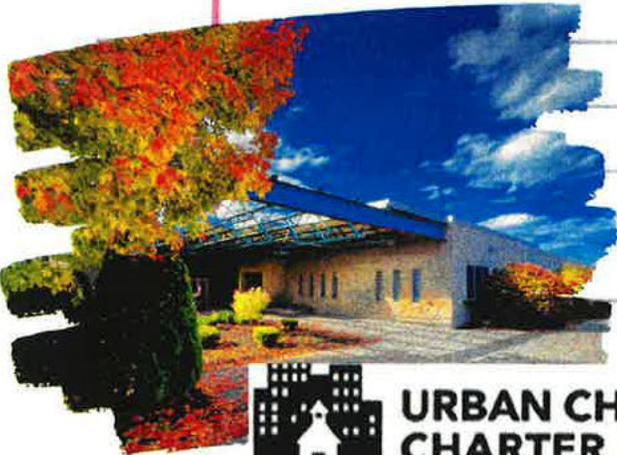


From the
desk of



I
I love UCCS

I love UCCS because we do because
of specials we like all the
friends bins and memories.
I love to learn the readings ♡♡

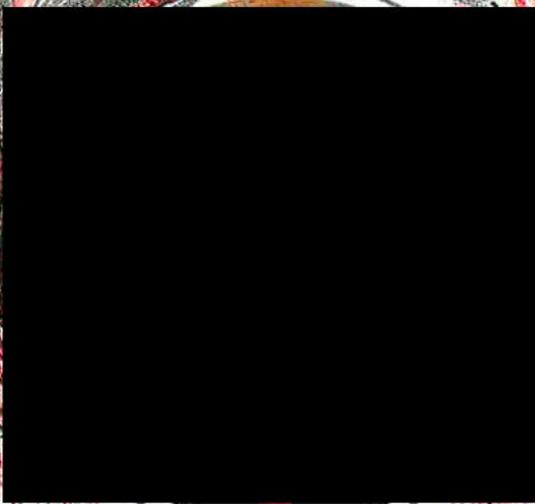
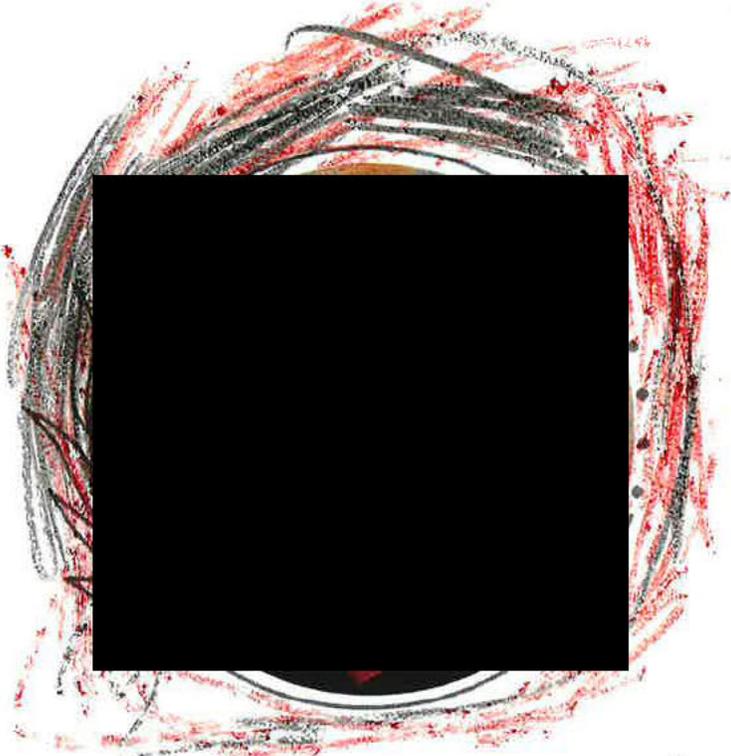


 **URBAN CHOICE
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From the desk of

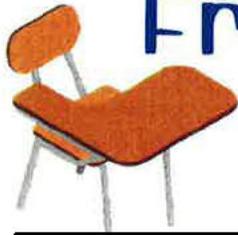


I love you uccs because we do fun activities
we like all the friendships and memories we've made

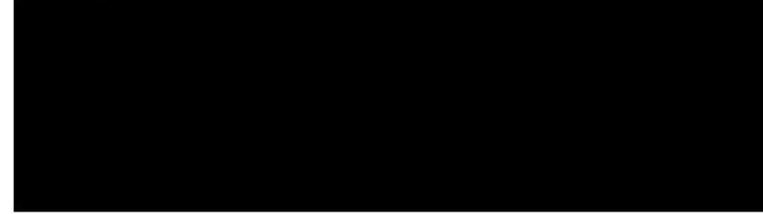


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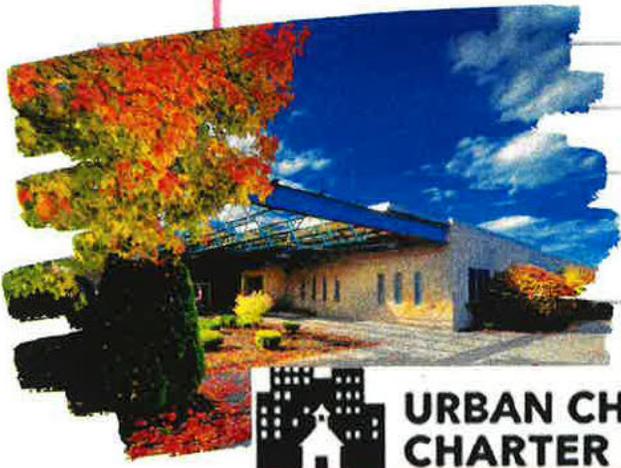




From the
desk of



I love UCCS,
I do spelling
and working I read all
books.

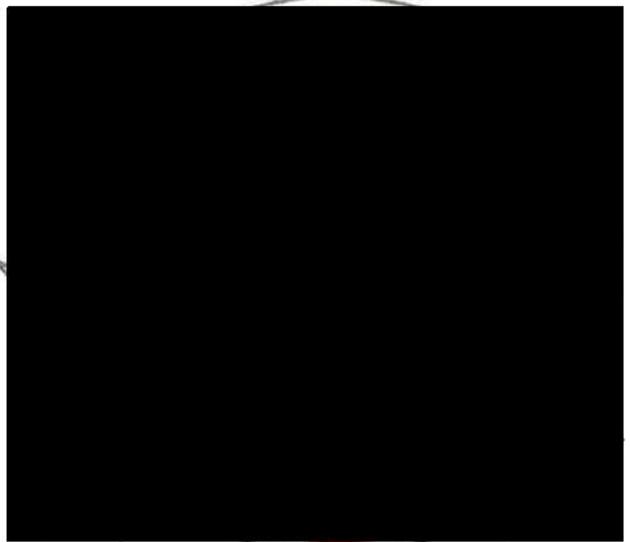


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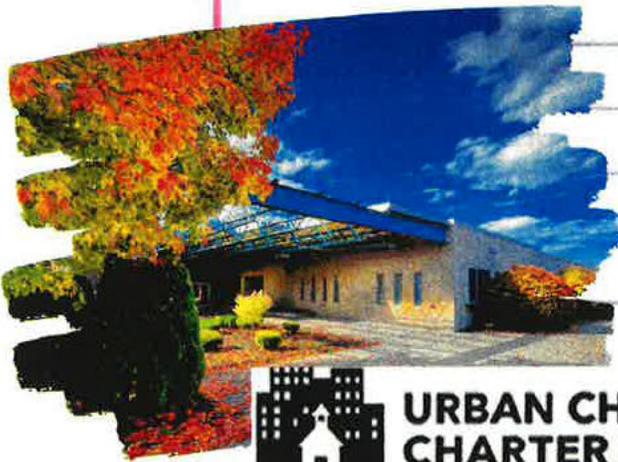




From the
desk of



I love UCCS because we
love learning we all
love math I'm glad to go to school
I love my teachers so
much

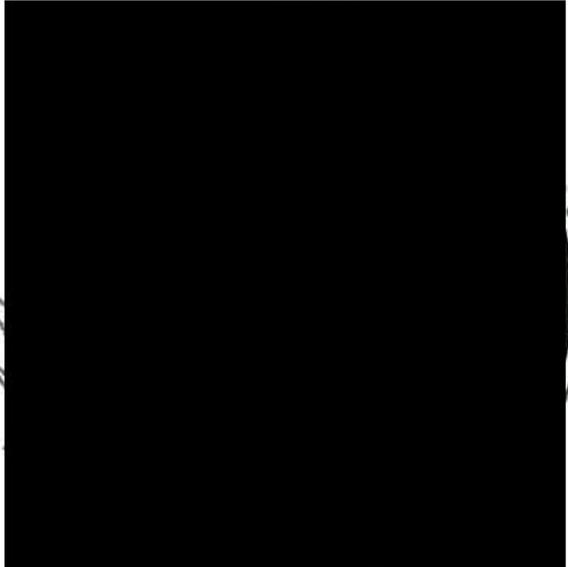


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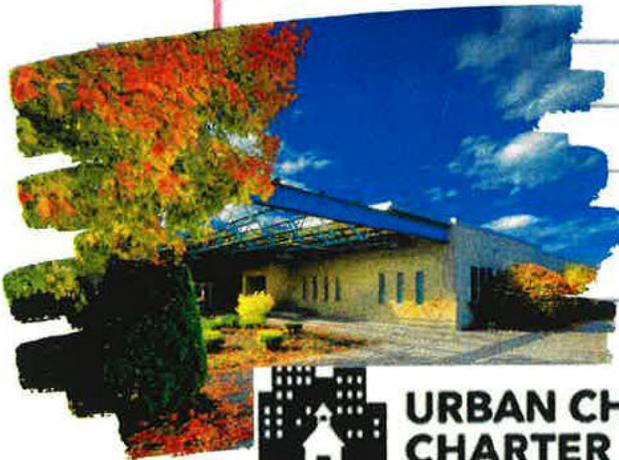




From the desk of



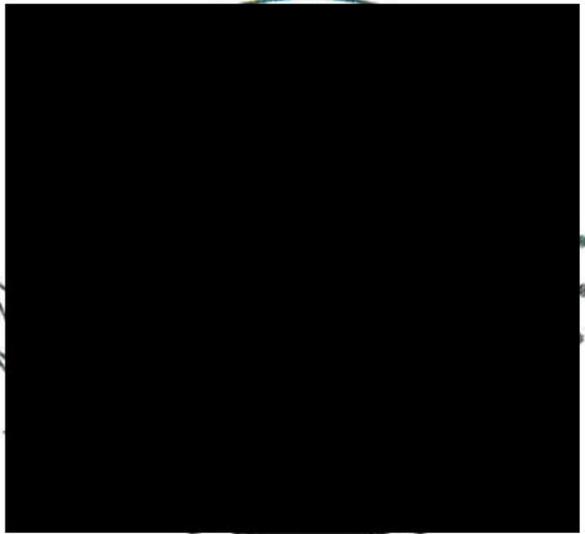
This is my ^{school} ~~life~~ and my education should not be in your politics ^{even if} ~~even~~ trash i don't know position my education should not be played with.



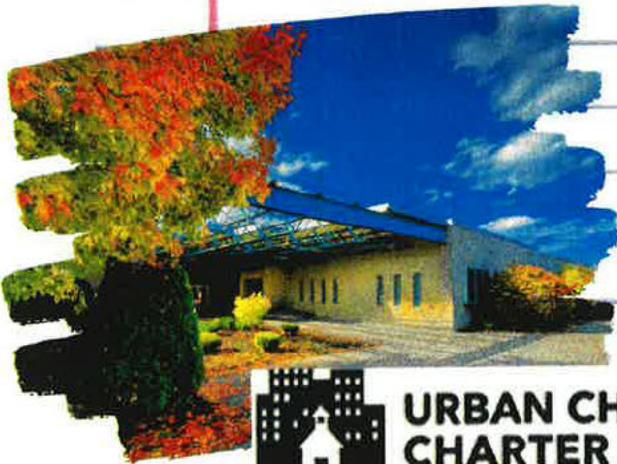
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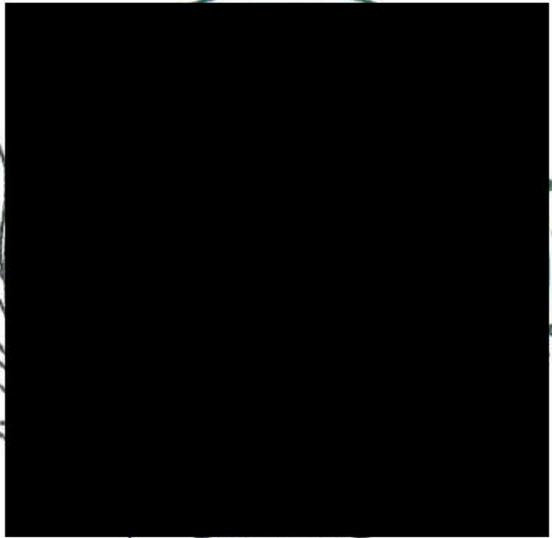
You have no idea how strong I've become, I have ~~met~~ met a lot of people throughout the years I have been here. They had good breakfast before covid. The staff and teachers are very supportive and helpful here.



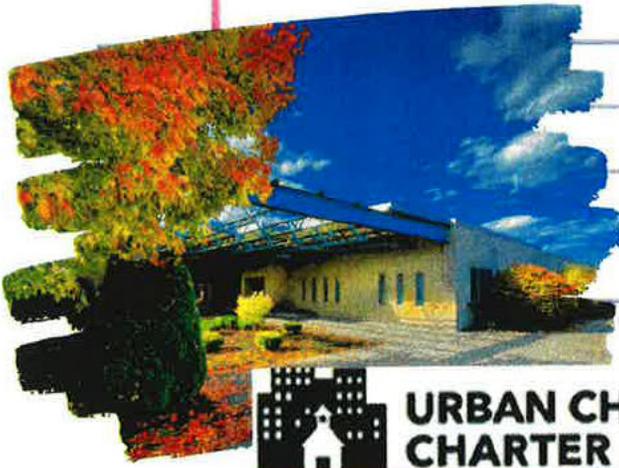
 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of



I've had good times here at UCES.
 I remember my favorite teacher since
 first grade Ms. Fagnan. We always
 did fun activities. The most fun I
 had here was field day in fourth
 grade. In seventh grade was
 the best year I appreciated all of
 my teachers & friends

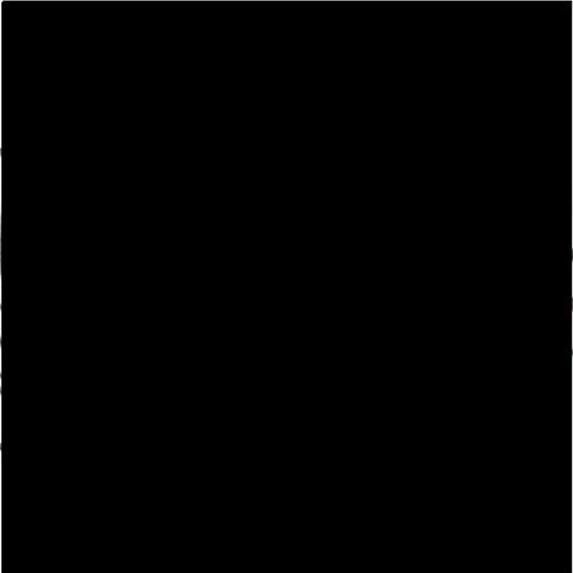


 **URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION





From the desk of



I Been herh for 9 years this school is good
~~and~~ ~~not~~ ~~bad~~ But the good ~~of~~ parts are My
 Friends we all try to work hard the
 teachers are hard work ing and like
 we learn alot they care and help us
 When we ~~we~~ need it even ~~the~~ this
 is my ~~8~~ last year it has been the
 Best ~~of~~ ~~the~~ 9 years of my life
 I hope the ~~the~~ kids that come next
 Love it here lik I did. ♡

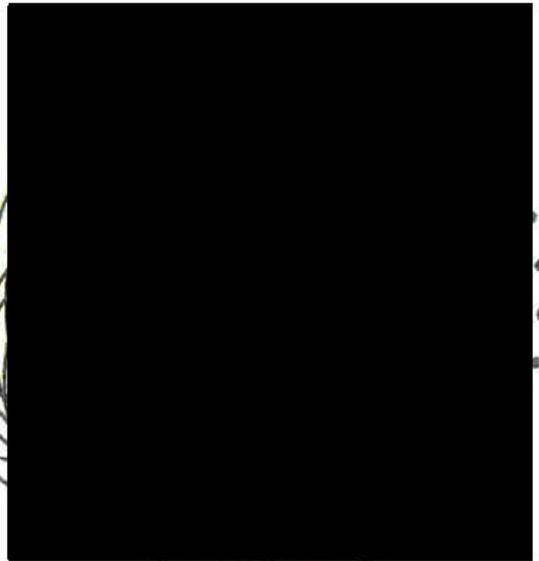


 **URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION

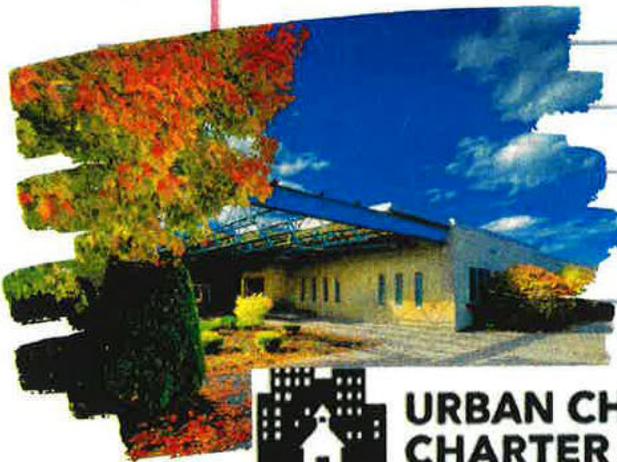




From the desk of



Hello my name is collin vilaySak I have loved being a student at UCCS

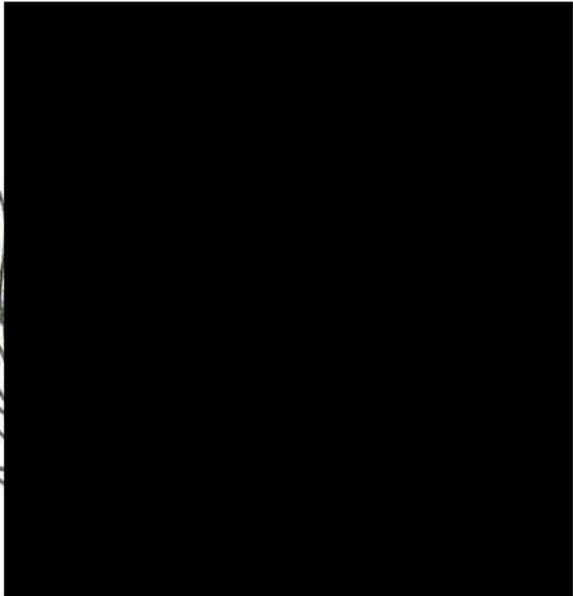


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

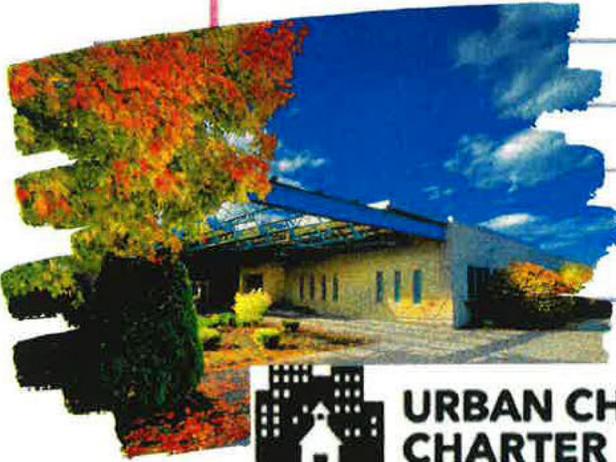




From the desk of



Hi, my name is Kenn here are some reasons why we the people of UCCS loves this school 1. We have good teachers and they teach us well 2.

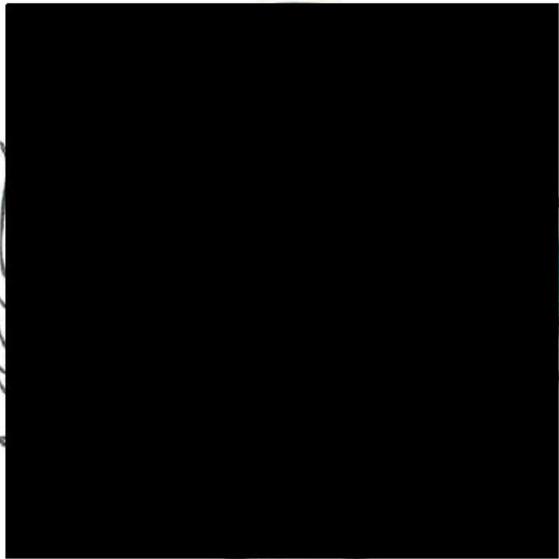


**URBAN CHOICE
CHARTER SCHOOL**
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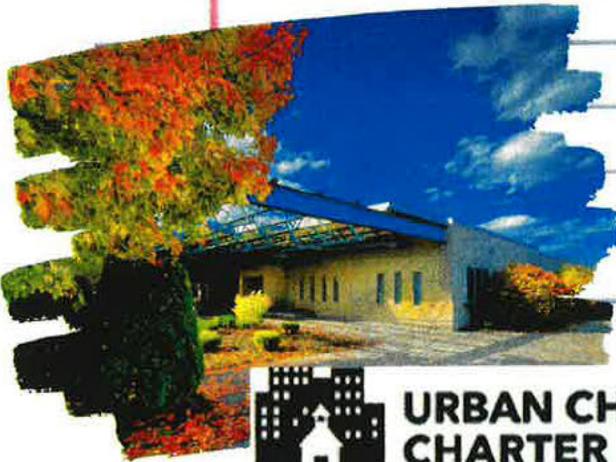




From the
desk of



To Whom it may concern, don't shut down
the school. K through 7th needs Urban Choice.



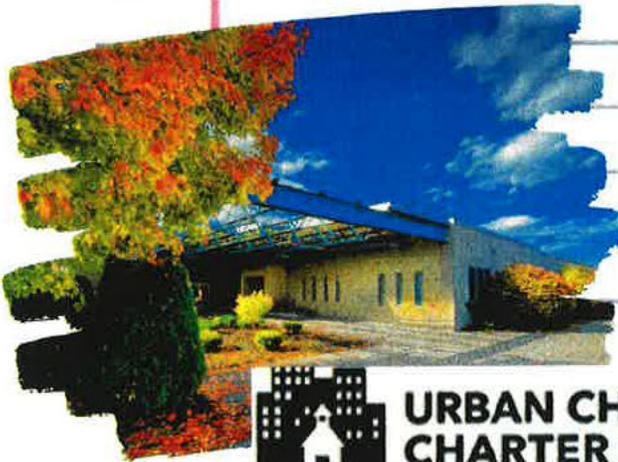
 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of



My name is [redacted] You should not
 close the school down I had some good
~~times~~ times I made some friends good and bad.
 But the teachers have really taught us
 things they try and teach kids the best
 they can they teach us well. The teachers

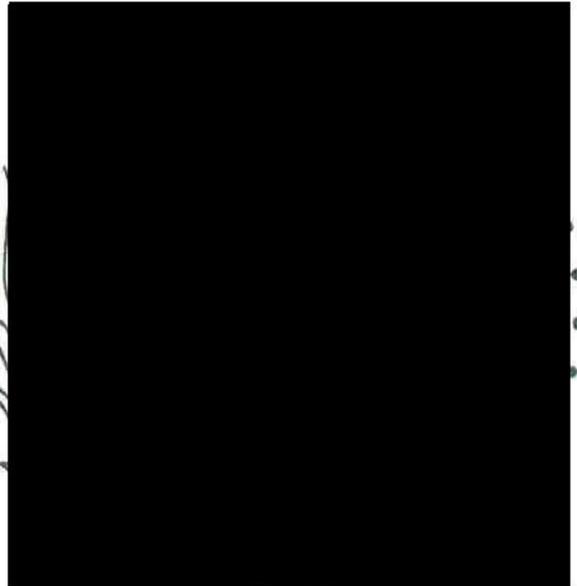


**URBAN CHOICE
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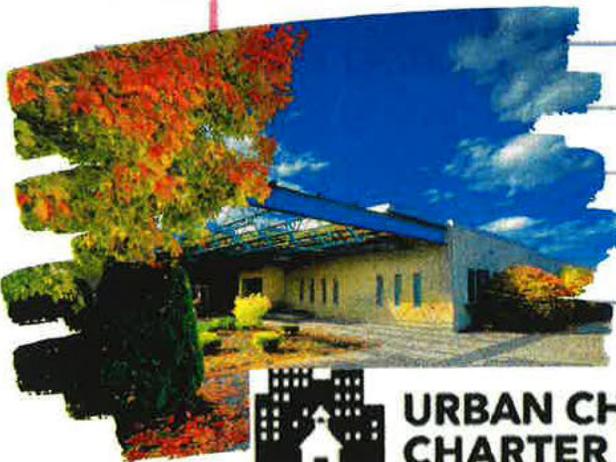




From the desk of



To whom it may concern... this school should not be shut down because of a few small mistakes that can be fixed and will be! From K-2 teachers taught me things i never knew i would need now, all the kids that's moving to 8th, the kids that are hoping to move to the next grade should be cared for too.

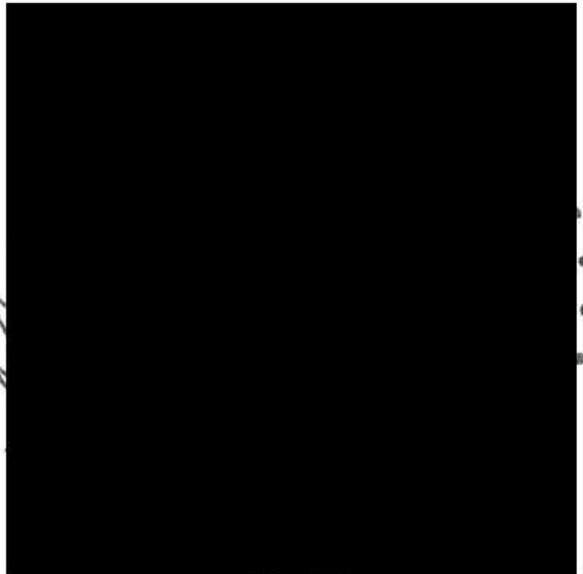


 **URBAN CHOICE
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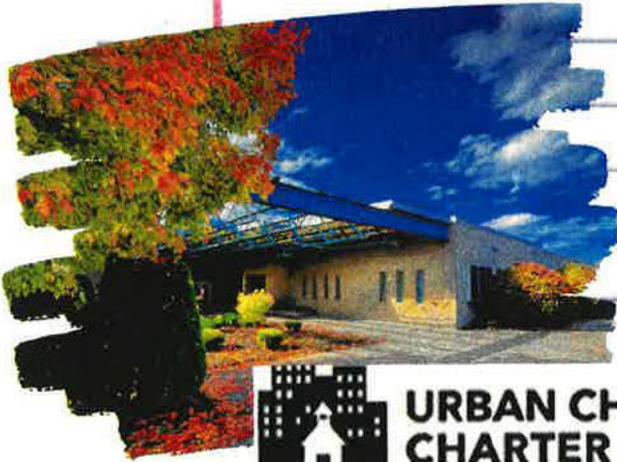
From the desk of

3/22/23



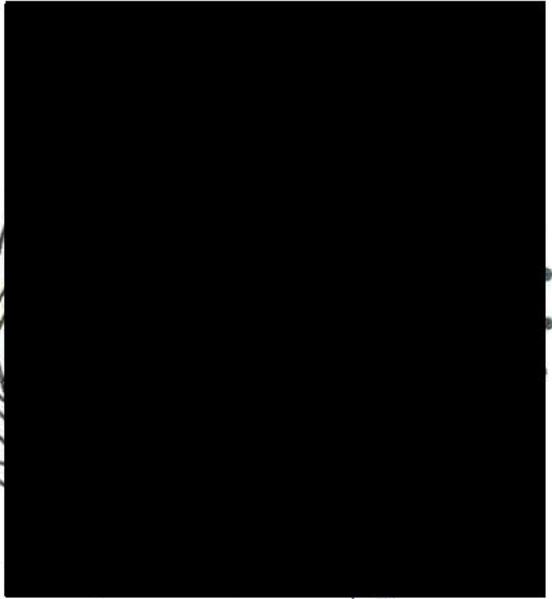
Dear Regents,
 I am Liam Nolan and I have mixed feelings. I'll miss my friends and my teachers and all the good things about UCCS, I love this school and every one in it, so please don't close the school. I'll miss every one at this school. Please don't close the school. Also why do you want to close the school? For what reason?

-Sincerely



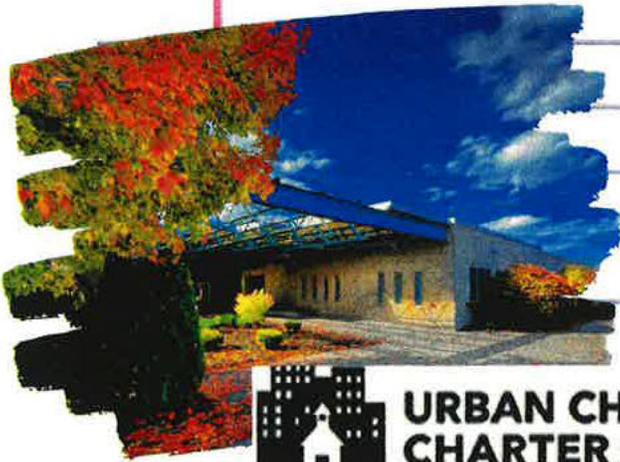
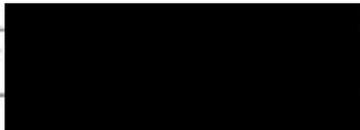


From the desk of



Dear regents, My name is [redacted] and I am sad because the school is closing down our school is the best school in town and now i have to go to a new school and i don't want to.

from [redacted]



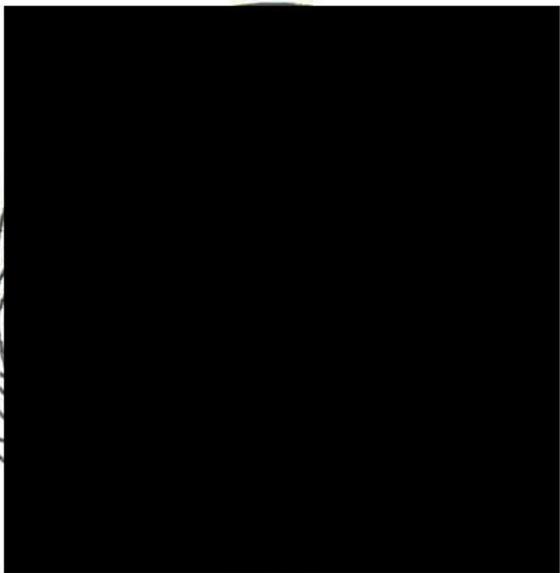
 **URBAN CHOICE
CHARTER SCHOOL**
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From the desk of

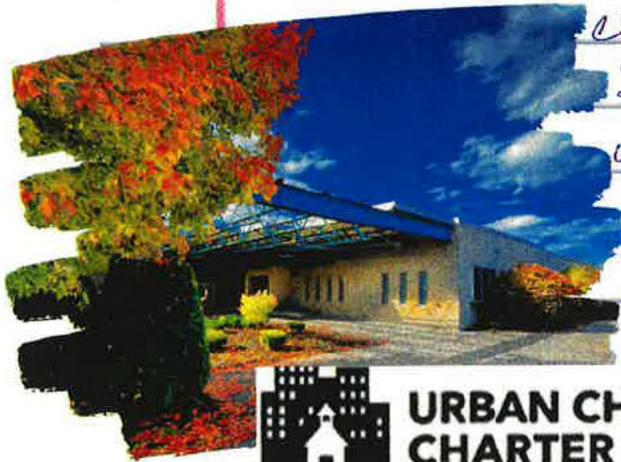
3/22/23



Dear Regents

I am [redacted]. It has been a wonderful experience in this school. I just came here a year ago and I'm already in love with this school. My teachers are so nice and the staff are so nice. We also get to watch movies while were doing lunch. I am so happy I ever found this school. I would be devastated if this school closed and especially enraged. Me and my brother just got to this school and really enjoy being here so please Keep it open.

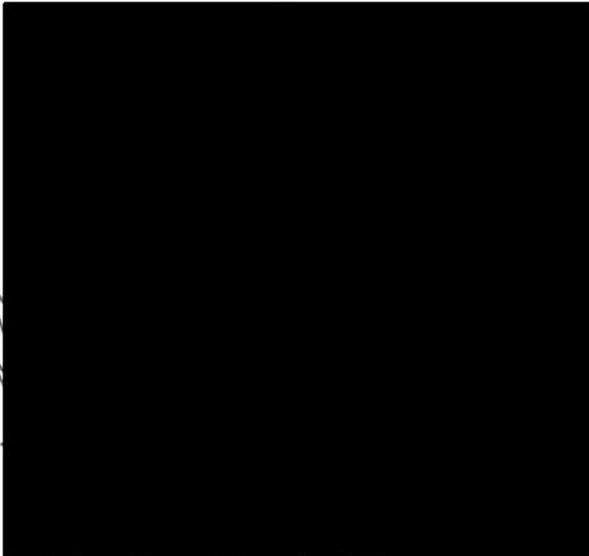
Sincerely -



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CHARTER SCHOOL**
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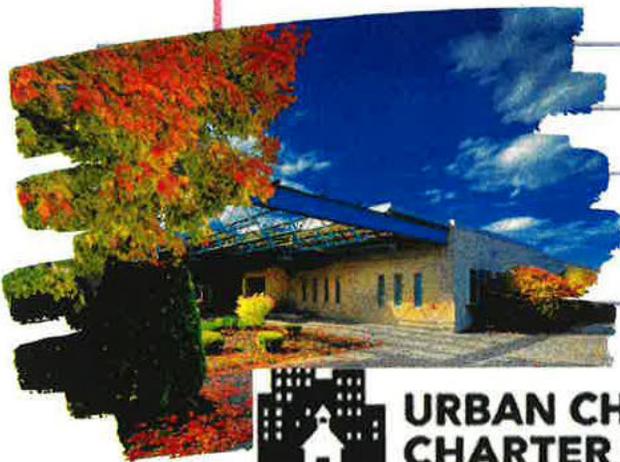


From the desk of



March 22, 2023

Dear board of regents,
I feel so sad when I shut down
I will miss all of my friends.
I get to color during
recess. I like my teachers,
from



**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



Delwan JACKSON 3/22/23

Dear Regents

Hi my name is [REDACTED]

I don't know why you guys want the school to close.

That is really mean. I don't want the school to close. I'm not trying to be mean but

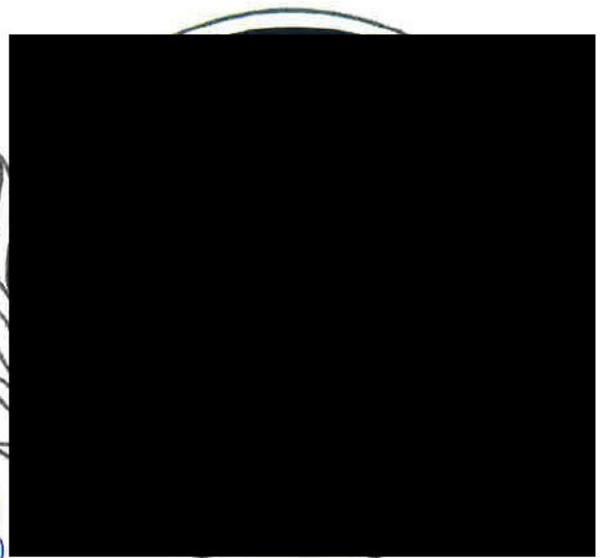
why do you want the school to close. Our school is the best school in the world.

Please tell me why you want the school to close?

From [REDACTED]

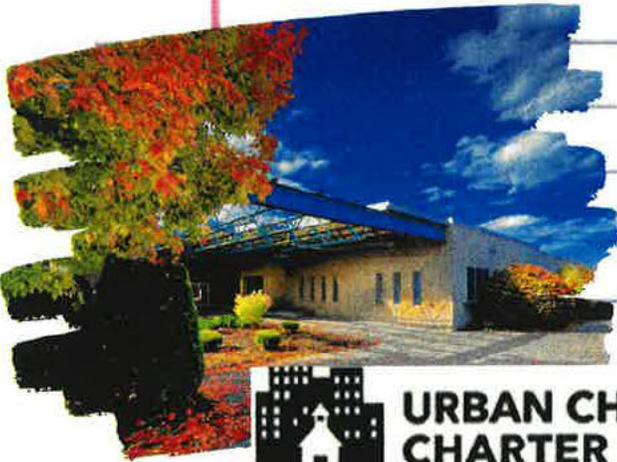


From the
desk of



March 3-2, 2023

I like my friends and teachers,
who are nice. I will miss the school!



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION





From the desk of

Mr. Fose

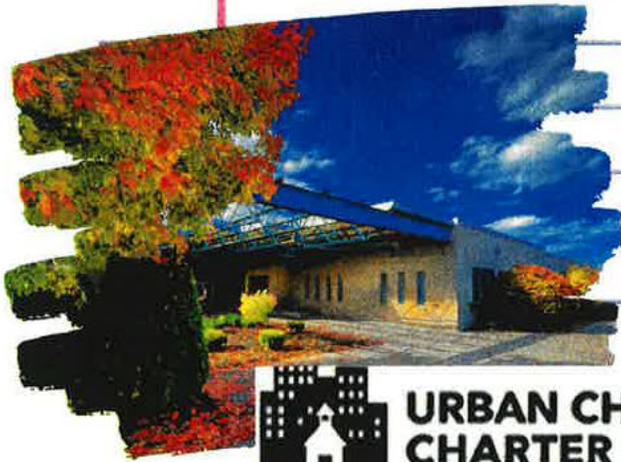
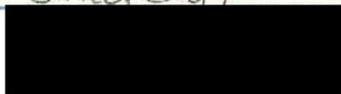


March 23, 2023

Dear Regents,

In considering whether to recharter UCCS, I truly hope you will consider what a school really is: a hub for the community, a steady presence in the lives of children, and family of students, staff, and their families. If UCCS were to close, countless lives will be altered, and not at all for the better. Before voting, please keep in mind all of the positives that UCCS does, and not just the test scores (a flawed metric, but I'll spare you my rant). Please consider the people involved before you make your decision.

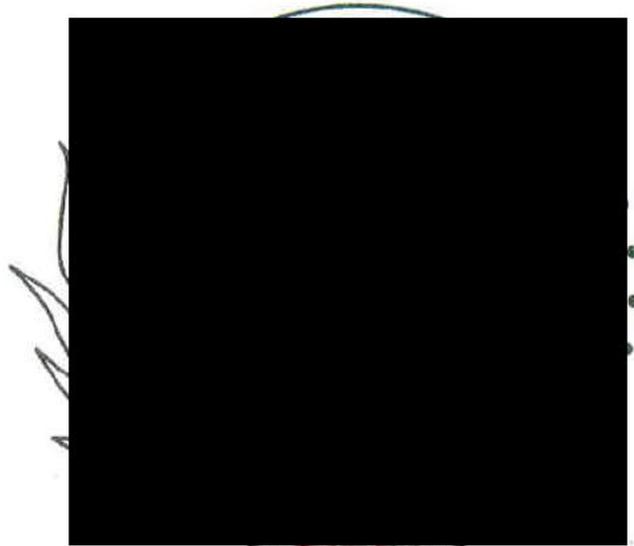
Sincerely,



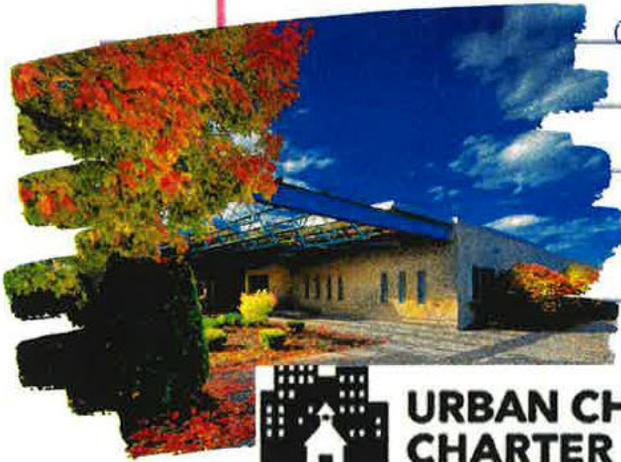
**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of



Hi, My name is Nyllyn and if yall shut the school down I will be sad because I will be sad because I will miss my friends and the learning also my TA teacher Ms Asia who keeps me safe and helps me with my learning. Our school is more than a school it's home and when a school it's home and all my 5 years at school it's been really fun from [redacted]



URBAN CHOICE CHARTER SCHOOL
 REDEFINING URBAN EDUCATION

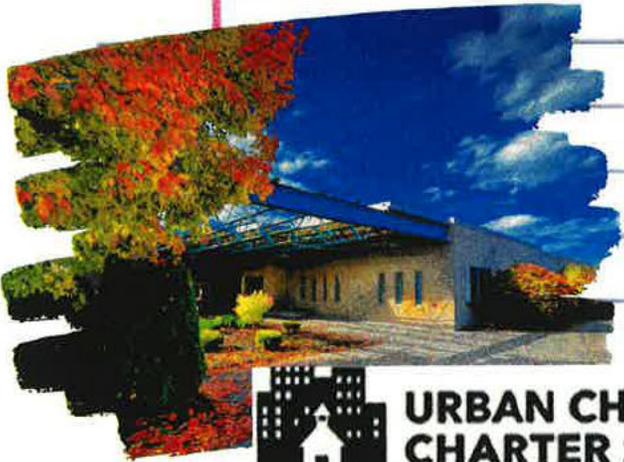




From the desk of



Hi my name is [redacted]
The only reason I don't want the school to close because my favorite teachers ms. Asia and ms. Hunt and friends and I been here my whole life and they and I love my school. [redacted]

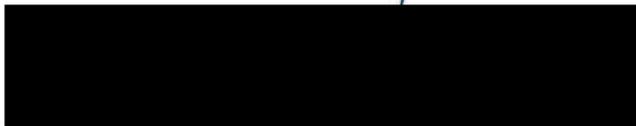


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

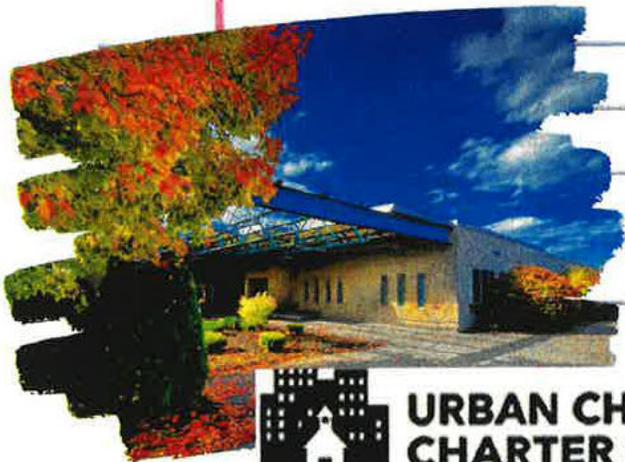




From the desk of



Dear, my name is [redacted]
I like the school because friends
and teachers are nice and
very hard ~~work~~ workers. some
[redacted]

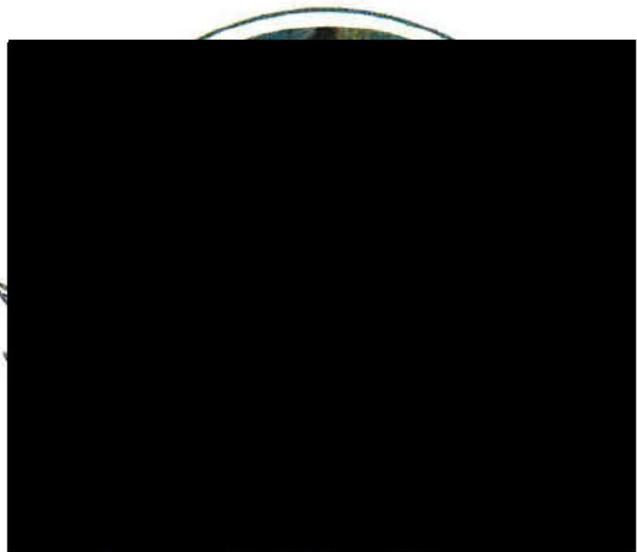


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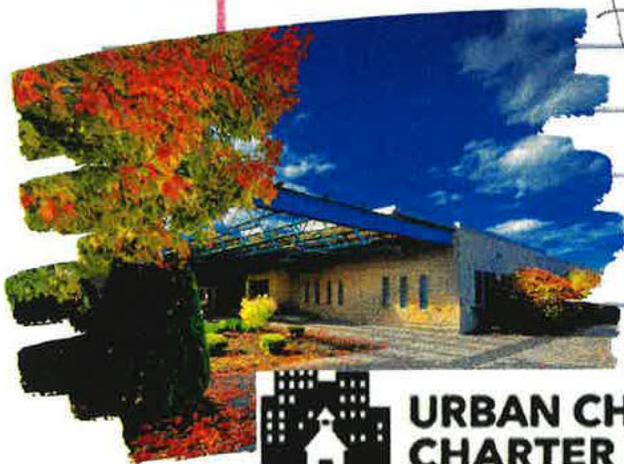




From the desk of



Dear Dear Regents I
 Will hate if this School close
 and I will be upset I will not
 see my friends ever and I
 will not see my teachers and
 I will be sad. I was here since
 kindergarten and I will be mad
 and I will have to go to a new
 school and make new friends but
 I will miss my old friends and
 teachers.



 **URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION

K

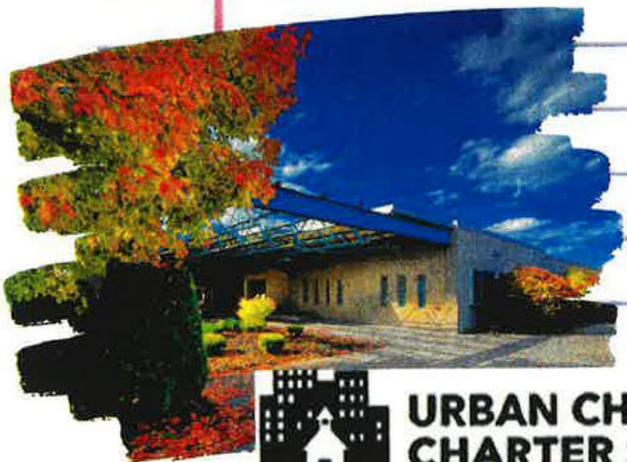




From the desk of



Hi my name is Zymir and I will be sad if the school close because I learned alot in this school made good friends and have the best teacher miss Asia.



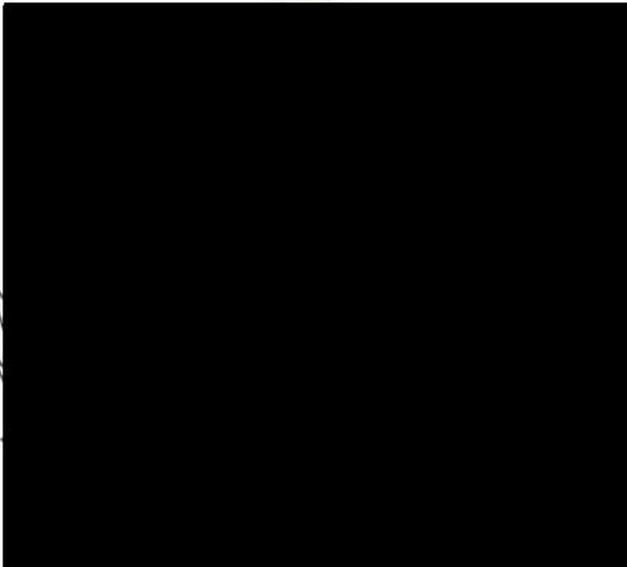
URBAN CHOICE CHARTER SCHOOL
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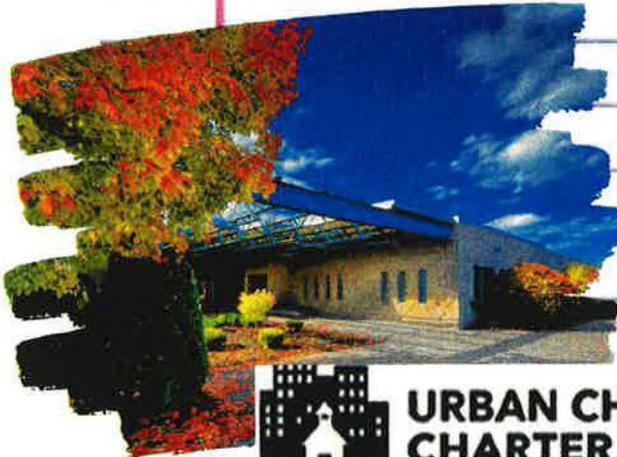


From the desk of

Dear Regents

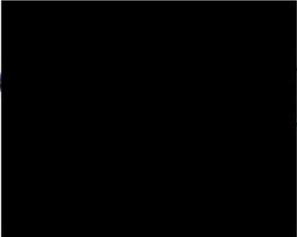


I'm going to miss my friends and Ms. Asia Mr. Rose and Ms. Hunt + the activities and the fun stuff and all of the staff and kids and all good vides and just what we have in our school and what we get to do and I like ela math and art class and Mr. Parris and my class room and the nice and kind people and the fun things in the class room and the kind people this is a good school I love ever thing we do I don't want it to close I will be very sad I hope and Ms. Allen because she is a really help




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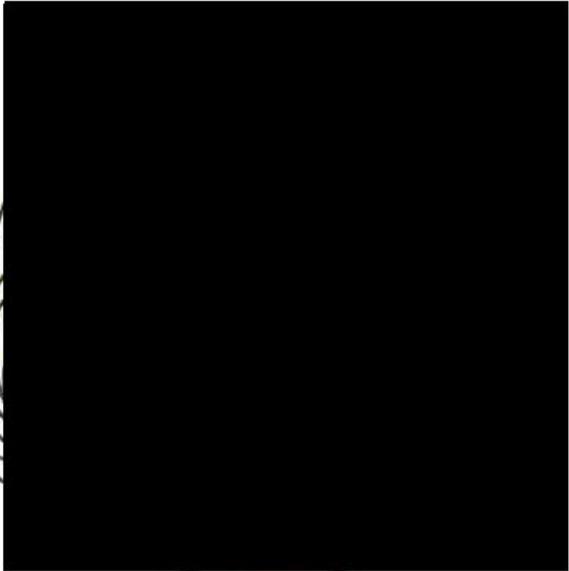
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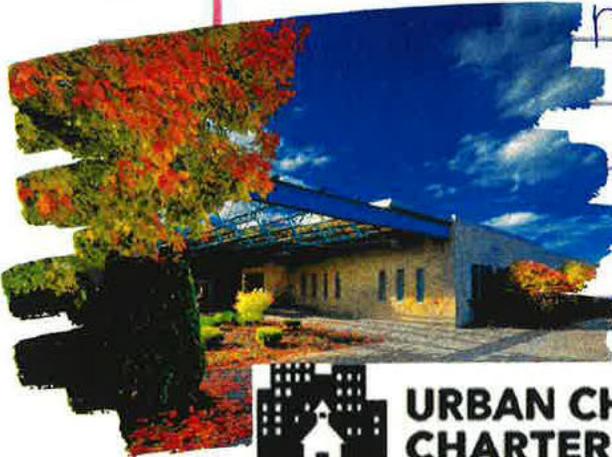


From the desk of

March 22, 2023



Dear regents, my name is [redacted]
 [redacted] I am in 4th grade and
 my teachers are Mr. Fose, Ms. Allen, Ms
 Asia. I don't want the school to
 shut down because the school is like
 a family so we can always make
 new friends and visit our old
 teachers, but if the school shut
 down we will have to go and
 make new friends and go to a
 new school. It's very fun
 for kids academics and
 helps kid like me to
 get a privilege to
 learn from [redacted]



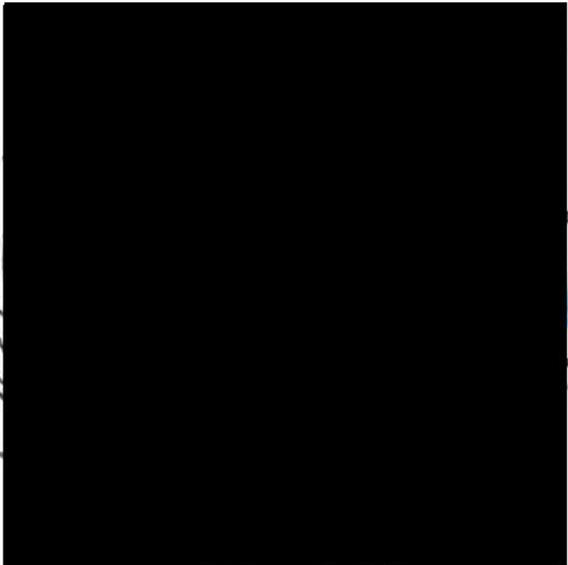
**URBAN CHOICE
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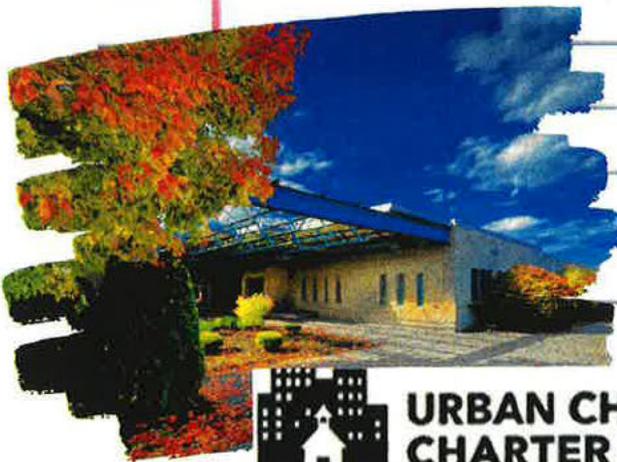


From the desk of

march 22, 2023



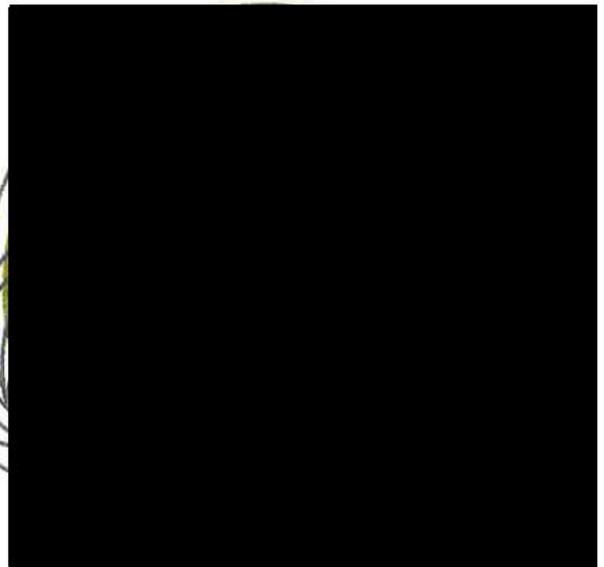
Dear board of regents I will be sad because I will miss my favorite teachers and miss my favorite friends. I will have to make new friends, I don't want to change schools and have to leave. I have been going to this school since kindergarten. My mom will be sad too because my mom knows my teachers.



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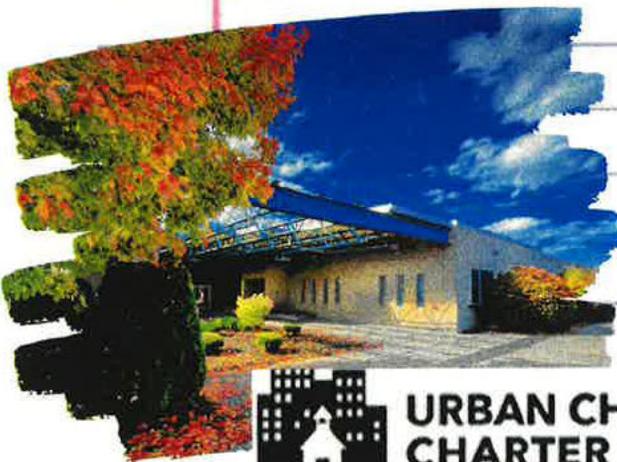


From the desk of



Dear Regents,
 UCCS has teachers who
 care about us. I love my
 friends at school and they love
 UCCS just like me. If UCCS closes
 I will feel sad and disappointed
 because I have so many memories
 here. I will be heartbroken
 because I like my school.

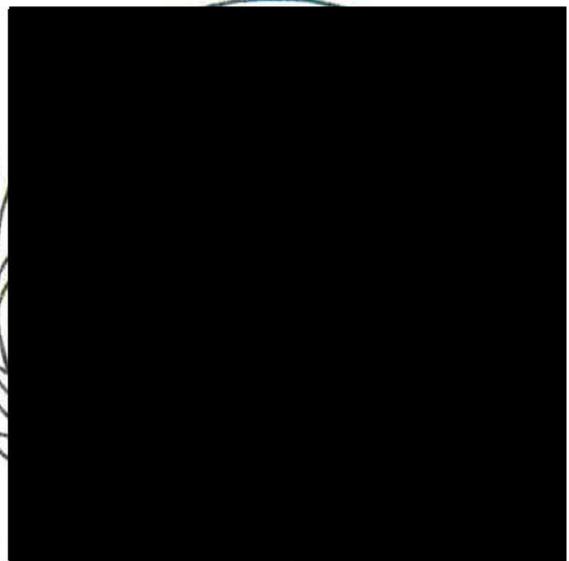
Thank you,



URBAN CHOICE
CHARTER SCHOOL
REDEFINING URBAN EDUCATION



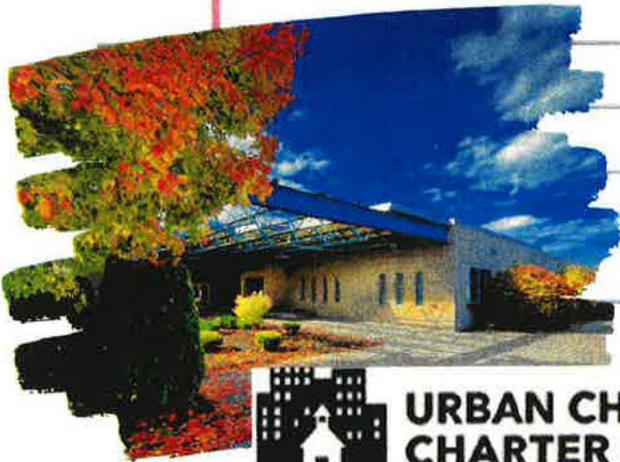
From the desk of



Dear Regents,

Urban Choice Charter School is a great place. The teachers are so good. The teachers always worry about me. I feel terrible and sad if the school closes.

Thank you

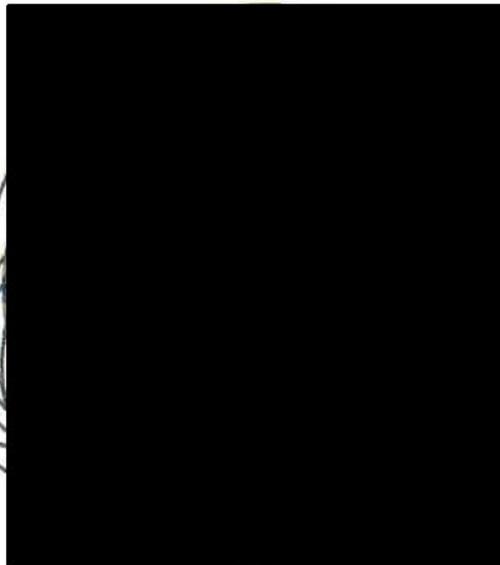
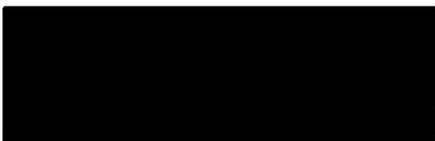


URBAN CHOICE CHARTER SCHOOL
REDEFINING URBAN EDUCATION





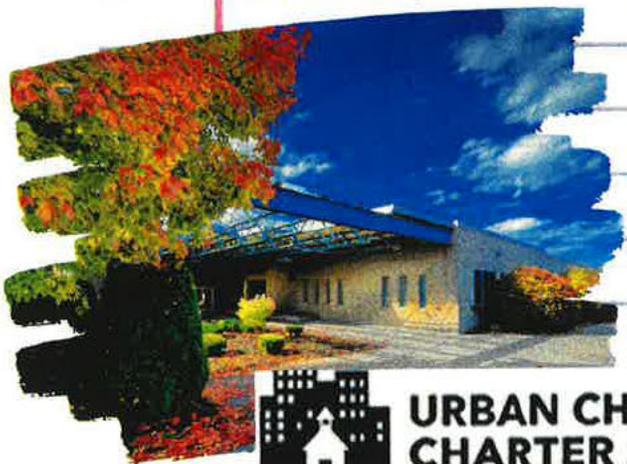
From the desk of



Dear Regents,

If U.C.C.S. closes, I would feel so sad because I want to stay at my school. choice charter keeps us safe and we practice drills for safety. If U.C.C.S. closes I would miss my U.C.C.S. family. It will make me cry because my school care about us being safe. my teachers helps us learn read and do math. my teachers are helpful and they will help us anytime. Please don't close our school. We love it here.

Thank You.

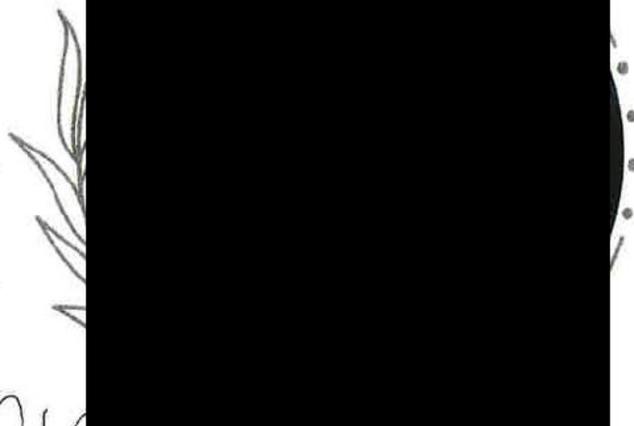


REDEFINING URBAN EDUCATION



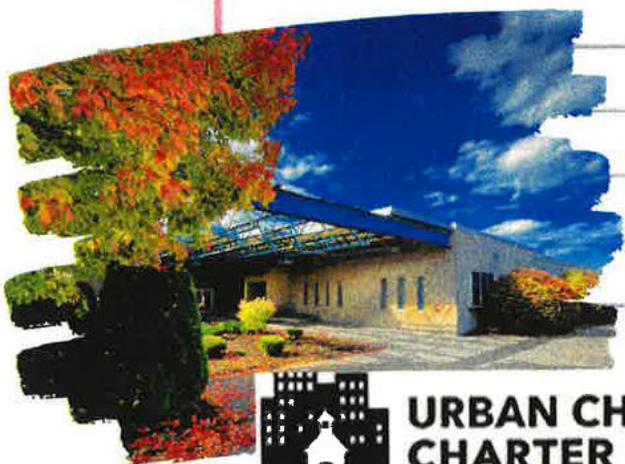


From the desk of



Dear Regents,
Urban Choice Charter
School help me learn
new things. If UCCS closes
I would feel sad because I
like my school.

Thank You

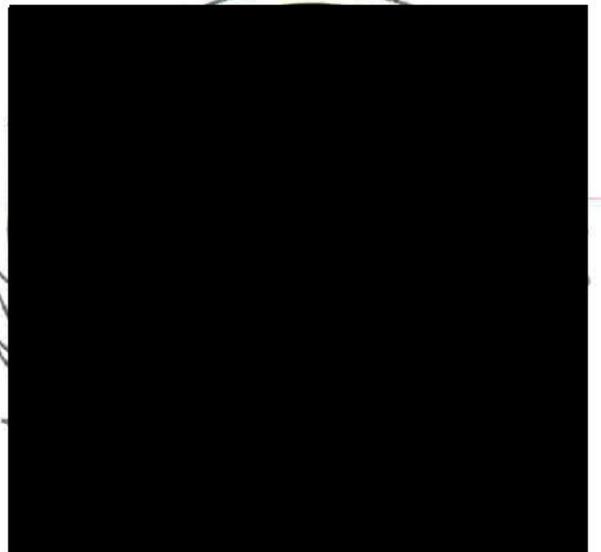


 **URBAN CHOICE
CHARTER SCHOOL**
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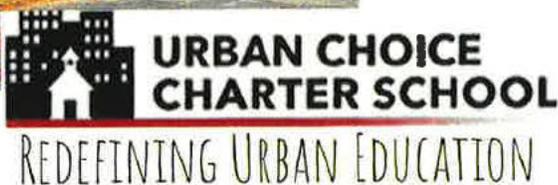
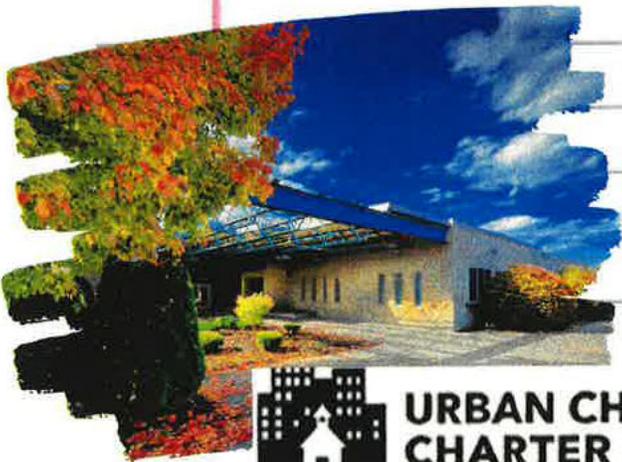




From the desk of



Dear Regents,
 Urban Choice Charter School helps us learn and our teachers care about us and everyone in the school. UCCS is a safe school and I'll miss my UCCS family. It will make me cry because this school helps me learn. I will be heartbroken because I really love this school.
 Thank you

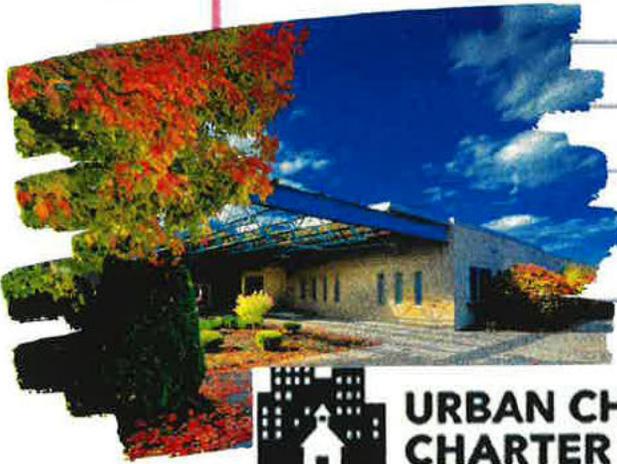




From the desk of

Dear Regents,
Urban Choice Charter School
has great teachers who help
us learn. I love learning math
and going to gym. If the school
closes, I would feel sad because
I will miss this school, my
teachers and my friends.
Please don't close our school!

Thank you

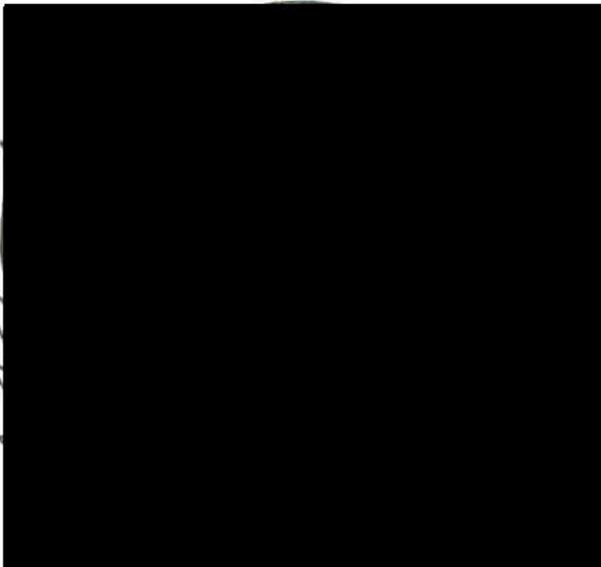


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



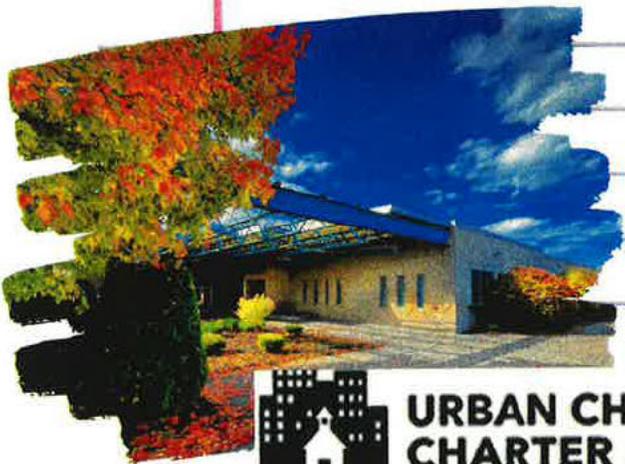


From the desk of



Dear Regents,
Urban Choice Charter School help
me to learn, read and grow. Gym
help me run faster. If UCCS closes I will
feel sad because I like my
school.

Thank you.

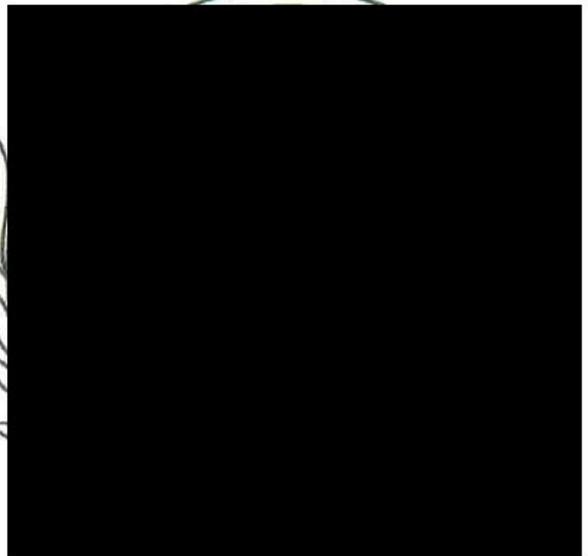


 **URBAN CHOICE
CHARTER SCHOOL**
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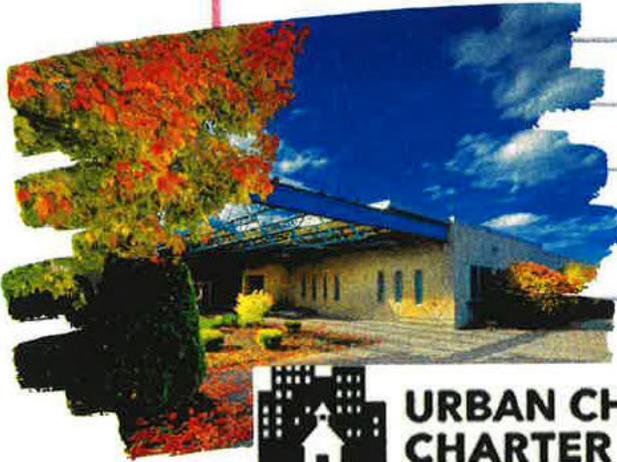
From the desk of



Dear regents,

UCCS is a great school! IT helps us learn and keeps us safe. also has teachers that care about us. If UCCS closes I will be sad because we have nice teachers who reward us with nice things when we are doing our work.

Thank you

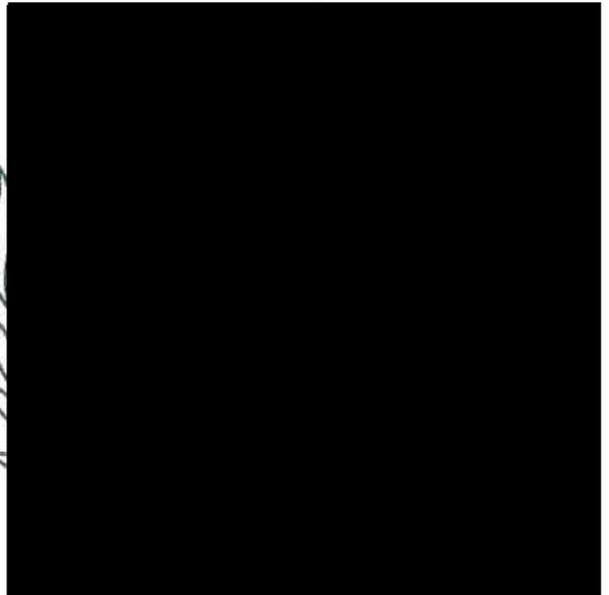


**URBAN CHOICE
CHARTER SCHOOL**
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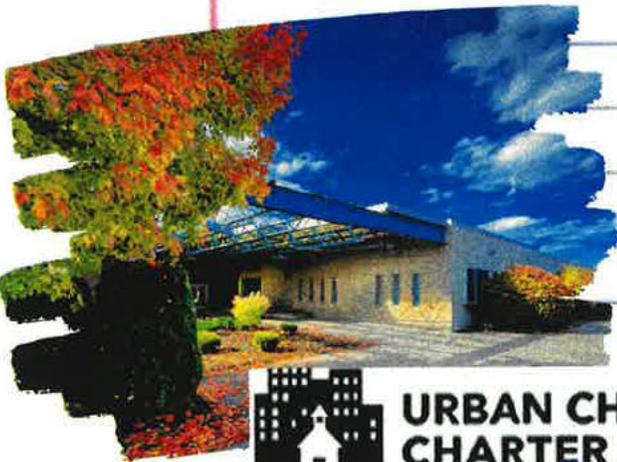


From the desk of



Dear Regents,
 My school is important to me. UCCS helps us learn new things. I'm sad. Our teachers care about us. Our school is a safe place. If UCCS closes, I would feel sad because I love my school. Please keep our school open!

Thank you
 Kayden

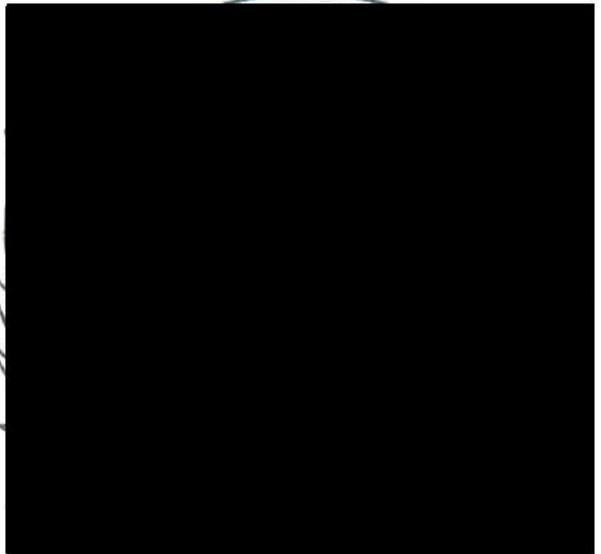


**URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION

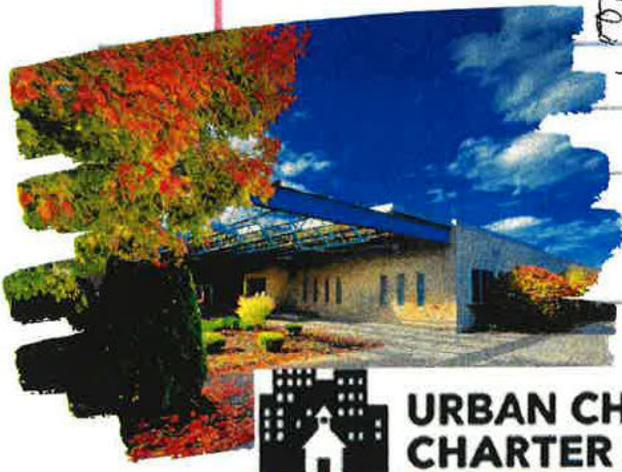




From the desk of



Dear Regents,
 Urban choice charter school
 means so much to me.
 It helps me learn. It's
 a great school. I want
 to continue learning here.
 Please do not close our
 school. I want to spend
 more time here. I want to
 stay. It's like a home.
 Every teacher are
 some of the
 nicest people I ever
 met.
 Thank you.

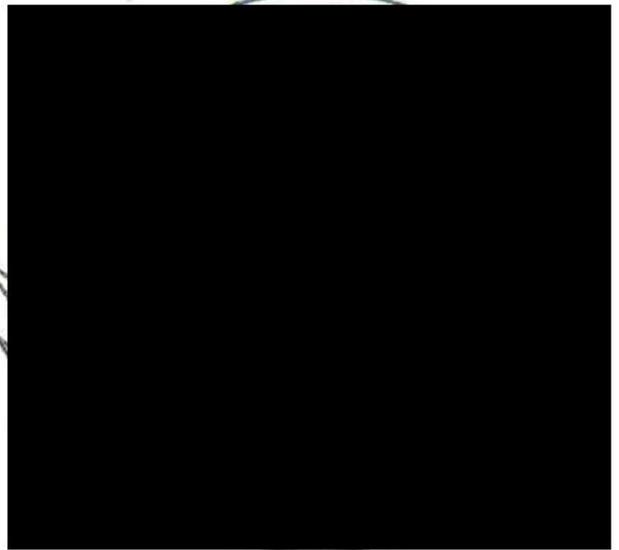
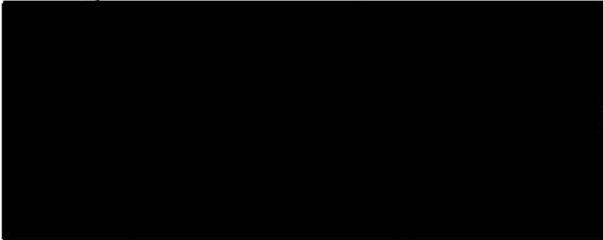


 **URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION





From the desk of



Dear Regents,

If Urban Choice Charter School closes, I would feel sad because I have so many nice memories here. They help us learn and grow. Our school is safe because everyone cares about us. We have teachers that care about us and they are nice. Gym, art and music are a lot of fun. If you close our school, I will miss the staff and my friends. I am sad because I have been here

Since I was in kindergarten. I am disappointed because everyone is so nice. I hope the school never closes down! I would miss my U.C.C.S family.

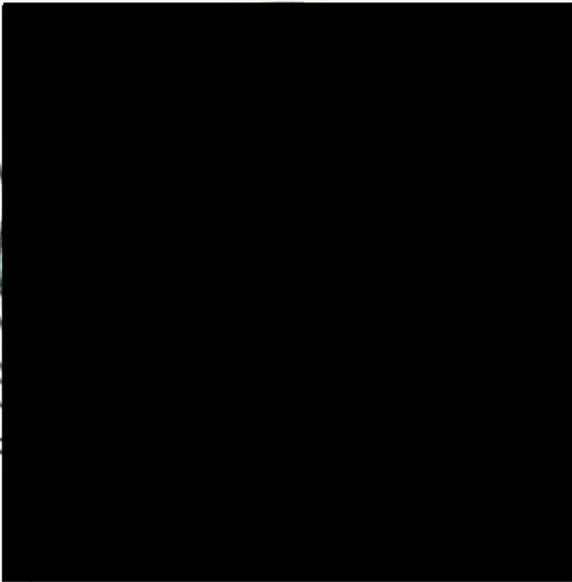
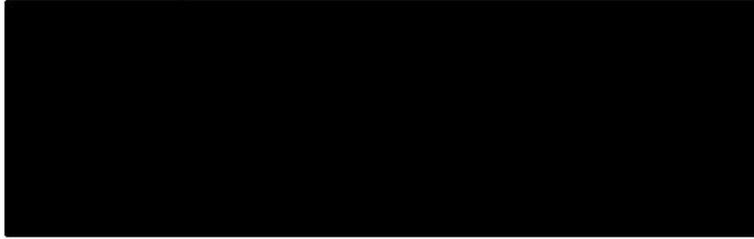
Thank you



**URBAN CHOICE
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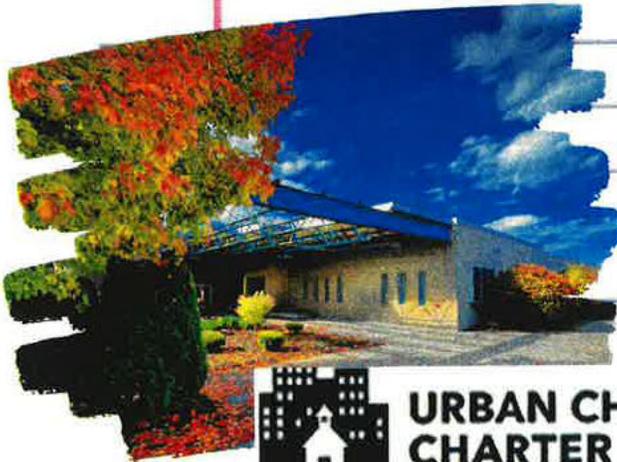
From the desk of



Dear Regent,

U.C.C.S. helps us learn.
 helps us to read and grow.
 We have fun. Great nice
 teachers that care about
 us. Our school is safe.
 If U.C.C.S. closes I would
 be broken because I
 really love this school.

Thank You.



**URBAN CHOICE
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 REDEFINING URBAN EDUCATION



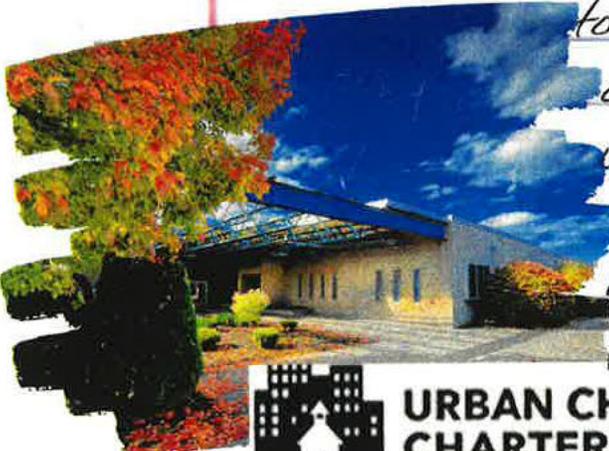


From the desk of

Mrs. Shawnte' Brooks



I came to Urban Choice Charter School after spending fifteen years of my life as an accountant. I will honestly say I was quite nervous to start this new journey as a teacher. However when I walked through the doors of U.C.C.S I was immediately greeted with smiles and open arms. Working at U.C.C.S. has truly showed me what a family can be outside of my home. Love flows through the hallways of U.C.C.S. I have been given a great opportunity to come back to what I love, my dream of educating the youth. U.C.C.S lives up to our mission and we strive to produce children that will one day be productive adults in this society. Please keep our doors open!



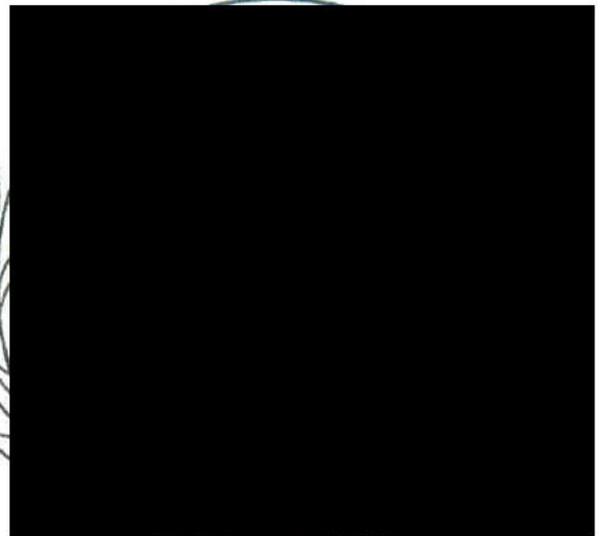
**URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION

Thank you. 



From the desk of



Dear Regents,
 If my school closes I will be sad. U.C.C.S is A Good School. I will Hate if it closes. I Love my Teachers they Teach me alot. they are perfect. they mean a lot to me. I Love math, I Love to read and I Love Gym. I Love everything about my school. I will Hate to see it close. please don't close it because I don't want to go to a new school.

thankyou,

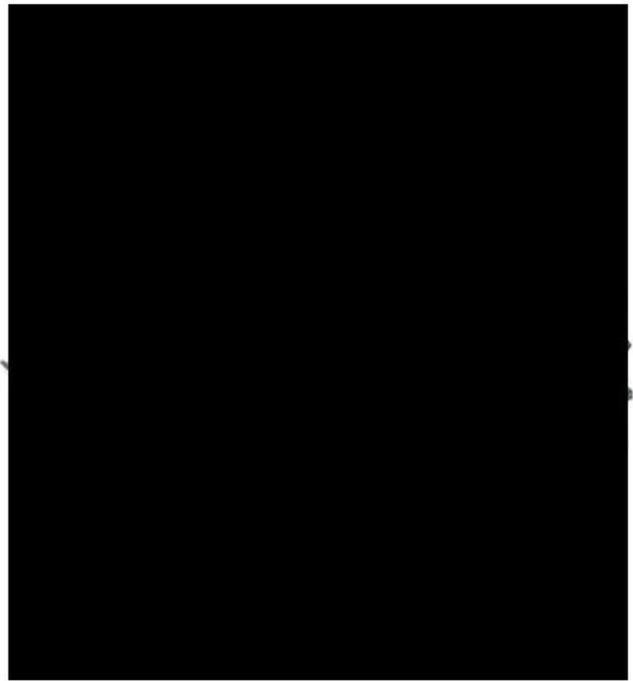


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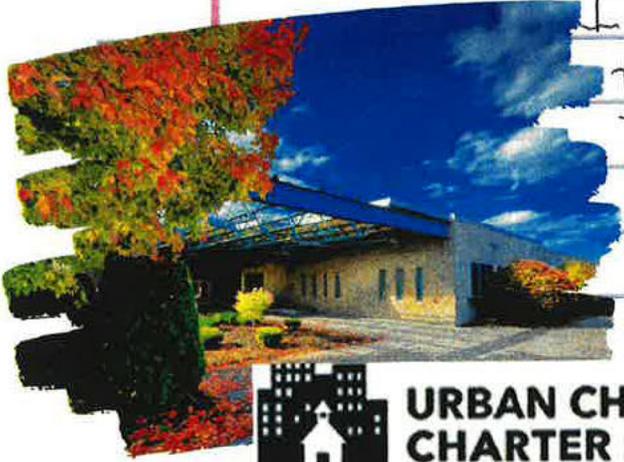




From the desk of



Dear Regents,
 If U.C.C.S. closes, I would feel sad because I like my school. I would also be disappointed because I have so many memories here. My heart would break if my school closed. I really love this school because our school is a great place to learn. My teachers always teach us new and exciting things. I will miss my U.C.C.S. family if we close. Thank you,

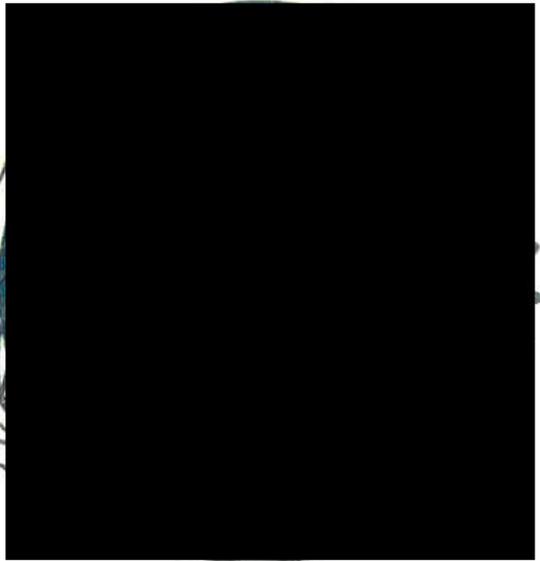
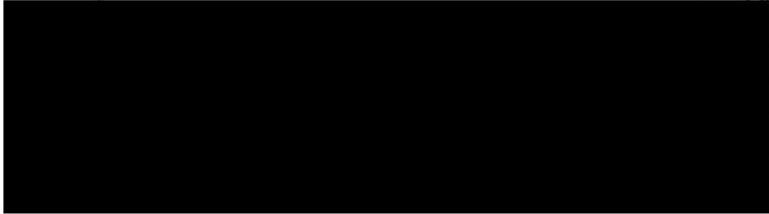


 **URBAN CHOICE
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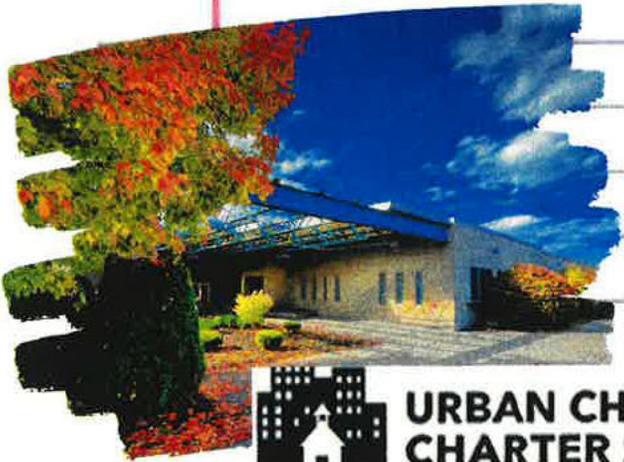


From the desk of



Dear Regents,
 Urban Choice Charter is a
 cool school because I have
 fun. I would be sad
 if it close. I would feel
 sad because I like my
 school. Gym helps us
 run faster. Our school
 is safe. I feel very
 sad.

Thank you.

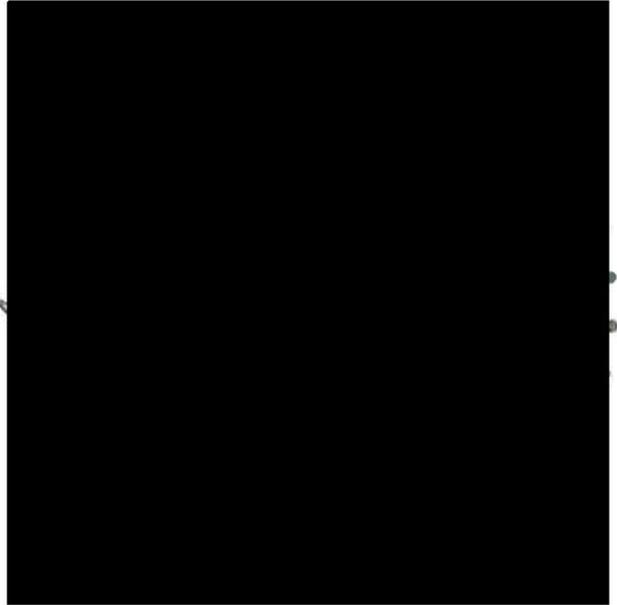


 **URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION

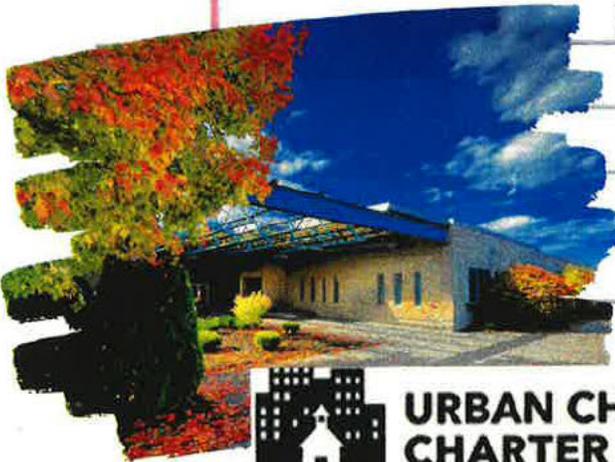




From the desk of



Dear Regents,
Can you tell me why are you closing our school please? I will feel sad if you close my school because I will miss all of my friends I made. Please don't close our school. I don't want to lose all of my friends. I will miss my teachers Mrs. Brooks, Mrs. Caldera and Ms. Amber. My teachers care about me and our school. I have so much fun learning new things at my school. Please don't close our school down.
Thank You 

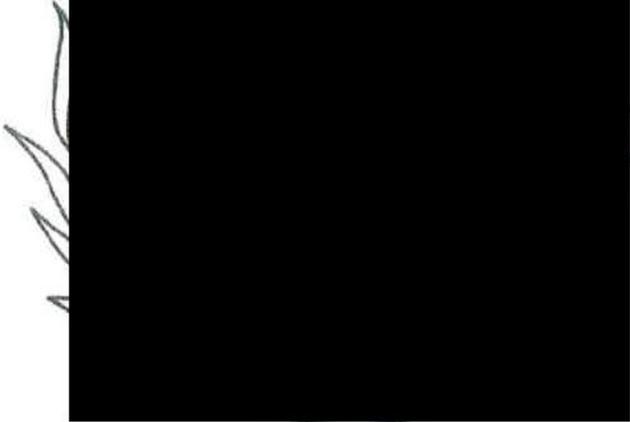


 **URBAN CHOICE
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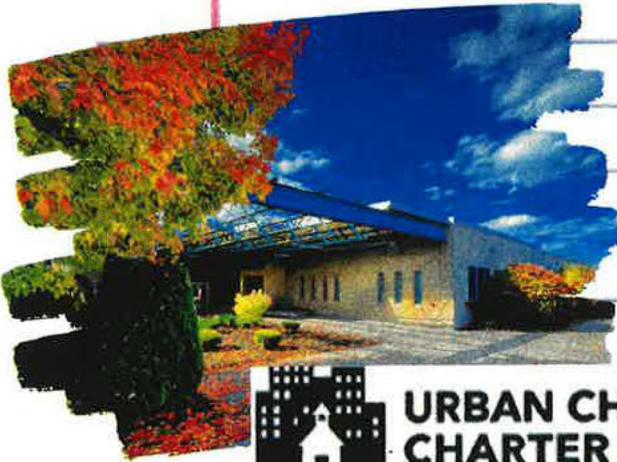
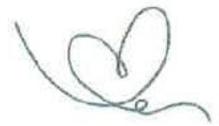


From the desk of

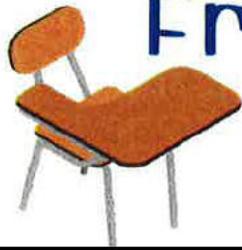


Dear Regents,
 If UCCS close I would feel sad and cry. I will miss this school forever. Math helps me learn. Gym helps us run faster. Outside fun. Our school is safe. Art helps us draw better. Helps the school so they don't close it. I miss this school already. Great teachers that care about students.

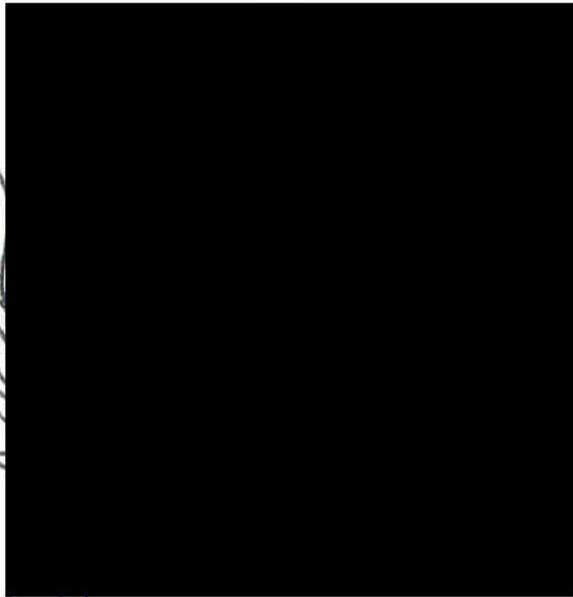
Thank you.



**URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION



From the desk of



Dear Regents,

This school is like a home to me. I remember what this school stands for. My school keeps me safe from danger. If my school closes I would feel sad! Mrs. Brooks is a great teacher for us! I love my teachers and my school. Please do not close our school.

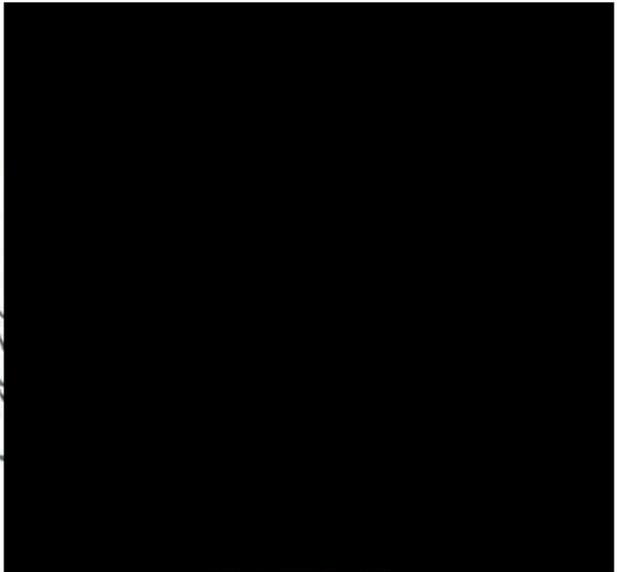
Thank You,



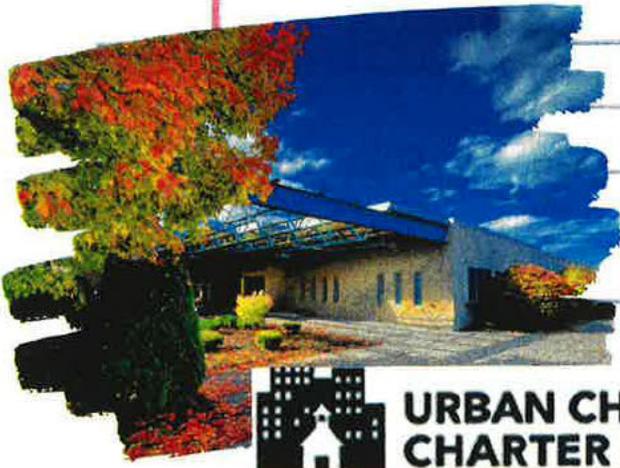
**URBAN CHOICE
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REDEFINING URBAN EDUCATION



From the desk of



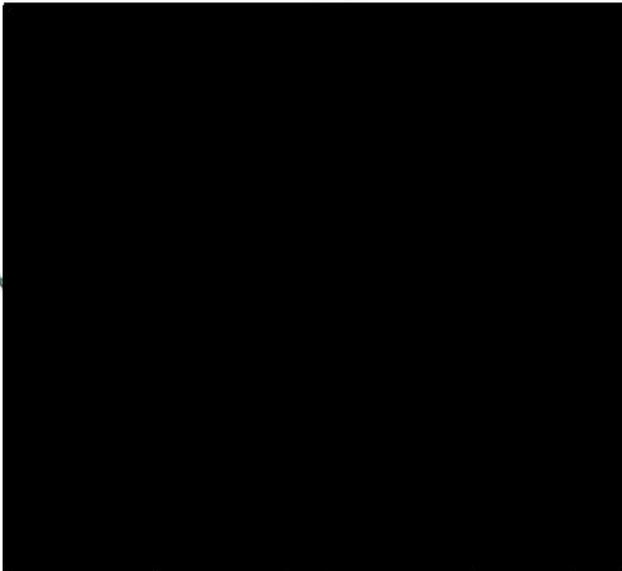
I am a teacher at Urban Choice Charter School
 about 10 years ago I started teaching
 and I love learning from my students
 I love my job
 and I love my school



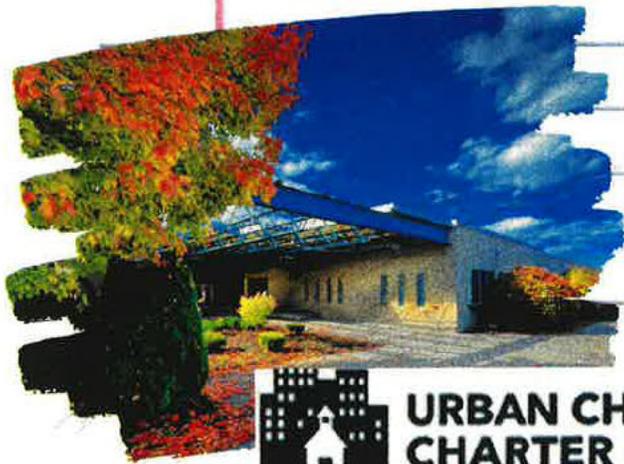

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From the desk of



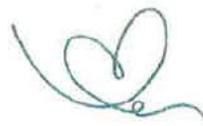
In School I have learned about
Teaming together. Leadership.



**URBAN CHOICE
CHARTER SCHOOL**

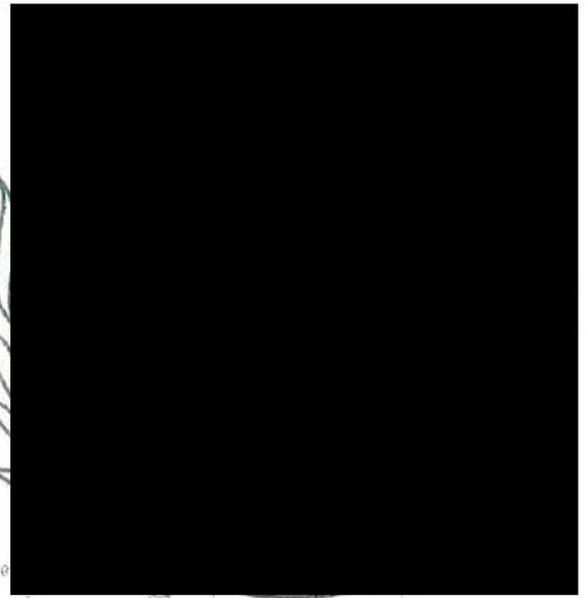
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Kaleo

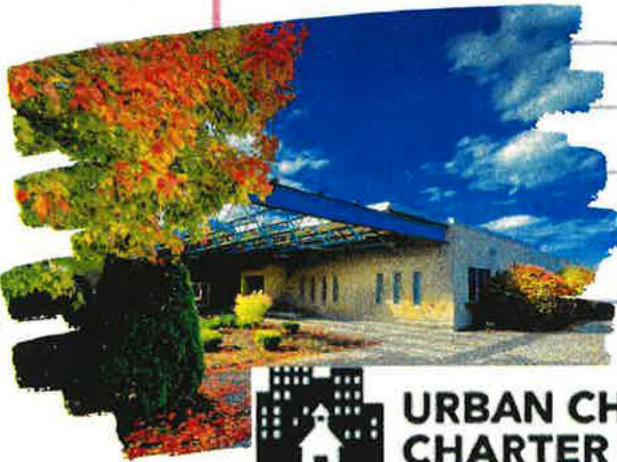




From the desk of



Dear reader In School I have learned about how to compare three number together and I learned how to read more better. In school I like gym + music + recess and I like to play with my friends.



 **URBAN CHOICE
CHARTER SCHOOL**
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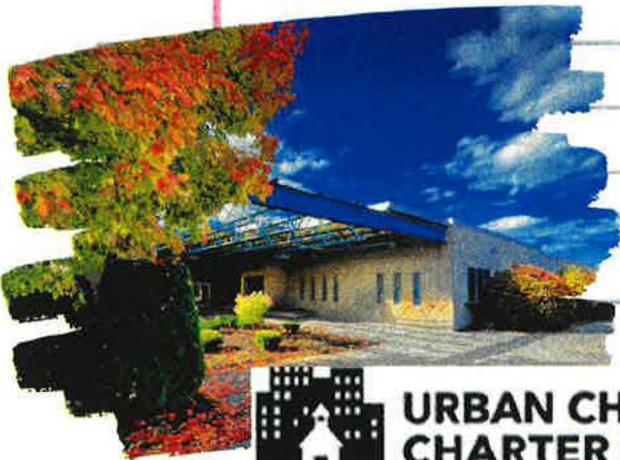




From the desk of



Dear Readers
In school I have learned
about inschool I like
doing homework

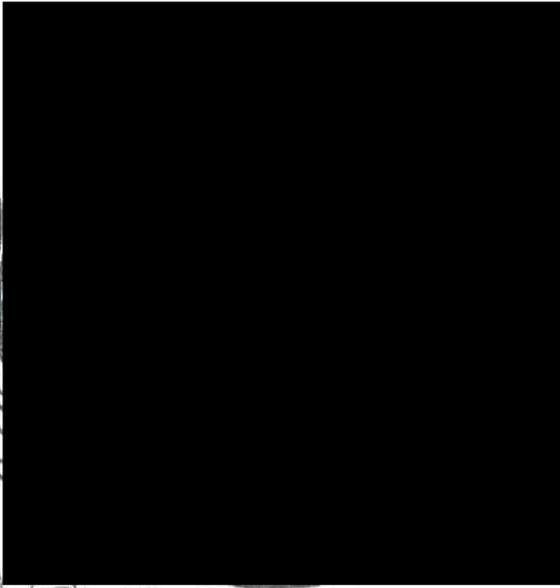


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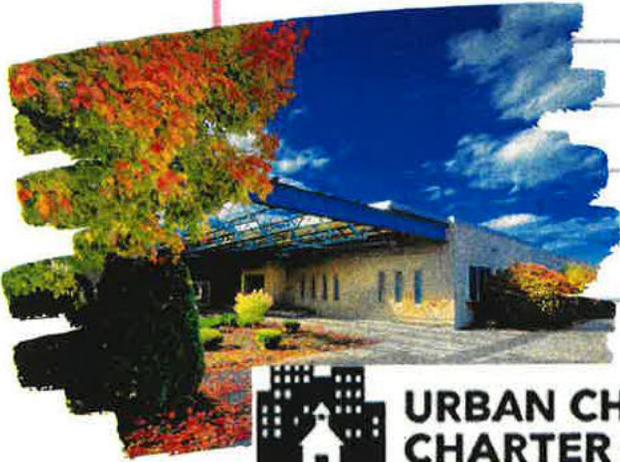


From the desk of



I love Mr. Parris.
+ MS. Acosta. Mrs. Parris.

I learn eb math in
adding and subtracting.
I like going to school with
Ms Parris and Sinaiana



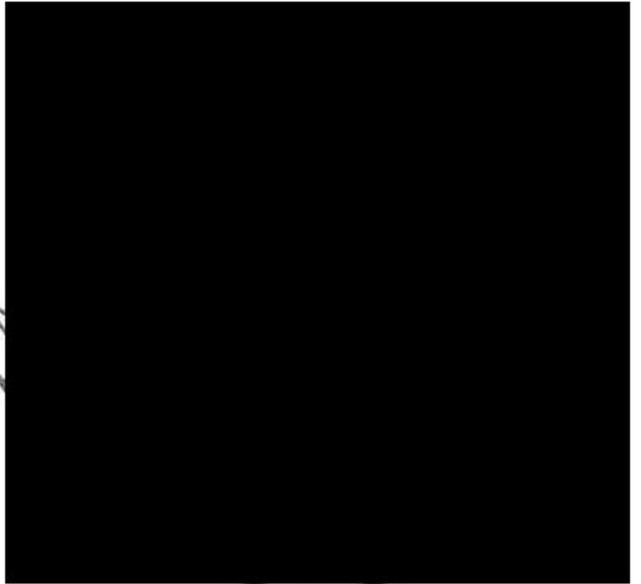
**URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION

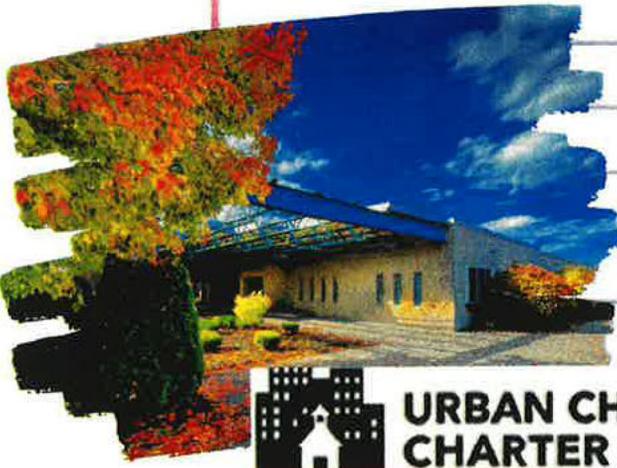




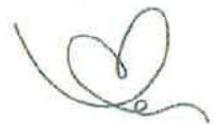
From the desk of



I love My School because all the main office is nice too me and My siblings love it. I Make alot of friends. I also learn new things everyday.

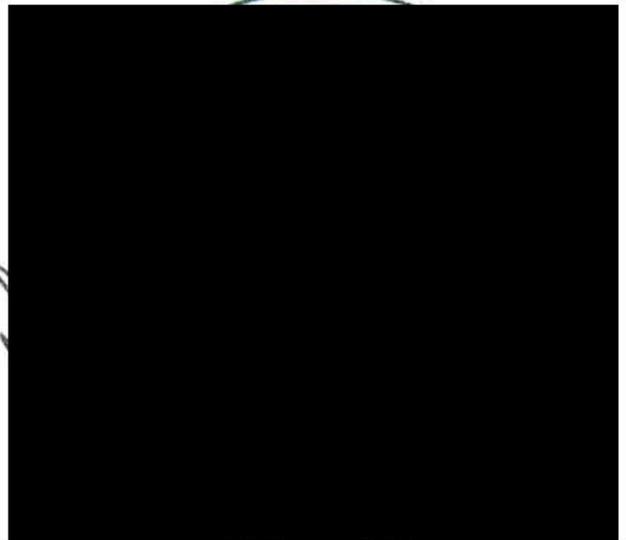
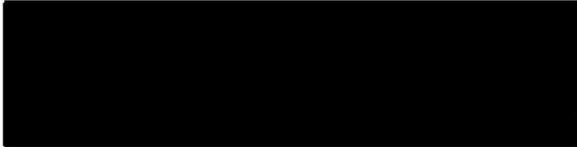


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CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

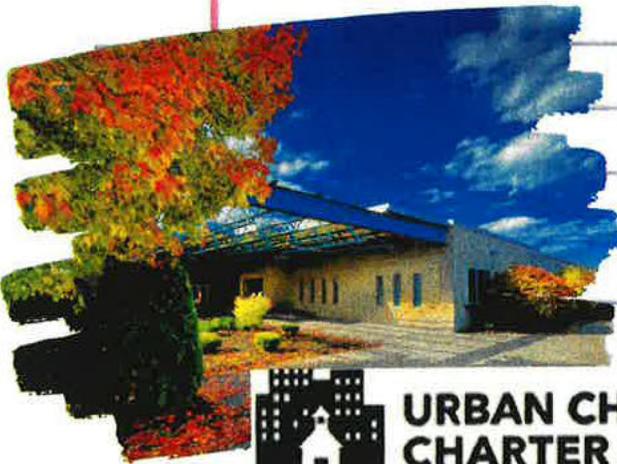




From the desk of



What I like about school is my teachers. They are the best. One of my favorite things about my school is my peers and the students. I love what teachers have taught me. they teach me to stay productive.

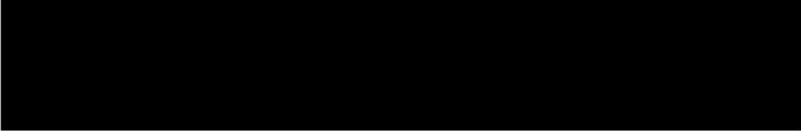
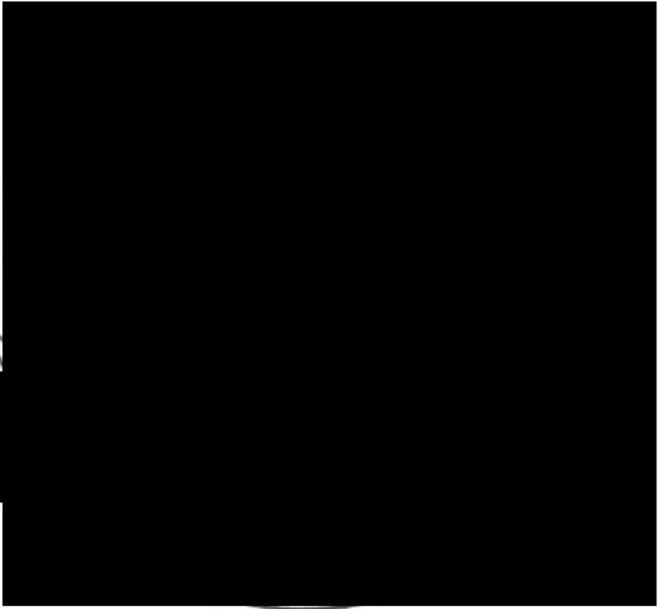


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CHARTER SCHOOL**
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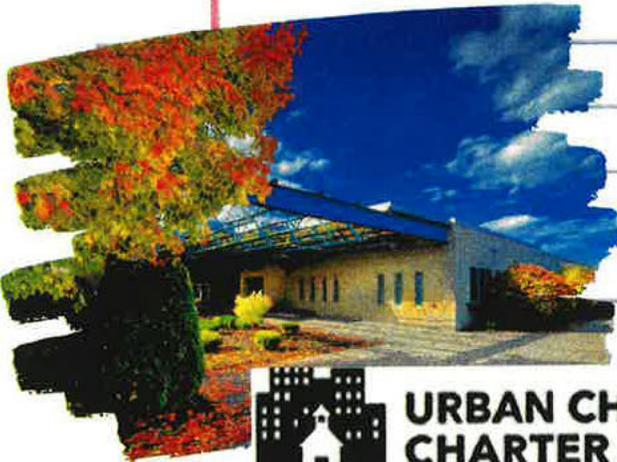




From the desk of



I love my school because my teachers make
learning fun. They are great teachers.
The school is very supportive and they love me.
Learning at my school is fun.



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

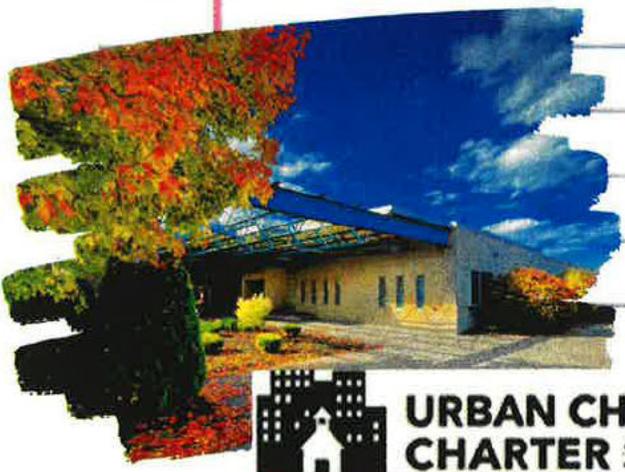


From the desk of



...is fun I have fun learnin' new things and I got to have fun with my friends. My teachers are very good teachers.

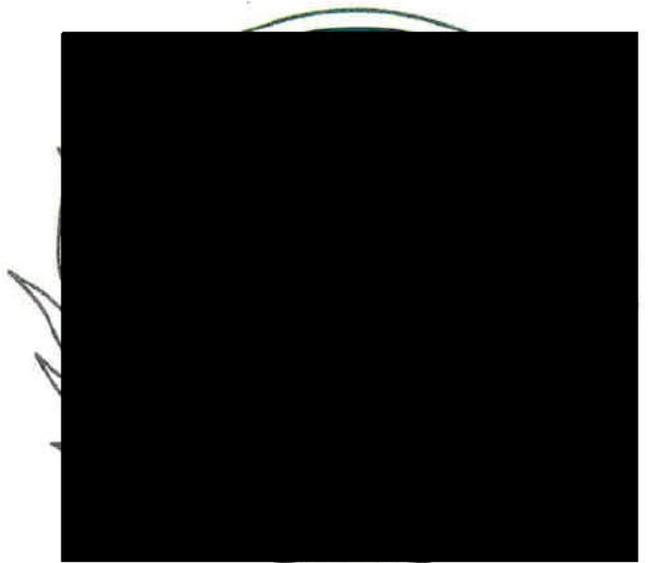
Lined writing area with a vertical red margin line on the left.



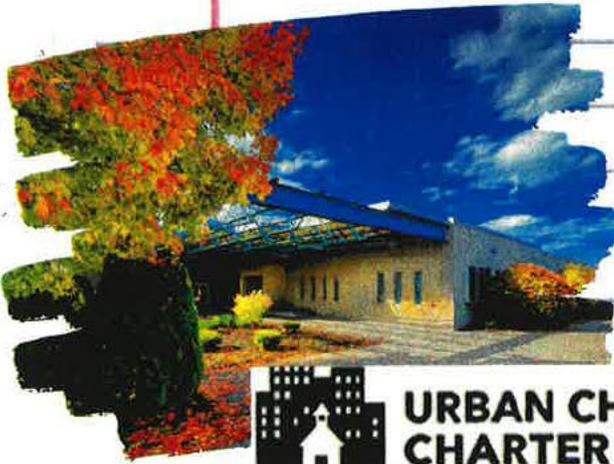
URBAN CHOICE CHARTER SCHOOL
REDEFINING URBAN EDUCATION



From the desk of



I like school because I have ~~many~~ friends.
I am able to show new students around.
The teachers show that they really care
about our students.

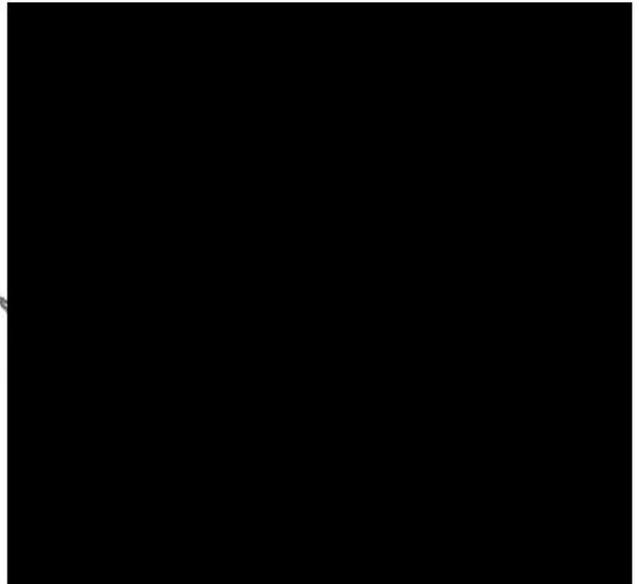


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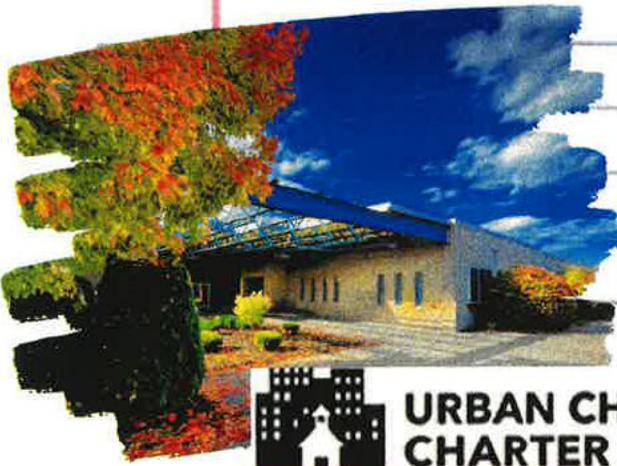




From the desk of



Something I like about this school is that we can go to gym. My favorite teachers are ms. dee and ms. Leonard. Something I like learning is math and ELA. Something that is fun for me is that we have recess. My school is a star!



 **URBAN CHOICE
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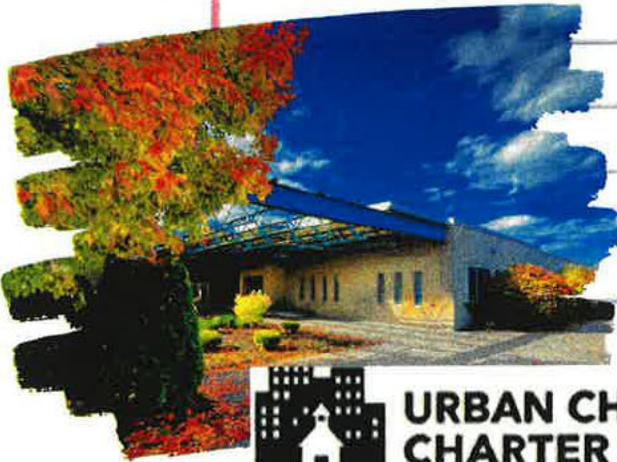




From the desk of



I love my school because my friends and teachers are COLLEAGUE in my classroom we have fun and learn so much my teachers can about us and bring us snacks

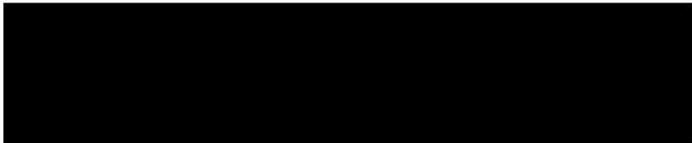


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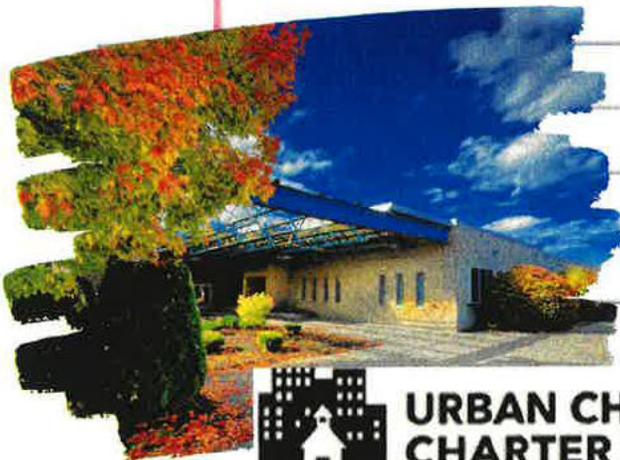




From the desk of



I love my school because it is fun and we are always learning. I love my teachers, they are fun. I always learn new things and I am writing better.

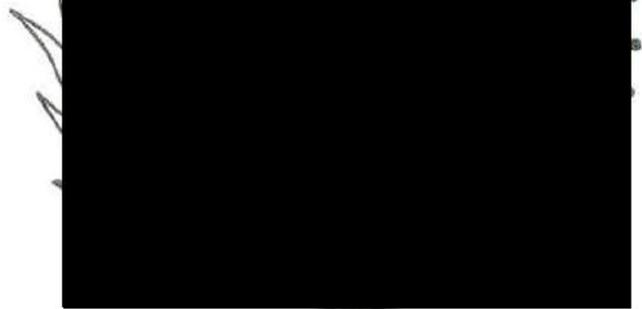


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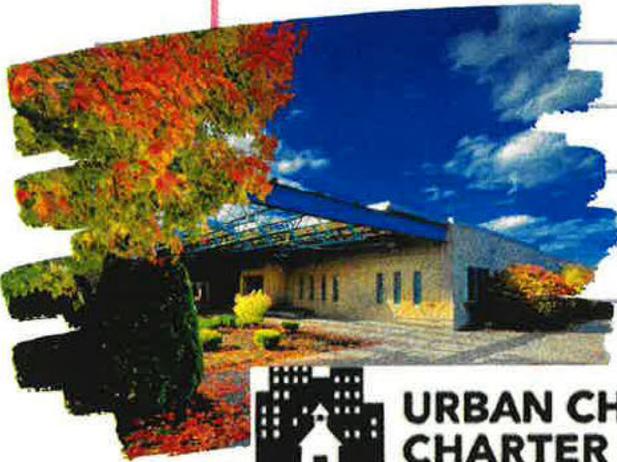




From the desk of



I love my School because my teacher and friends are nice to me. my teachers are very helpful and I love them so much. our classroom is the best one I have been to.

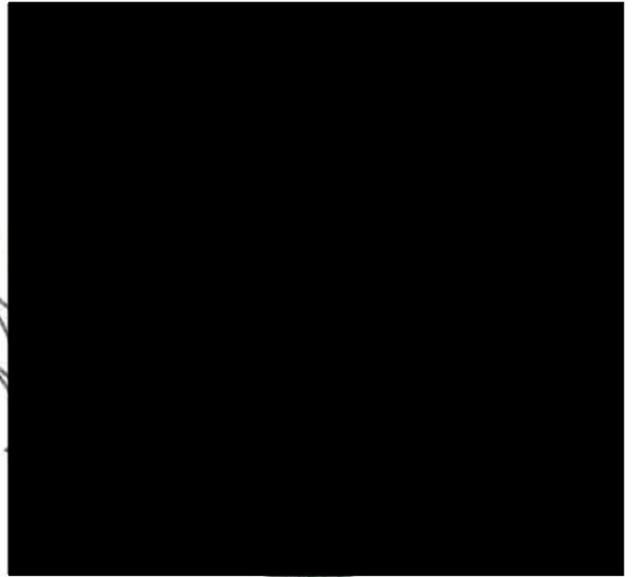


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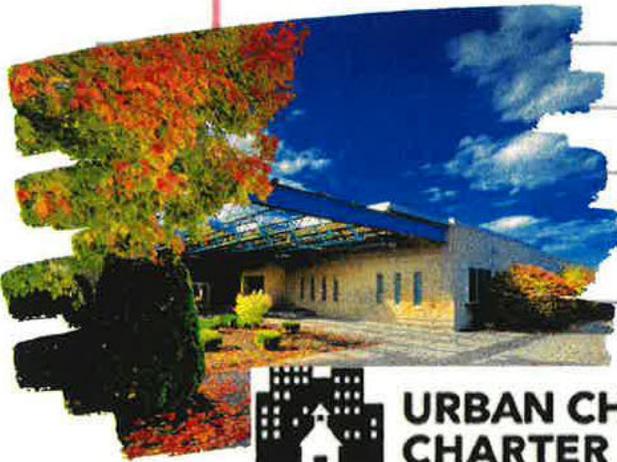




From the desk of

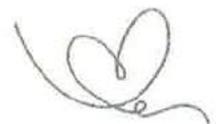


What I like about school is that my teachers love me. They help me prepare for a job. You need knowledge for a job. My teachers take care of me.



**URBAN CHOICE
CHARTER SCHOOL**

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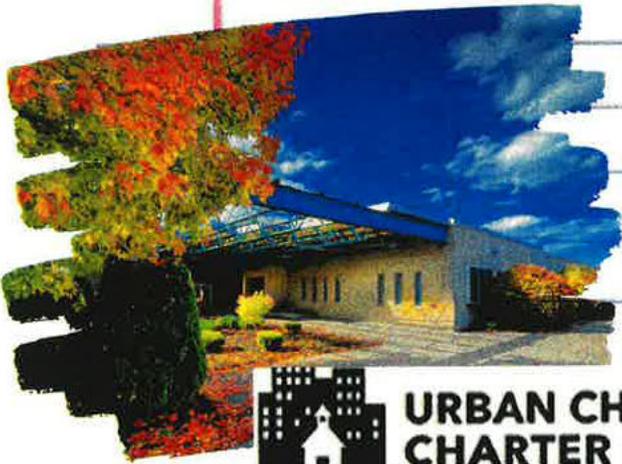




From the desk of



What I like about my school is my friends. I like my teachers too. My teachers made a snack store for us, and a prize box. We have parties when we are good. We all have jobs to do in the class.

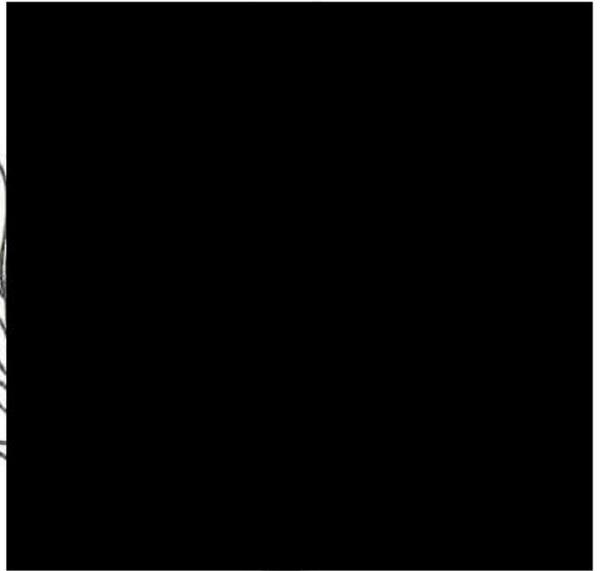
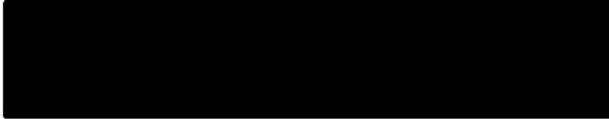


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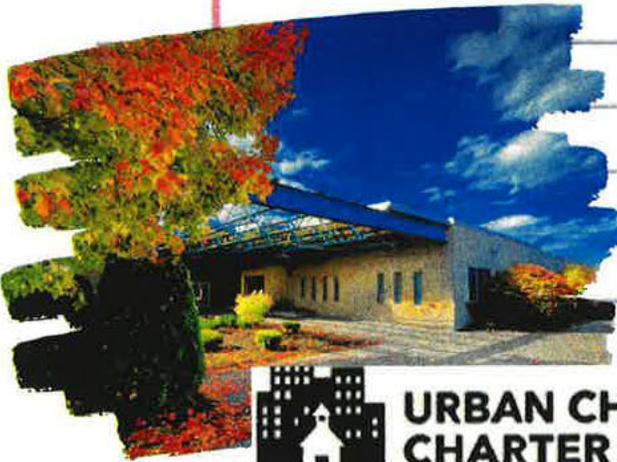




From the desk of



What I like about school is my teachers
They are nice. I like my writing because she paid
for something in the school

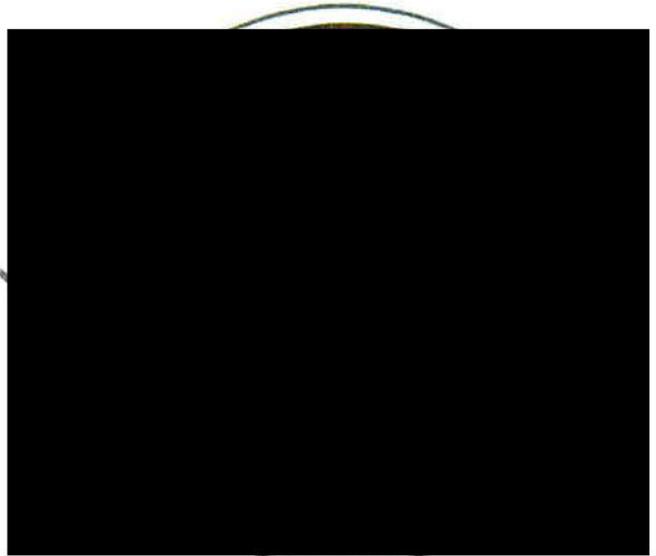
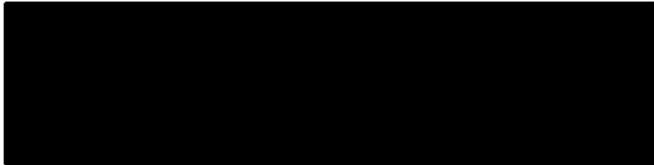


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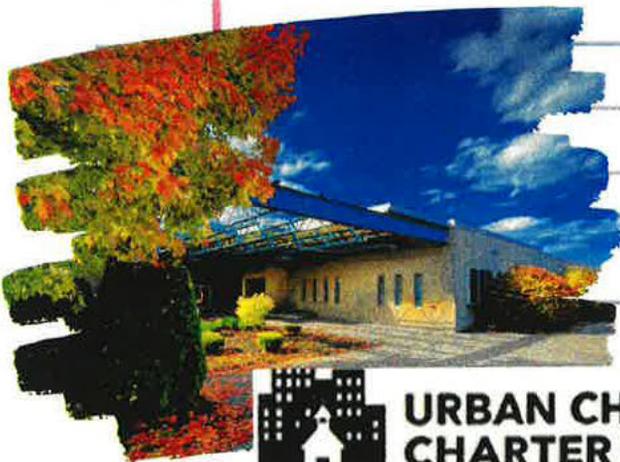




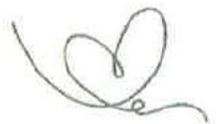
From the desk of



I love my school because our teachers love us. They help us get a good education and teach us how to read. I like math and my teacher makes it fun.

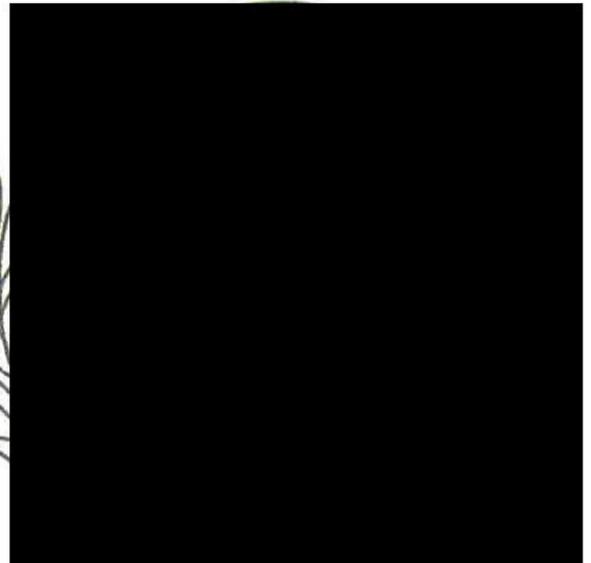


 **URBAN CHOICE
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REDEFINING URBAN EDUCATION

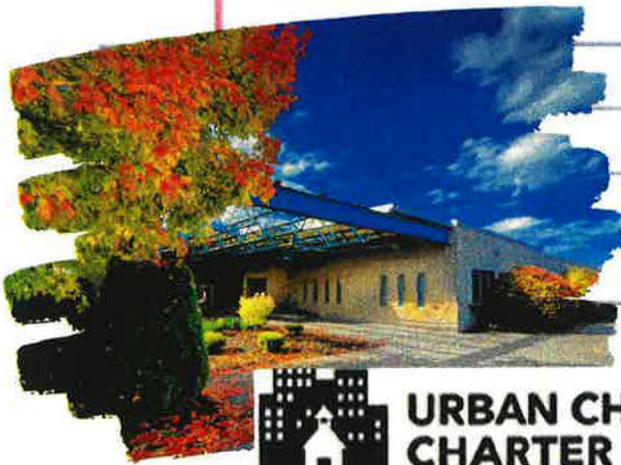




From the desk of



What I like about school is the teacher. We have fun in music gym and art we have parties when we earn them.



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION





From the desk of



I like my School because the teachers and the education are fun. I want to stay in this School because math games are so fun. We learn a lot in class and our teachers treat us like we are their real kids.

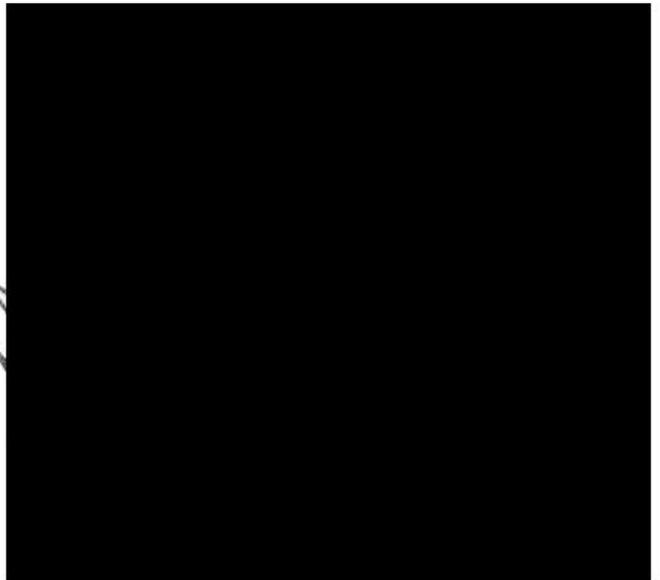


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

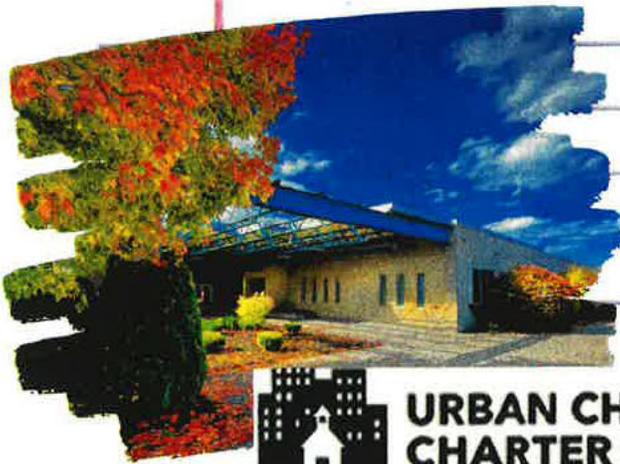




From the
desk of



I like school because we learn and we have beautiful
teachers and classmates



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

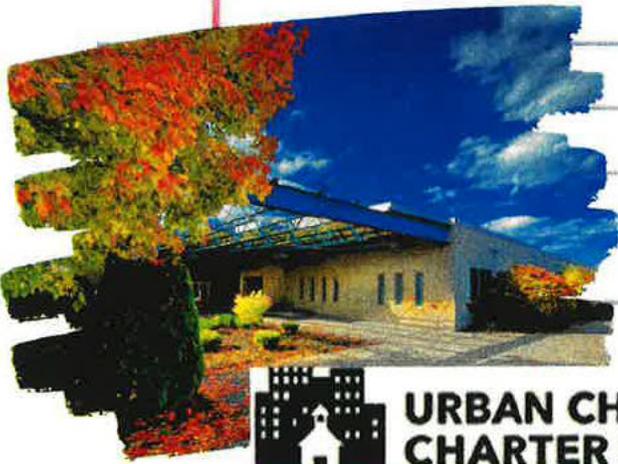




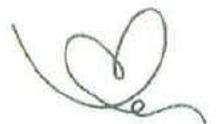
From the desk of



I like being in school because we learn. I like my teachers because they are nice to us. I like learning fractions. It was fun when we had pajama day and pizza party.

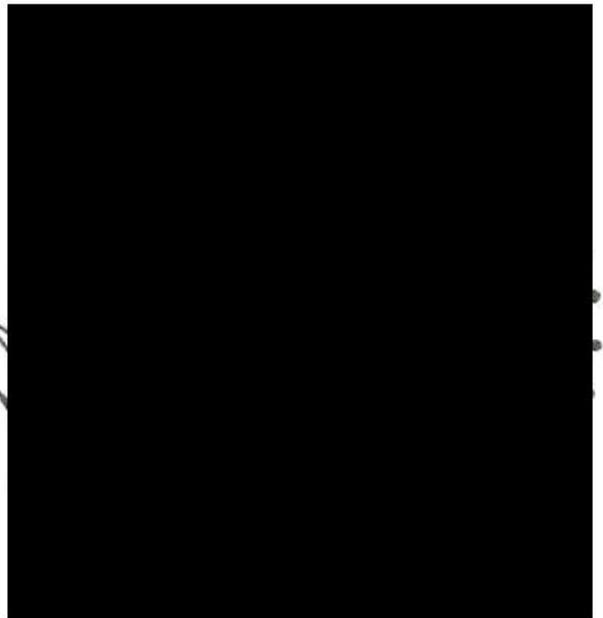


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

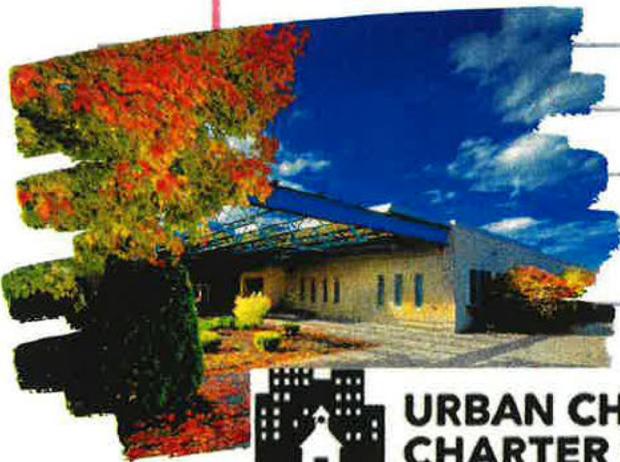




From the desk of

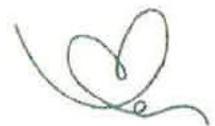


What I like about this school is that my teachers are nice to me. My education is going well. I would like to stay forever because Mr. Samuel is a very nice guy and Ms. Jackie is always nice to me.



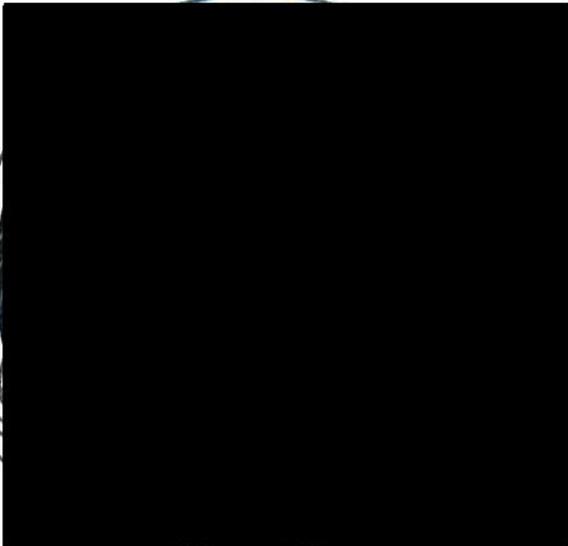
 **URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION

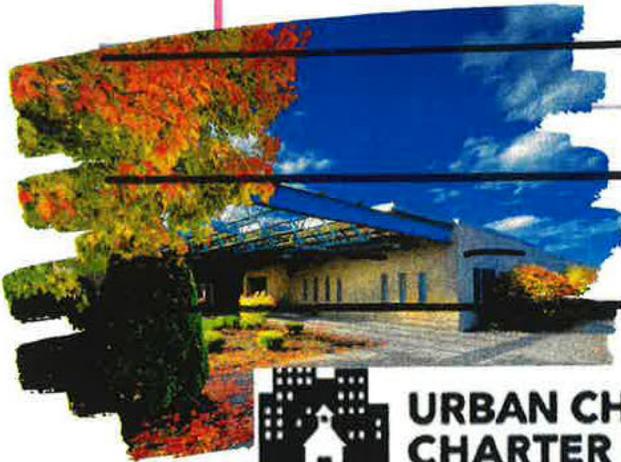
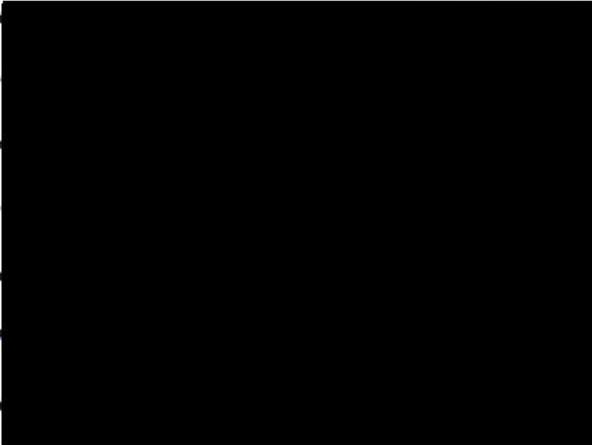




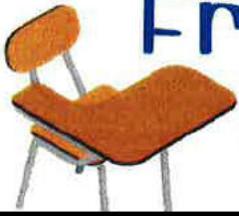
From the desk of



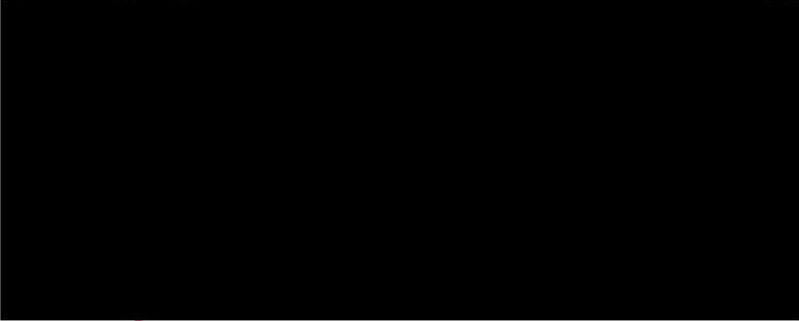
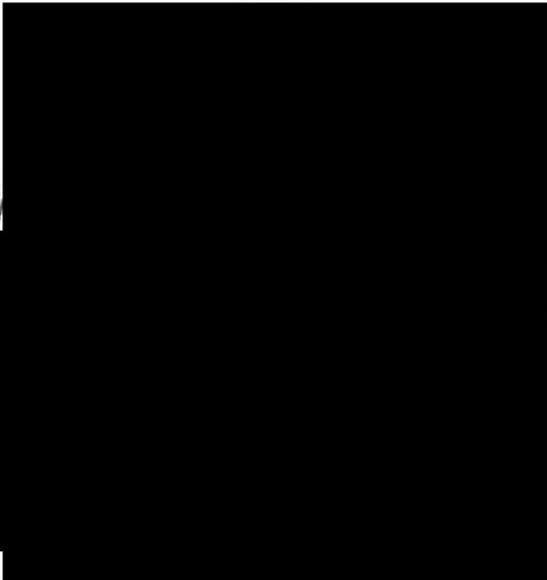
I love UCCS.
I like to pup peasant
sing.



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of

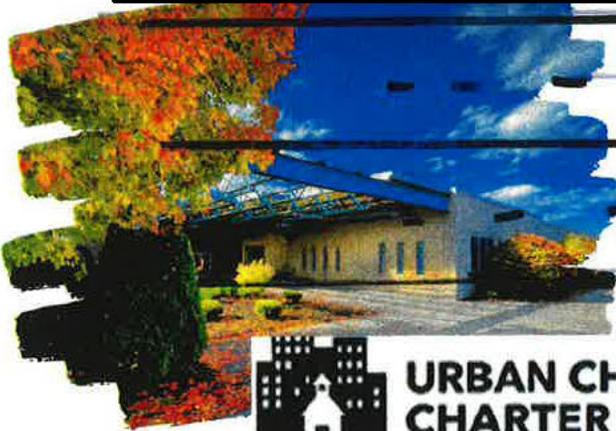


I love yell.

I like to play

with my friends.

color.

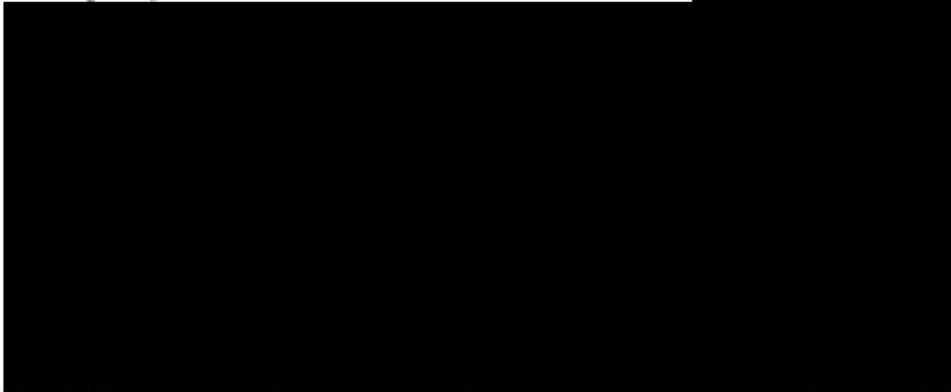
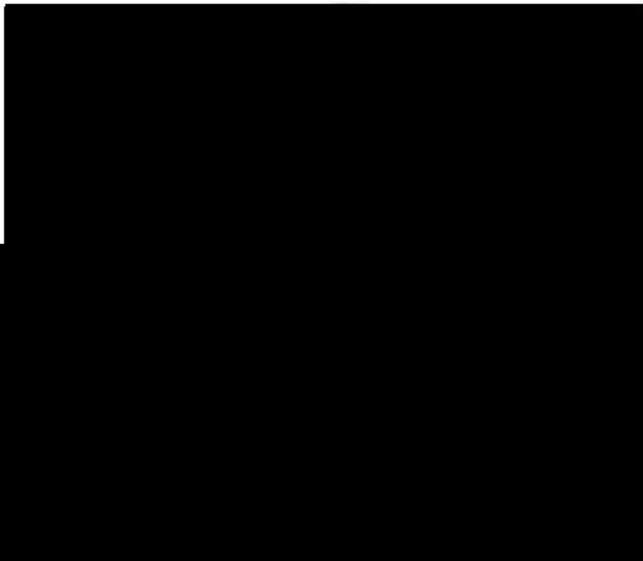


**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

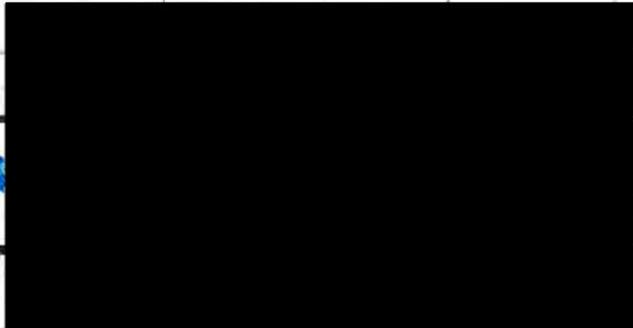
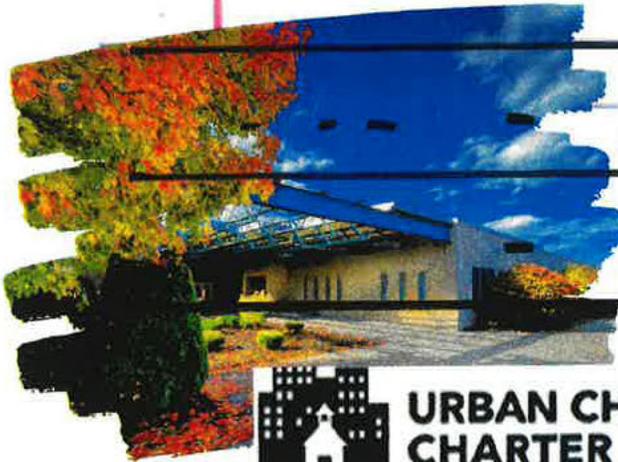




From the desk of



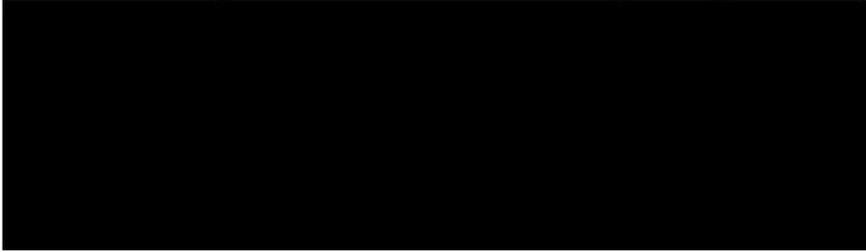
Handwritten text on lined paper, including the words "School of Symphonic Music" and "big" followed by a large scribble.



URBAN CHOICE CHARTER SCHOOL
REDEFINING URBAN EDUCATION

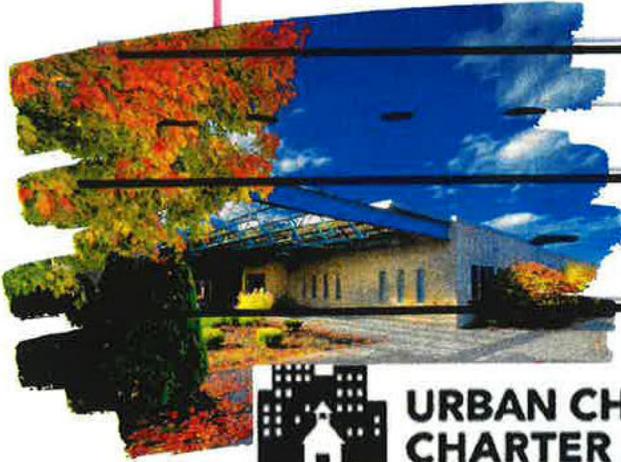


From the
desk of



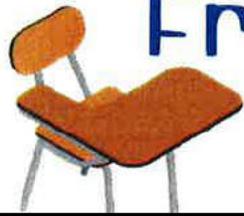
I love UCCS

I like to learn
and dance

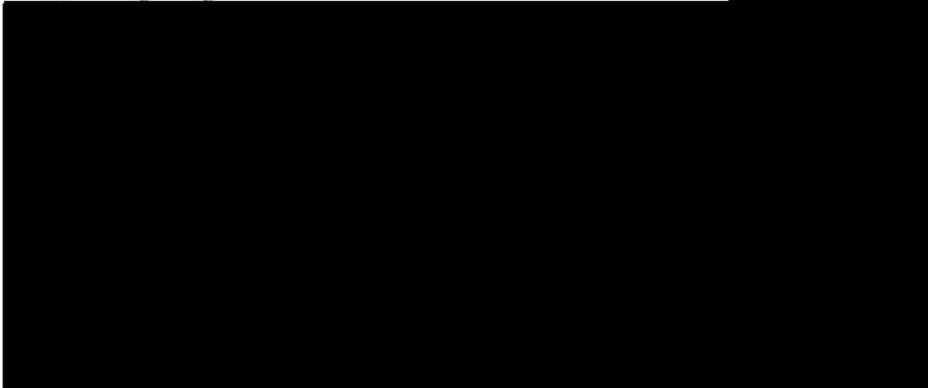
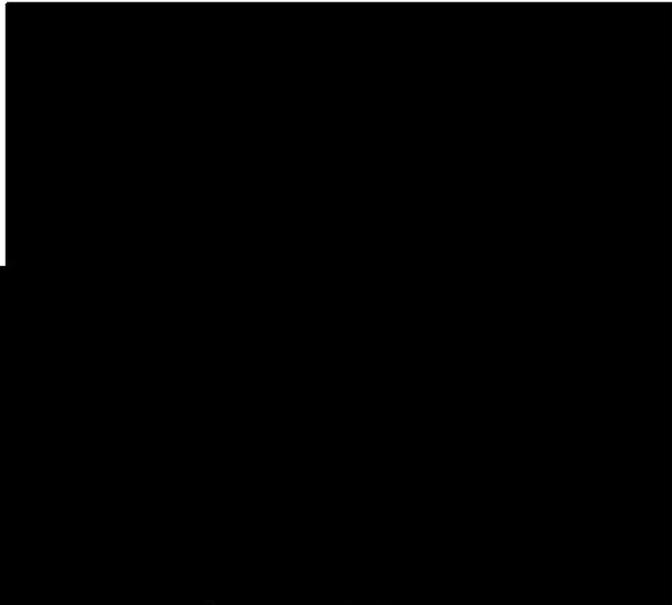


**URBAN CHOICE
CHARTER SCHOOL**
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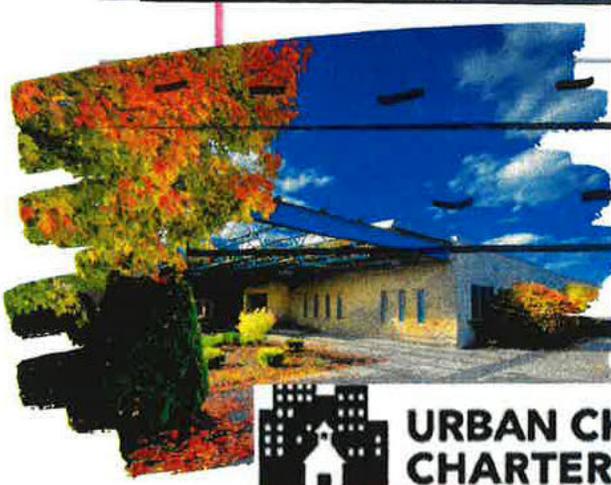




From the desk of

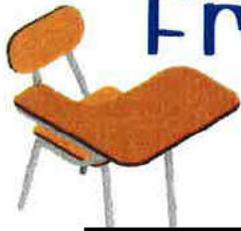


I love UCCS,
I like to read
and add
counterse.



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

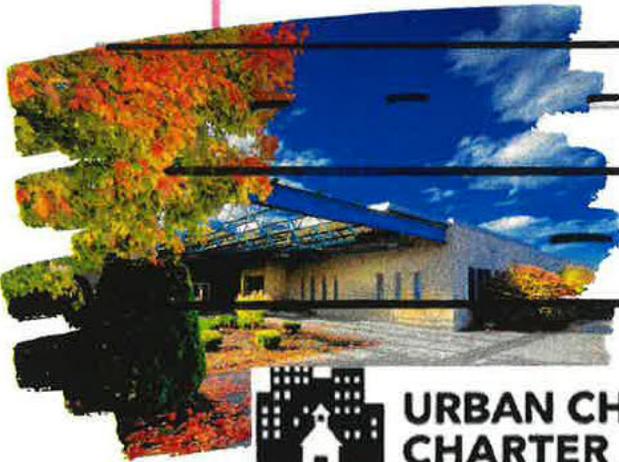




From the desk of



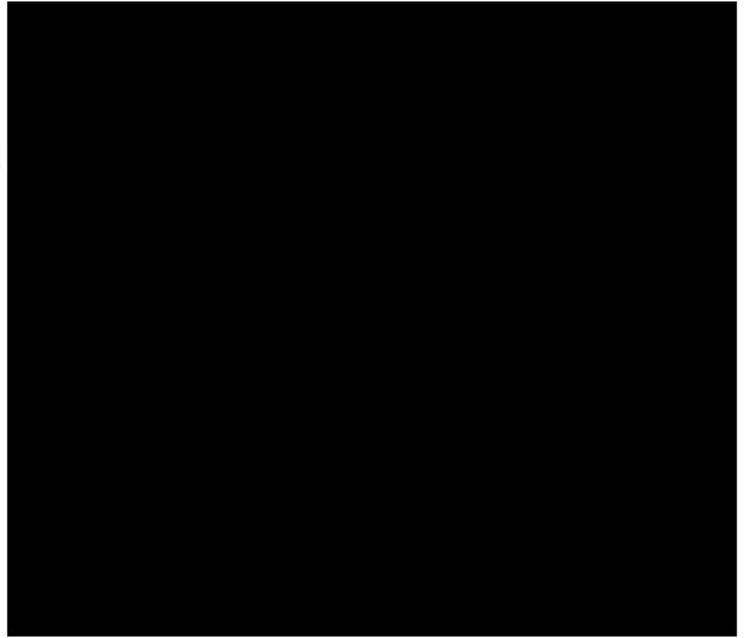
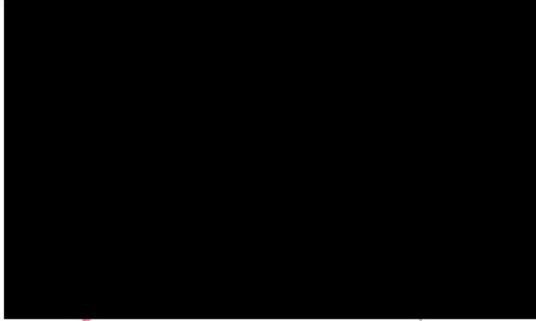
I love UCCS.
I like to play with
toys and color.



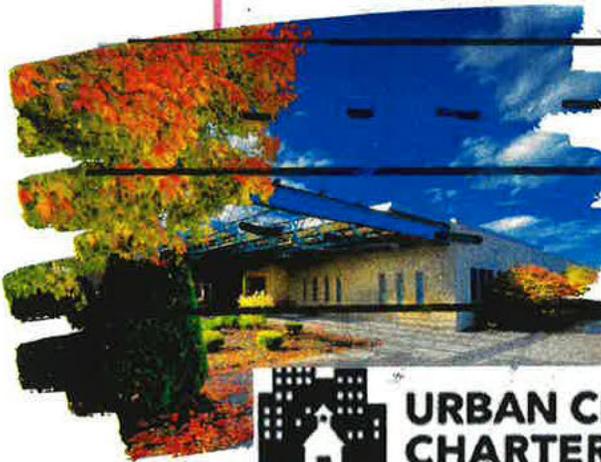
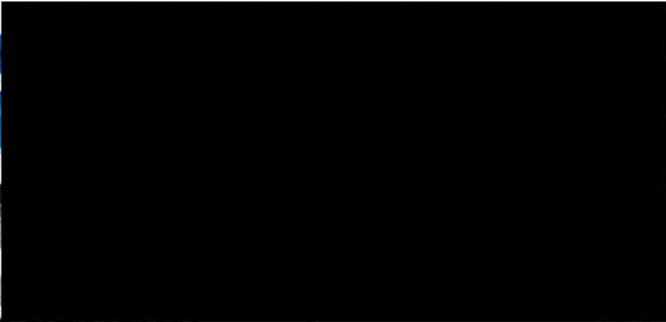
 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of

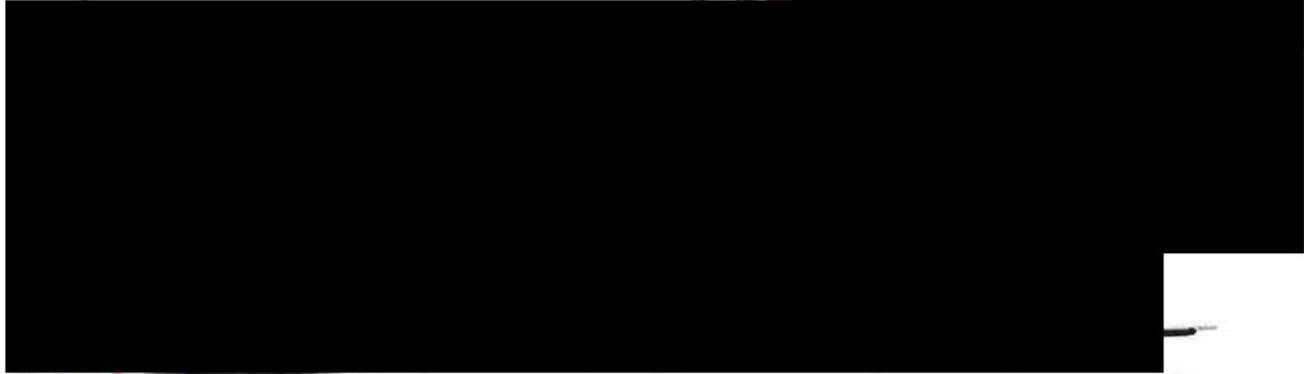


I love UCCS.
I like to play
with puppets
and sing.

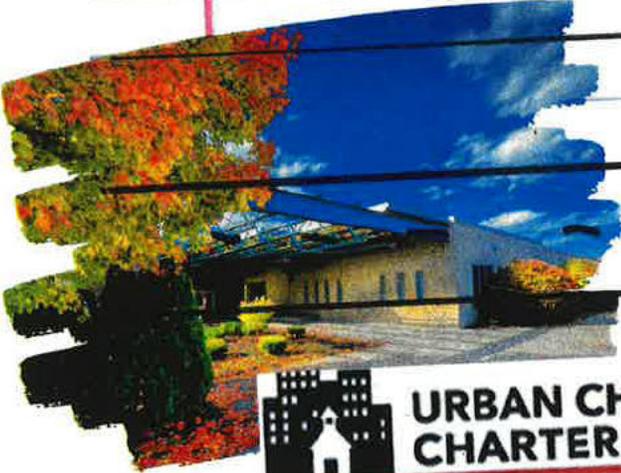


 **URBAN CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

From the
desk of



I love UCCS.
I like to count
to 20.

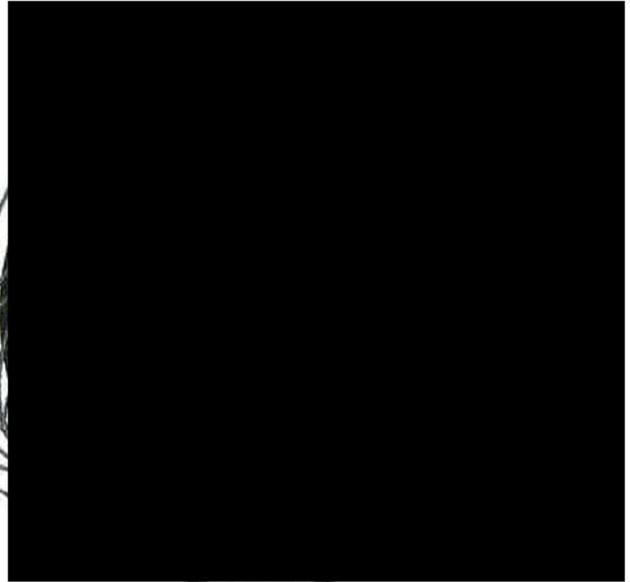


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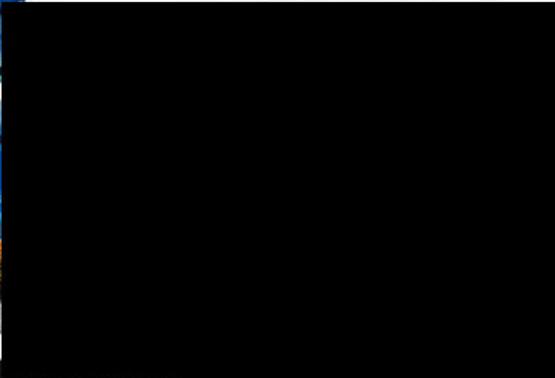
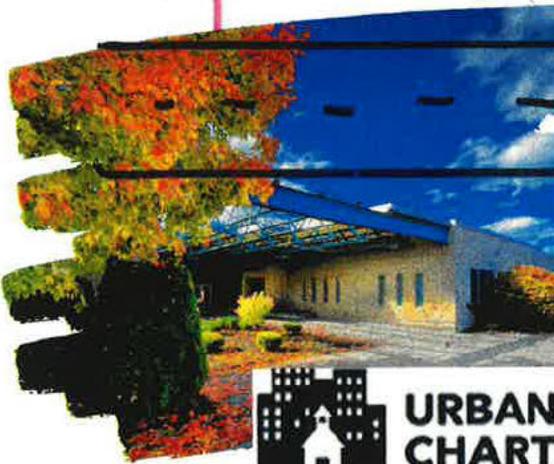




From the desk of



I I love UCCS. I like
to make friends
and dance. I loved
my teachers.

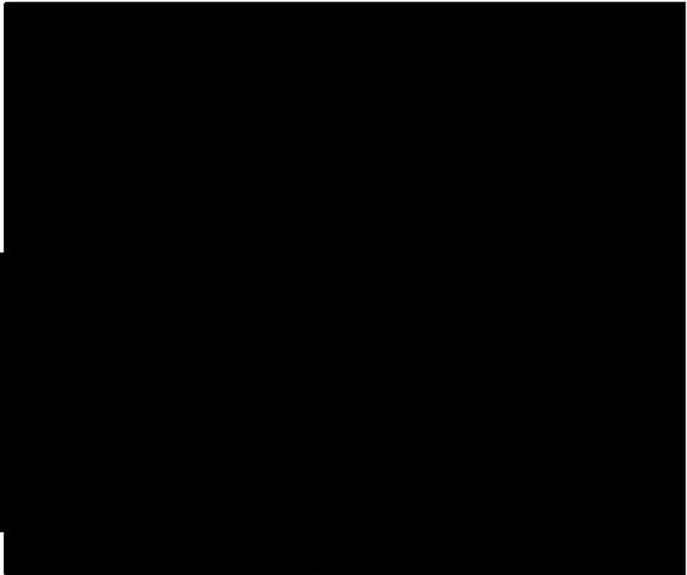
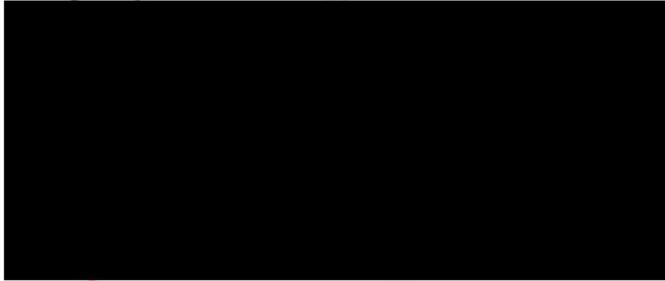


**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



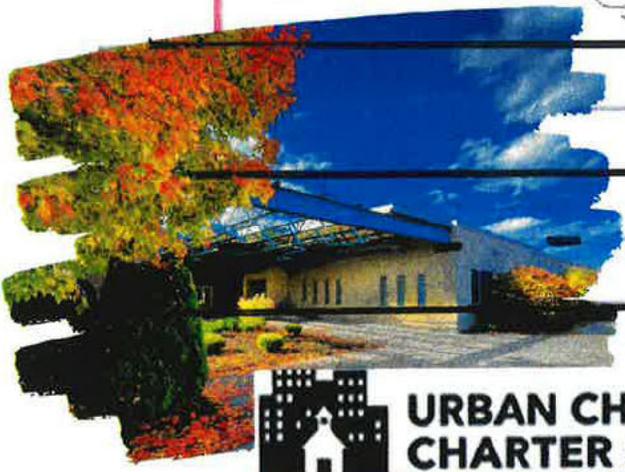


From the
desk of



I - to - success

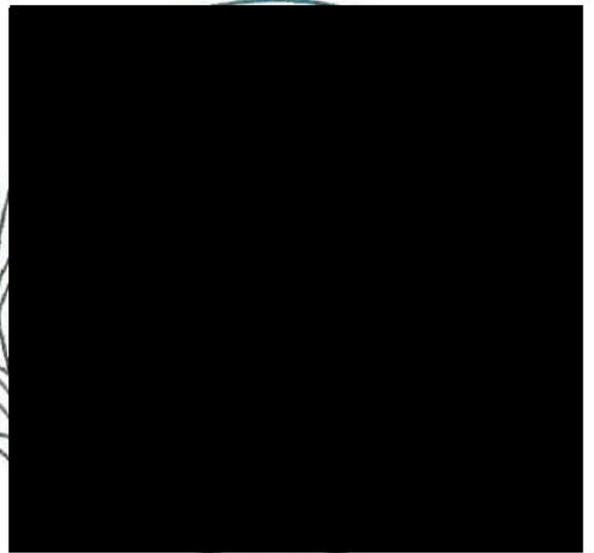
I like to grow
my brain
and dance



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



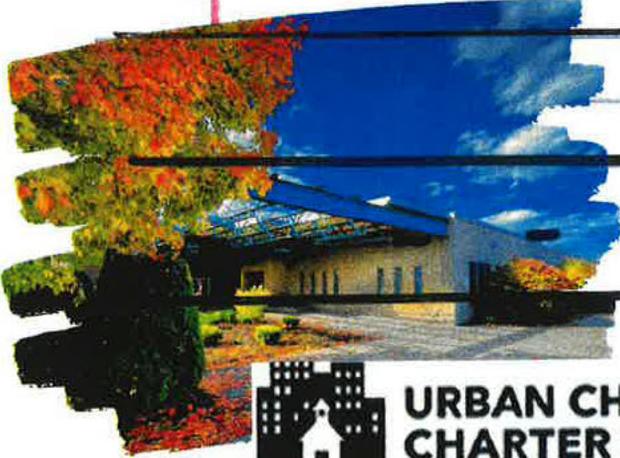
From the desk of



I love UCCS. I

like to make friends.

Jordan

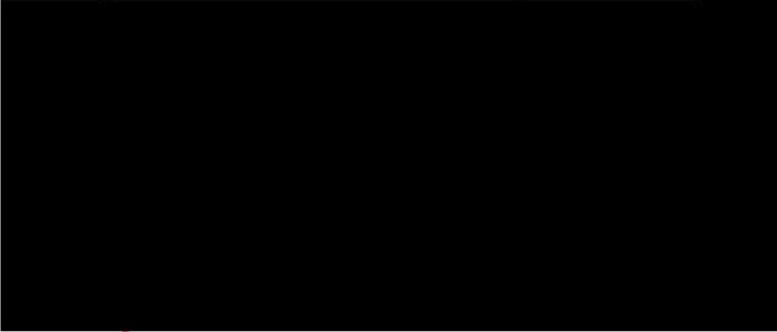
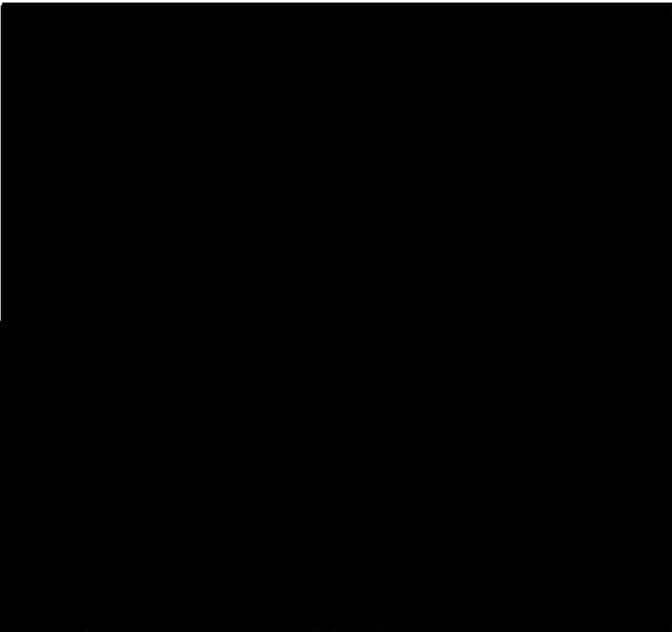


URBAN CHOICE CHARTER SCHOOL
REDEFINING URBAN EDUCATION

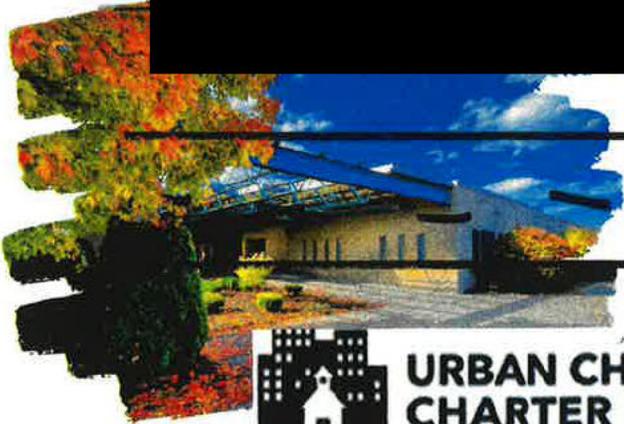




From the desk of



I love writing. I
like to count to
200



**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

EXHIBIT A

(if viewing electronically, see
zip file attached to email for
Letters)

March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

To Whom it may concern,
UCCS has been a blessing to me and my family on so many levels. When I went to the school and had concerns about my child, Josiah Brooks who was having problems academically, I told teachers and staff that I thought he should be taken out of the 4th grade and back to the previous one, they worked with me very well. The pandemic had affected my child and I and Josiah not being able to work in person bc of covid made it even worse but, once again staff worked with me to make sure he succeeds. Now [redacted] is excelling -> continuing on bac.
Sincerely,

[redacted] Parent/Guardian of [redacted]

And doing better than ever before. So, with that being said, I am a proud parent of UCCS b/c both of my children are doing very well. My other child [REDACTED] also graduated from the 8th grade with high honors. My grandson Keylon is now following in their footsteps and he is also going to UCCS. So please think about the children and don't take UCCS away!!

March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

I am a grandparent who have dealt with Urban Choice for 11 years. When my daughter pass they did extra ^{help} with my granddaughters. Since Covid they giving extra time and help to bring the youth back on track. Our students lost alot during this time and its going to take time to get them on track. Since Urban Choice a chance to help our students, its not going to ~~app~~ happen overnight. Students work better and feel safe in formore place, and this is Urban Choice

Sincerely

Parent/Guardian of

March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

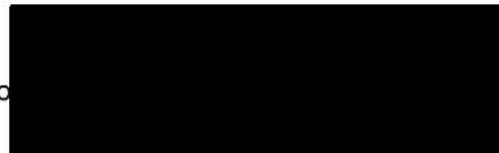
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Dear Members of the Board of Regents:

This school has been a positive outlet for my daughter. She has attending since kindergarten, she has developed great friends throughout the years and also amazing teachers. The school host lots of family events that keeps the families engaged with the staff. I have always been able reach out to her teachers and staff and receive a quick response. Also the small amount of classes per grade I believe is a great method.

Sincerely,



Parent/Guardian of



March 1

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New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

03/24/23

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

Hi, I'm [REDACTED]

and my son has been going to
UCCS for 4 years now. And this
school has helped my son in
so many ways. They are very
attentive to the children's needs.

They have a lot of patience,
and they have helped my
son a lot in areas he
needed improvement. If you
guys don't approve UCCS to
continue providing this for my
child I don't know what we will
do next. Please keep them open.

Sincerely,



Parent/Guardian of [REDACTED]

March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

[REDACTED]

Hi Urban Choice I'm
want to be heard my
grandkids have been
going to this school from
first grade and I will
love for my little 5 year
to get to school there
next year she will love
everyone and you all
will love her. The teacher
are so caring about
the kids.

Sincerely,

this is a very very
good school. very thing
that the kids need is
wright there for them.

I Love the way everybody
work with the kids. when
i asked the staff to do
something for me they
jump wright on it. I
dont want the school to
go anywhere. Thank
you



March 1

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New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

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[redacted] Parent/Guardian of [redacted]

March 1

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They have a lot of patience
and they have helped my
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[REDACTED]
Parent/Guardian of [REDACTED]

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New York State Education Department
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Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

Urban Choice Charter is a wonderful
school. They are very involved with the families
to help the children succeed.

Sincerely,

[Redacted Signature]

Parent/Guardian of [Redacted Name]

[Redacted Address]

March 1

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New York State Education Department
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Board of Regents, Room 110 EB
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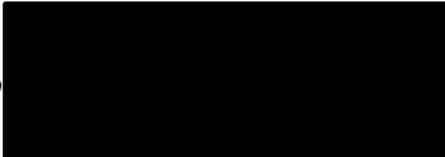
RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

UCCS has helped my granddaughter with her educational needs much better. This school is such a great benefit to our community and needs all of the city and state support to keep helping the children who attend.

Sincerely,



Parent/Guardian of



March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

"I Love this School"
Hi
My Name is Bobette
Jackson and I'm writing
a letter about Urban
Choice school. I just
want to say that I
Love Urban Choice
I Love the ideal of
the colorer code of
clothes and I love
the staff. All of my
grand kids all are going

to the same school
and that great and
i love all the teachers
because they try so
hard to help the kids.
I will be so upset if
the school leave the
kids will be upset to.
I'm grateful to have
this school please don't
take it away Thank
you

March 1

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89 Washington Avenue
Board of Regents, Room 110 EB
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Sincerely,
[REDACTED]

Parent/Guardian of [REDACTED]

March 1

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Sincerely,

Parent/Guardian of

March 1

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New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

Urban Choice Charter school has A very Great
team, and wonderful teachers for our children
I love that my daughter [REDACTED]
have really Great Support and are learning
very much. UCCS has really helped my
daughter and growing and learning.
I would not pick NO other school
for my daughter to go to.
UCCS is a amazing school for any
child to go to.

Sincerely,

[REDACTED]
Parent/Guardian of [REDACTED]

Kathy Honan

From: [REDACTED] >
Sent: Wednesday, March 01, 2023 2:57 PM
To: Kathy Honan
Subject: Re: REMINDER ~ Family Town Hall Meetings

Student:

grade 7

I'm going to try and come every school is having problems with kids yes there probably with this school but not as bad as some of the other schools I want my child safety and and I fill you are doing a good job. I'm will try to be there on Wednesday. So I'm praying for you all

Sent from my iPad [REDACTED]

On Mar 1, 2023, at 11:53 AM, Kathy Honan <khonan@urbanchoicecharter.org> wrote:

Urban Choice Families ~

Just a reminder that our first of two Family Town Hall meetings will take place tonight, Wednesday, March 1st at 7:00pm here at the school (please see the attached letter for more details).

We hope to see you there!

Kathy Honan, Operations Assistant
Urban Choice Charter School
1020 Maple Street | Rochester, NY 14611
khonan@urbanchoicecharter.org
☎ 585.288.5701 | f 585.654.9882

<image001.png>

From: Kathy Honan
Sent: Monday, February 27, 2023 4:29 PM
Subject: IMPORTANT ~ Please Read!
Importance: High

Hello Urban Choice Families,

Please read the attached letter from CEO Lynn McCarthy.

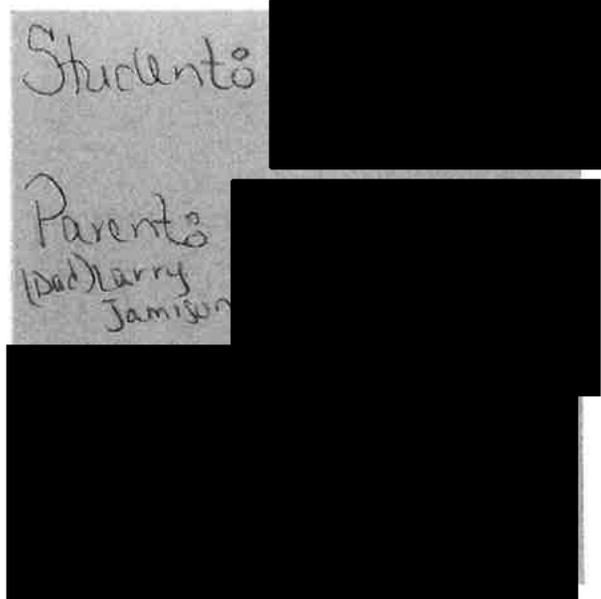
Thank you,

Kathy Honan, Operations Assistant
Urban Choice Charter School
1020 Maple Street | Rochester, NY 14611

khonan@urbanchoicecharter.org

<image001.png>

<Parent Letter re Non-Renewal 2-27-23.pdf>



March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal

Dear Members of the Board of Regents:

my daughter has attended UCCS since she was 5 years old. She is now in the 8th grade. Although she will be leaving this school I do not want to see it's doors closed. She has younger cousins and close friends that she is leaving at UCCS. I have watched this school become a close family. I know when she gets on the bus she will be safe, loved and educated while in the hands of our UCCS family. These children fought for a basketball team and got it! I'm not sure who was more excited about it → the children or the parents. I've done commercial advocating for this school (as a parent and as a staff member). These children love it there and so do I.

Sincerely,

Parent/Guardian of _____

Students

Parent:

This staff they have now are super dedicated to us and our babies. They will be devastated if those doors were to close. We made it through covid, bus shortages and much more. There is not one bad thing I could say about UCCS. So please take a second look at them. Look at those babies. And keep the school open for them.

Thank you.

Sincerely,

mother of

March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

My name is [REDACTED] I've been a part of UCCS since it was found back ago when I was a child in 2nd grade. When Mr. Bliss founder of the school, was principle. I graduated in 8th grade with UCCS. When I had my first child without any second thoughts I instantly knew where my son was going to go for his education. My son suffers from ADHD and Autism. UCCS has fought with me to find my son all the help he needs, and is receiving at UCCS. With the shut down of UCCS it will not only effect myself but my son as well big time. My son feels safe at UCCS. He loves his teacher's and staff's as do I. With all the violence with all the others schools UCCS is #1 for me. I would have no choice but to

Sincerely,

[REDACTED] Parent/Guardian of [REDACTED]

home school my son if UCCS shut's daen. Not a choice I want to do. UCCS is such an amazing school. Reason why I enrolled my son in it when he got of age.

Students: [REDACTED]
Parents: [REDACTED]

March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

Hello, it sadden me to receive notification of the closing of
Urban Choice Charter School. My granddaughter have been attending
this school for 10 years she has accomplished and learned so much. The
teachers here at urban choice school are exceptional, they take the
time to ensure that all children are receiving the care and attention
needed to excel at the studies and be the best they can be while
keeping the parents/guardians aware and updated along the way.
I am writing to you to please consider reconsider closing the
school as this will not only affect the children and staff but
the parents too, it wouldn't but more of breaking up/splitting up a
family. So please. I urge you to consider the long-term affect
that this will have on the children and their education.

Sincerely,

Parent/Guardian of

Student's [REDACTED]
Parents [REDACTED]
[REDACTED]

March 1

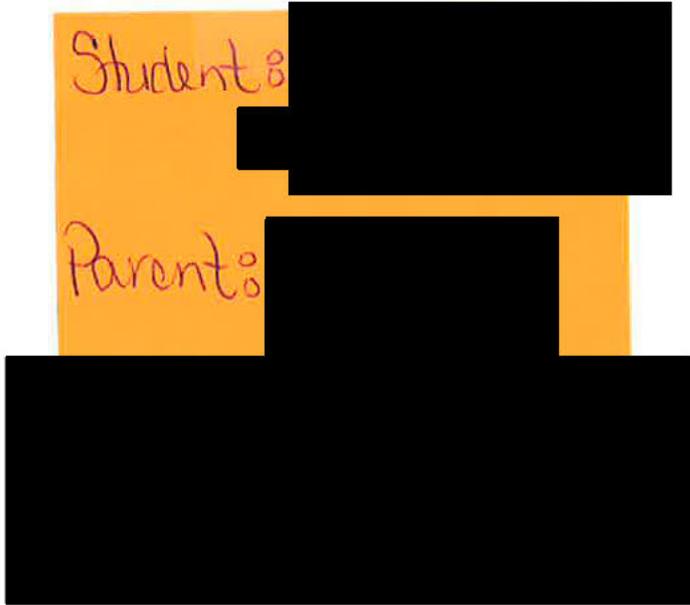
NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

It saddens me that i even have to write this because
Shutting down this school shouldn't even be a discussion.
My child has attended urban choice since kindergarten
She has build bonds with staff that's so amazing
it's undescrivable. This school is more of a family to
me and my child. They've helped me with living and
personal issues as well as any concern I had about
my child's education and learning path. If this school
closes it will force my child to have to relocate
and learn and make bonds all over again to have to
learn to be comfortable and open up (express herself) to new
teachers. If anything invest in this school invest in the
teachers and student's and i promise you won't be ~~etc~~
disappointed.

Sincerely,

Parent/Guardian of



March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

Hi My name is [REDACTED] My son name is [REDACTED]
He's a 1st grader at UCES currently. Every since he has
gone to this school (After leaving #12 School) he has been
doing exceptionally well! He likes walking up to go to
school. He comes home 5 days a week starting he has
had a good day. And the behavioral logs prove that. Definitely
a great tool to use. I have no complaints honestly. Except
something small such as having a lunch room so the kids can
leave the room for lunch. Its no biggie though because the kids
remain safe (That's more important) in the classroom. The school
is on top of things and they keep the parent informed, always.
My son use to walk out of class. Went like him to do that.
At his other school. UCES has kept him at peace. He enjoys the
teaching here. keeps him involved. To close UCES would be a horrible mistake!!

Sincerely,

[REDACTED] Parent/Guardian of [REDACTED]

Students



Parents



March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

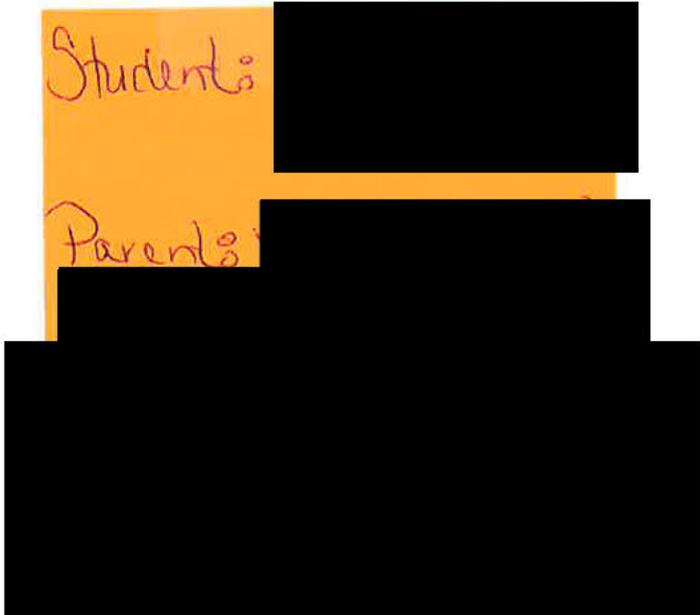
RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

This school and the staff has definitely made an impact on me & my child's life. The staff has helped my son adapt when I come home from doing years away in prison. As you can imagine this change of me coming home ~~has~~ threw his ~~normal~~ routine off and caused a disruption. If it wasn't for all the staff and teachers I would still have a child with behaviors. My son grades improved drastically. And to change his school or staff members & the children he is used to will be a disservice to not only the staff but to my child (who matters) and all the hard work me and the teachers have put in. Thank you.

Parent/Guardian of _____

Students

Parents



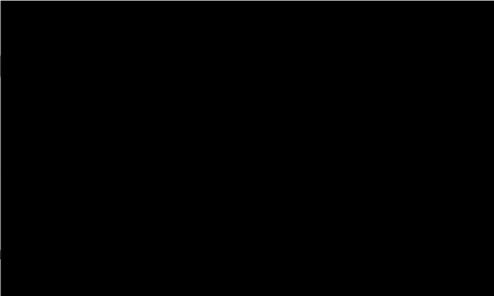
March 1

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New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

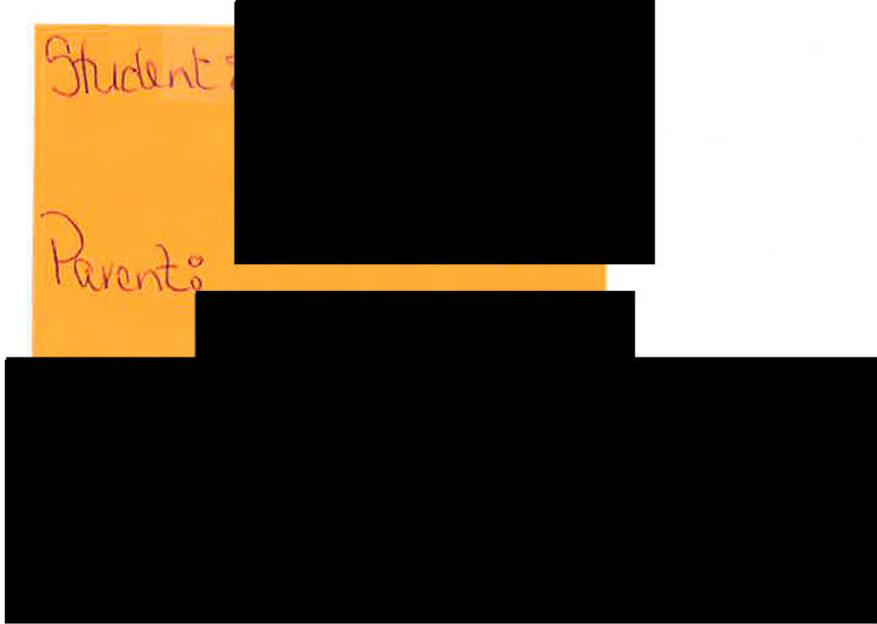
RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

I have 4 kids that attend uccs and I've always expected them to finish school at uccs. They've grown and learned so much academically and it saddens me to hear the news. If the school closes I feel the students will have a hard time adapting to new school and learning. The teachers at uccs are awesome and they have a great way in teaching students. Please keep the school open. It's for our kids future. UCCS one of the best schools in Rochester

Sincerely,

 Parent/Guardian of 

Attach



March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

Urban Choice Charter School Should
stay open because, they have helped
my son grow. He is reading, spelling,
and ~~writing~~ writing on his own.
He is excited to go to school.
If urban choice closes he will
be crushed, and it will be very hard
to place him in a new school.
Urban choice is close to our
home, and I know he is safe
when he is at school. Please,
please do not close urban choice.
we are blessed for our son to go there.

Sincerely,

[Redacted Signature]

Parent/Guardian of [Redacted Name]

Students [REDACTED]

Parents [REDACTED]

March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents

My name is [redacted] I am
currently a parent to a 7th grader at
UCCS. However, I have been a UCS
parent since the very beginning. My
oldest child was in the 4th grade
when UCS opened. I was very excited,
for many reasons, the main one being
I no longer wanted him to attend a
RCS School. I appreciate the smallness
of the school creating a family/community
learning environment. I love the staff and
the school so much my second child attends
K-8! When my youngest was born I knew UCS
would be where she went. UCS has ~~become~~ become a
major staple in our family. Please allow
[redacted] Parent/Guardian of [redacted] to
remain open!

Student's [REDACTED]
Parent's [REDACTED]
[REDACTED]

March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

My Son [REDACTED] been attending
UCCS for the past 8 yrs. My Son [REDACTED]
learns and participate in small group
setting at UCCS the teacher & student ratio enhance
his learning capabilities. The atmosphere very
comfortable and inviting when you enter the
school, it makes me happy she feels safe
and happy going to UCCS.

UCCS is a fundamental institution that is
grounding my son in being upright
conscientious citizen of this country. If the
board does not approve the renewal for UCCS

this will have a detrimental effect on
myself and family as we see so much
potential in [REDACTED]

Sincerely,

[REDACTED] Parent [REDACTED]



Lynn McCarthy

From: [REDACTED] >
Sent: Thursday, March 16, 2023 3:54 PM
To: Lynn McCarthy
Subject: Closing of school

I am very concerned that you're closing the school that should not be closed. There's so many other schools having problems and this is not one of them. I don't know who's sitting down and making decisions about schools what is it at school? Your child go to is it a school? You should be concerned about like I'm concerned about which I was not in school. He's on the street stealing braving the cars shooting people not trying to learn anything else we want good schools. I don't know who's sitting down and making decisions about schools what is it at school? Your child go to is it a school? You should be concerned about like I'm concerned about the child is not in school. He's on the street stealing breaking into cars shooting people not trying to learn anything else we want good schools and so far. This school is doing what it should. stop taking the money that should go to schools to help schools and put them in your pockets because we seen so much of that on the news nowadays help the schools stay open

Sent from my iPad [REDACTED]

Student -



March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

This has been the first year
we have children enrolled with
urban choice charter

Please Don't close Urban Choice Charter

We have 3 grandchildren (one of them will start
next school year.) One grandson suffered so much
bullying he never wanted to go to school again. The
Staff worked with him and now can't wait to go to
school each day. His brother is so shy he didn't want
to change schools. After a few weeks he loved
coming to school. Our granddaughter sees how
her brothers feel safe going to school and
she can't wait to enroll. Feeling safe is so
important for children and we are so happy the
kids love going to school. The Staff and
Teachers are the best. Always available to listen

Sincerely,

Parent/Guardian
grandparents

Student:

Parent: ^{grandparents}

March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

Our daughter has been attending UCCS since Kindergarten & is now in 8th grade. She has continuously excelled & often excelled in her subjects, math being her strongest suit. As parents, we have felt comfortable leaving her in the care of UCCS staff daily, given the state of society these days, and trust they always have the student's best interest & safety at the forefront. It's also been comforting for our daughter to attend so many years with a large % of kids. She started Kindergarten with many friendships have been made and solidified for years to come. ~~The~~ UCCS is an asset to the

Sincerely,

Parent/Guardian

Community offering a wonderful alternative to the poor choices RCSD schools provide. Although our daughter could have attended the past 2 yrs @ her current district, we chose to enroll her last 2 yrs @ UCCS ~~to~~ we would love to →

UCCS continues to offer a wonderful chance to current & future students to feel the taste of success that they might not otherwise be offered. We are confident they provide a much needed alternative to the Rochester area parents & students.

Students

Parents

March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

The Teachers are wonderful and are committed to the education of the complete student beyond academics. The staff and Mr. Samuel know each student/family and is concerned about the well being of all of their students. This Urban choice has a mutual respect between teachers and students. The communication skills are on point and letting parents know what's going on in the school. Meals are eaten in the classroom in which I love for my daughter that's how it was at her old school. I had very great hopes for this school. ^{My daughter} ~~that~~ she has improve and learn so much in such a small time frame. I'm very attached

Parent/Guardian

Back

One how fast shes keeping up with her learning
and shes very enthusiastic in learning. Urban choice
give leads to not just my family but other
families as well. I am thankful for them. I
was given a thanksgiving basket, and christmas
gifts, and a ~~fur coat~~ coat and many more.
Do alone father Derek Johnson is the
parent advisor and has been doing a great
job with getting parents together and
having meetings every month. I am
truly happy that the school will be
coming to a closure. hopes this helps.
Wish the best for
Urban choice charter
school.

Sincerely,
[Redacted]

Student: [Redacted]

Parent: [Redacted]

March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

This is my first time sending my son
to Urban Choice Charter School, I
absolutely love it. Since he has been
at this school his behavior has
changed for the better, his communication
skills as well. I love it every
adult in this school is very great
as well as supportive. My son used
to take meals before going here and
he is officially of them. He feels
comfortable and safe and loves his
friends.

Sincerely,

Parent/Guardian of



March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

I'm writing this letter on behalf
of me and my daughter she goes there
and if this school get closed down this
would be a hard impact for use both
I love the school and the staff and
support they give my daughter. She
came from a rough school and I feel like
this school has been better and she
focus a lot more.



Parent/Guardian of

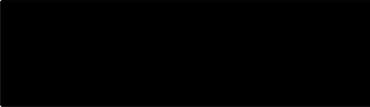




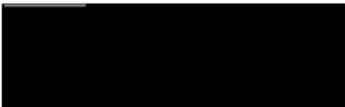
March 1

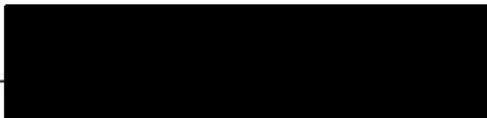
NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

 Urban Choice have made a big impact on
my son since day 1 he love the teachers and every1 in
it he doing better and I have other kids that will be
go soon also

Sincerely,



Parent/Guardian of 

Students

March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

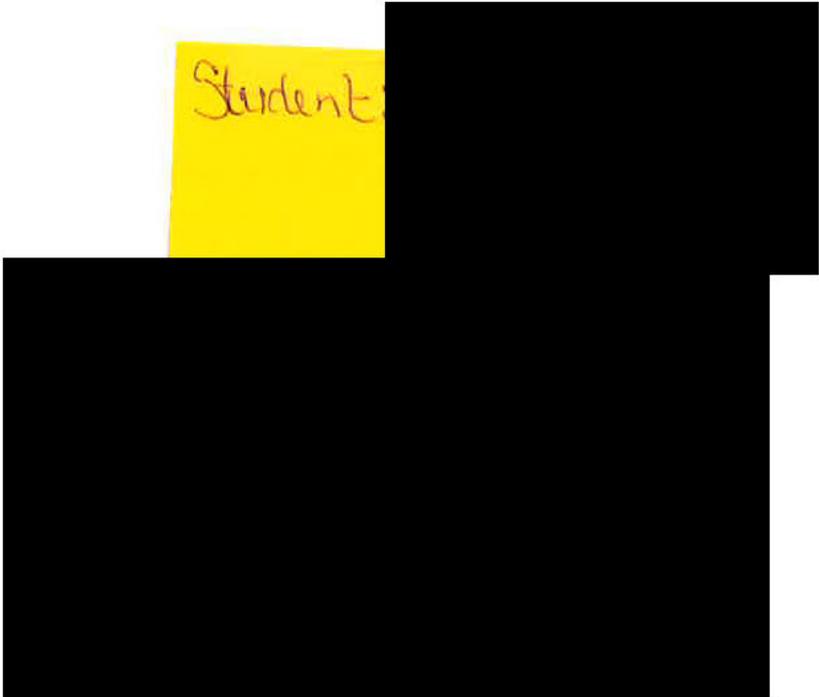
RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

I would be so sad and
lost without Urban Choice
they are so helpful in
everything. with students,
families, homes everything.
They helped my daughters
in so many ways when I
thought I was losing
hope. so proud how far they
have come. Can't lose
them please

Sincerely,

Parent/Guardian of

Student



March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

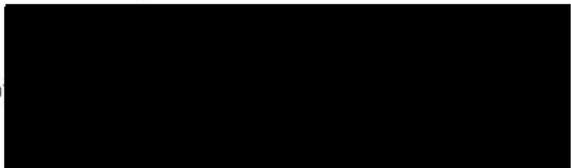
RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

This is one of the best Schools my daughter has ever attend. The teachers & staff are amazing i watched them help kids including mine s. My daughter reads better, learn better at the school. The location is good. All the staff & teachers really care about they students.

Sincerely,



Parent/Guardian of



Student



Kathy Honan

Subject: Letter

From: [REDACTED] >

Sent: Wednesday, March 01, 2023 7:44 PM

To: Kathy Honan <khonan@urbanchoicecharter.org>

Subject: Letter

Hi my name is [REDACTED]; parent of [REDACTED]. I'm writing this letter in regards to Urban choice charter School staying open. My son has been going here for 2 years I was looking forward to bringing his siblings here next year. This school is a very good school he loves the staff and the students. He feels very safe here and I feel safe sending him here as a parent. The staff is very good and they communicate with me regularly. I'm asking that the school do not be close. I will greatly appreciate it. If you have any questions or concerns I could be reached via email [REDACTED] or also via phone at [REDACTED] thank you

Sincerely Mrs Spears

Students

March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

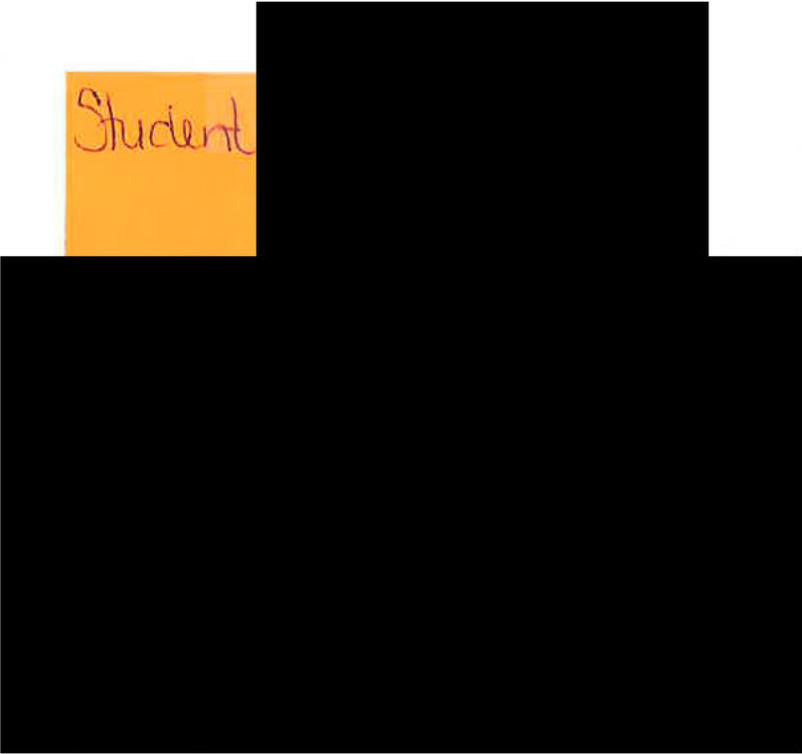
RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

The 2022-23 school year is my child's first year there and he has gone so far in the same amount of time, He has learned so much and it is all thanks to his teacher and the rest of the school staff. They always make my son and family feel ~~it~~ included with his educational milestones and we feel safe having him in their care. I know they treat my child as their own. If the school was to shut down my son would lose the friends he has made along with his favorite teachers and would have to start all over again. The atmosphere there is too great to let it close down!

Sincerely,

Parent/Guardian of

Alle



March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

Uccs is the best school for my
child Jayla Carter. It is her first
year going to school and she has learned
so much. UCCS taught her about
Kwanzaa and other things that regular
school use to teach us. My child is
happy going to school every day. She
cries when there is no school.

Sincerely,

Parent/Guardian of

Student 3



March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

UCCS has been a great journey for my son. His focus is better communicating better and over all I'm impressed by his spelling and reading. UCCS is a wonderful school my son has attended for 3 yrs. It will be very sad if the school closes Chase has made plenty of friends and that's been hard to do outside of school because of all the crazy things happening in our community. The teachers care and the children need that the most.

Sincerely,

[Redacted] Parent/Guardian of [Redacted]



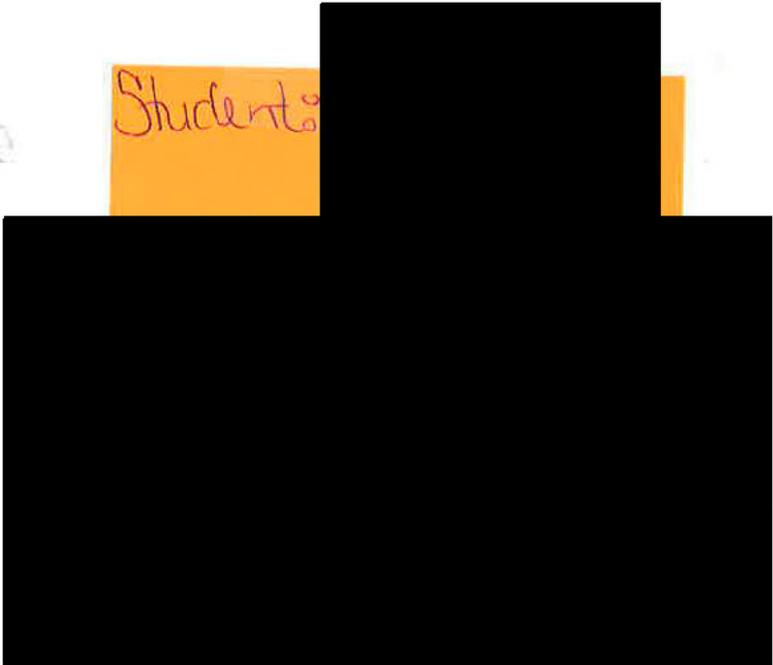
March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

My daughter has been enrolled in Urban Choice Charter School from kindergarten to currently 5th grade.
The entire staff is very dedicated to the students, and give one hundred percent effort into the educational process.
My child has been recognized as an I.E.P. student.
She struggles to learn, but does her best, and her teachers always give her words of encouragement to succeed.
The staff at UCCS apply the extra help that she needs, (and qualities)
Charter schools continue to offer far more values, than competing schools, and not to mention great discipline. If this school were to close, it would be detrimental to my child's future.
She is very insecure, and starting over in another school would be catastrophic! Please consider renewal of UCCS! Thank You!

Parent/Guardian of



March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

UCC has helped with my son's reading, math,
and his confidence. He loves the principal and
his teachers. He's always enthused about
what happens in school when he gets home. For
me, that makes me the most happiest.

Signature
[Redacted]

Parent/Guardian of

[Redacted]

Student

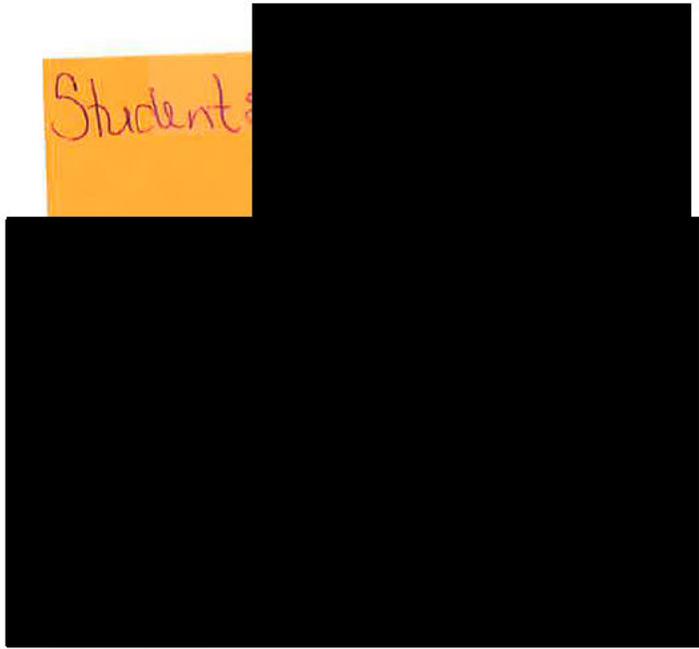
March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

I am writing this letter to humbly request that you keep this charter school renewed. This school if it were not renewed it would greatly impact the children in my household. The standard of education has been higher than previous schools. My child loves to attend Urban Choice and is learning very well. Thanks for your time.

Parent/Guardian of



March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
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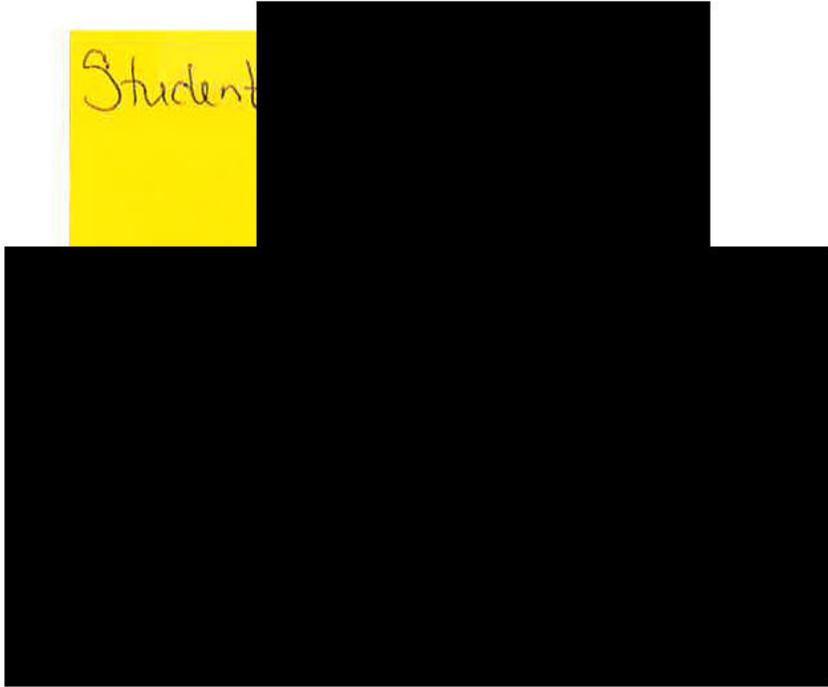
RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

Urban Choice Charter has helped my kids in so many ways from my oldest son who no longer is in school but the staff has been very good I do think this school is for everyone and they do the best they can to help the kids if I didn't think it was a good school my kids would have been left there I love this school and we love them so much my kids have had from them

Sincerely

Parent/Guardian of

Student



March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
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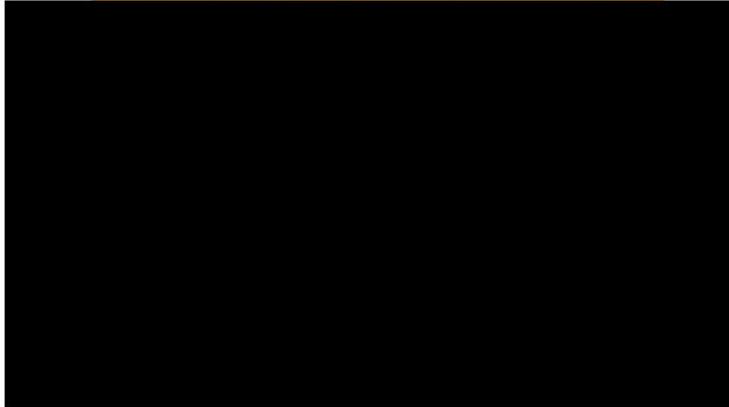
RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

Hello my name is [REDACTED]
I am the ~~father~~ guardian of [REDACTED] 3
[REDACTED] I have concerns
of this school closing. My youngest
daughter graduated from Urban Choice
Charter School. I've been involved with
them from 2015 to current. This is
an exceptional school. They are family
oriented. Also they achieved high
scholastic education and my grand-
kids need to continue their education
here. I'm concerned they will not
excel at another school, please don't close them.

Sincerely,

[REDACTED]
[REDACTED] Parent/Guardian of [REDACTED]

Student



March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

To whom it may concern: My name is [REDACTED] I am the parent (mother) of [REDACTED] who is currently attending Urban Choice Charter School. I am aware that the Board is requesting to close the school. In my opinion the decision would be a grave mistake in which mistake Urban Choice has a great staff and caring the student are learning with great independence. My daughter [REDACTED] has become more independent as well as her academics have soared. She also enjoy attending school each and every-day. I am very proud of her accomplishment. Please reconsider about closing the school.

[REDACTED] Parent/Guardian of [REDACTED]

Student



March 1

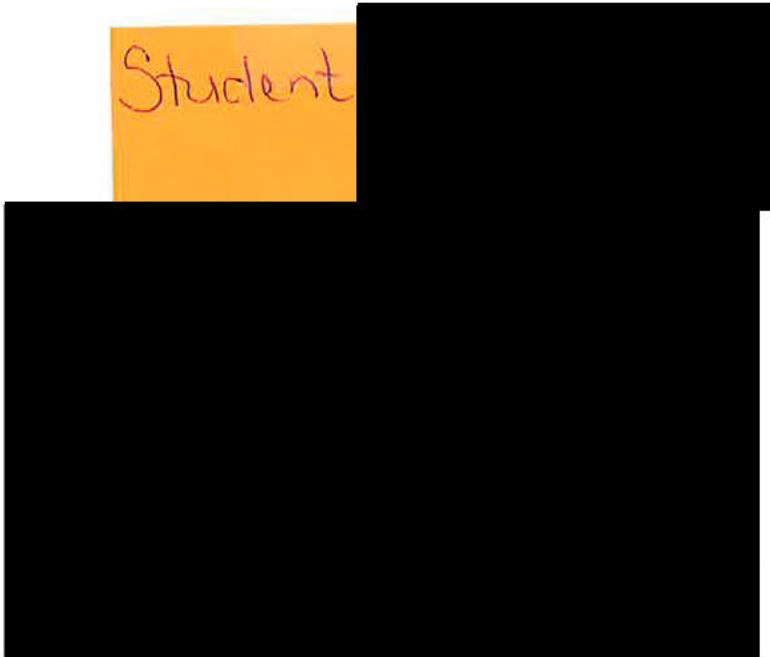
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Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

I have had 2 girls in the school and I find that the staff provides excellent care for each student and keeps the children happy and respectful. They have a unique way of making learning fun to keep their interest. Discipline is handle appropriately for each student. Parent communication is very effective. Programs for the entire Family's has always been a plus from the Urban Choice Charter School. The school is a valuable resource to the community!

Parent/Guardian of

Student



March 1

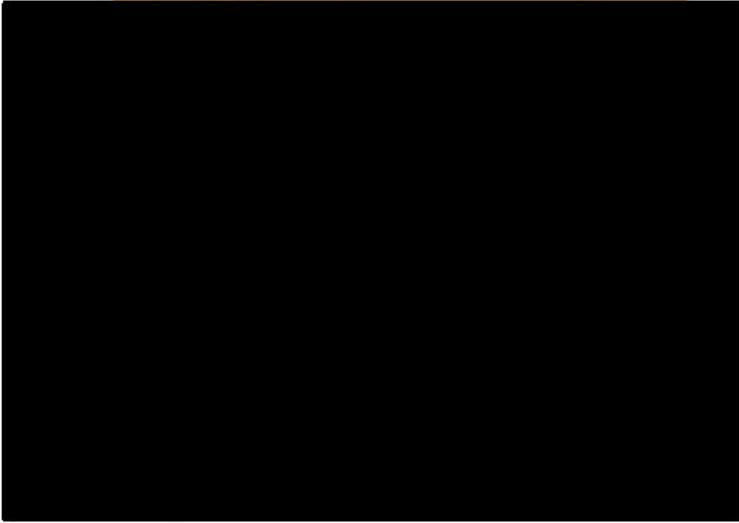
NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

First let me start by saying
Urban Choice Charter School
is not just a school we a
family! My son [redacted] at Urban
Choice 3 years ago and had speech
and learning Disability fast
forward He can talk and He is
learning the way He ~~should~~ should.
They work with these kids
to make sure they have a
good understanding and have
great structure. Please Don't
separate the family the kids need
Urban Choice

Parent/Guardian of [redacted]

Student:



March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal

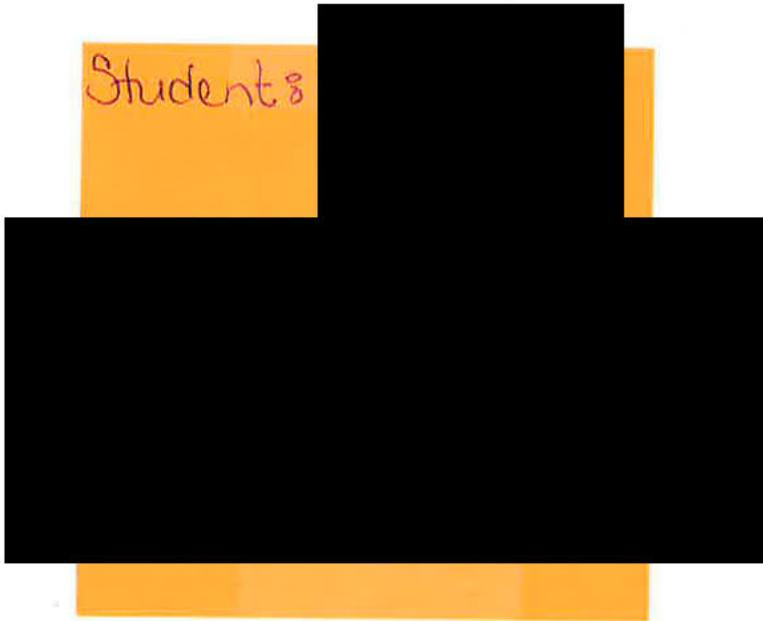
Dear Members of the Board of Regents:

Urban Choice is the home to many families and babies we love each other and celebrate each other and be there for each other. I have 3 children who attend the school and they love each and every one of the staff! my daughter was quiet and struggling but her teacher and staff made sure she got it and worked closely with her. Closing the kids school is breaking up a loving caring environment.

Sincerely,

Parent/Guardian of

Students



March 1

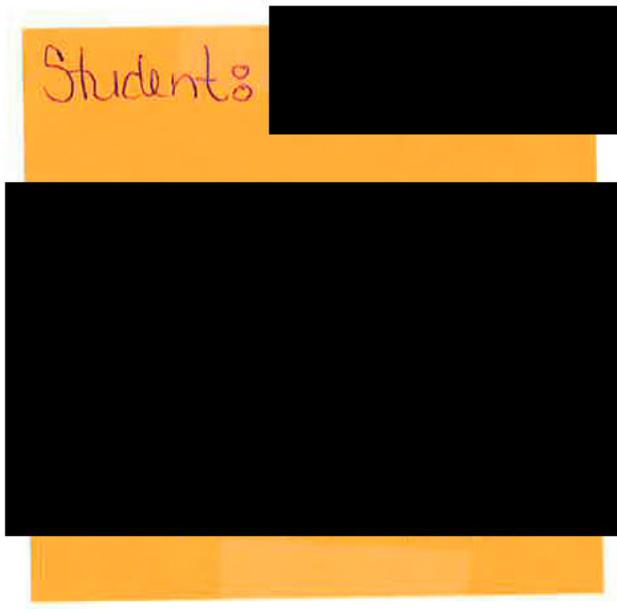
NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

Hello, I have a child who attends UCCS, and I absolutely love UCCS. Coming from ABC Head Start, my daughter [REDACTED] has improved a lot since she has been UCCS. Hearing this bad news sucks, because I wanted to keep my child in UCCS. It's a very awesome school, I love the teachers, principle, they are all very into these kids' education. I really hope you guys keep school open. So convenient for me, my daughter loves her school, and really really don't want UCCS to close please please.

[REDACTED] Parent/Guardian of [REDACTED]

This has tore my heart, cause I wanted my kid in this school until the end. Please please keep school open!!! 😊





March 16, 2023

Urban Choice Charter School
1020 Maple Street
Rochester, New York 14605

On behalf of Urban League of Rochester, I write to express my strong support for the Urban Choice Charter School (UCCS) proposal requesting to remain open.

The Urban League of Rochester, NY, Inc. (ULR) provides the guidance, support, and encouragement needed to prepare youth academically, socially, and culturally for college and careers. ULR youth education programs expose students to a range of career fields, professional development, and soft skills training that equip them with the skills needed to be successful in the workforce and in their education.

The UCCS has continually offered students the best programs and opportunities to advance their education. In collaboration with the ULR, UCCS provides programming that strengthen students' academic performance and provides emotional and social support. This charter school is easily accessible to students and families living in the City of Rochester, and continues to support our youth by providing them with academic enrichment opportunities. UCCS is a well-established charter school that embraces a values-based curriculum centering kindness and support for students. ULR supports this charter school in our community as a school that puts their students' education first.

Please accept this letter of support for Urban Choice Charter School to remain open in our community. I am confident that UCCS will provide their children with an innovative, challenging, and rigorous education and opportunities to grow and lead. Please vote to keep this school open to give the families in our community the school choices they have been asking for.

Sincerely,

Dr. Seanelle Hawkins
CEO and President of the Urban League of Rochester



President & Chief Executive Officer
DR. SEANELLE HAWKINS

BOARD OF DIRECTORS

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- Catherine Wilson

March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

I understand why you want
to shut urban choice down.
My kids will come home
with work that's telling me
that's doing great but soon
as report cards come out
now all of a sudden my kids
not meeting the standards. I
gave urban choice two years
? it seem like that's failing?
I'm to my kids more than
Poughkeepsie city school district.

Parent/Guardian of

March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

Hi I am a former student from urban
choice I went to urban choice for
2 years and I absolutely loved the school
and the environment that I was apart
of. I used to be badly structured and
hated my surroundings but urban choice
helped me changed my view on my
community. urban choice has very amazing staff
and people that cares about ~~the~~ each and
every student well-being. urban choice
also gives different oppurnities to former
students like me to better the children
that's currently attending their school now
urban choice always help my family we

Parent/Guardian of _____

want to give these oppurnities to
other families as well

Dear, my name is [REDACTED]
I am currently in 10th grade and I attend School Without Walls. As a former Urban Choice Charter School student, it has impacted me and my future in a very fruitful way along with the optimism I carry today. Urban Choice and it's facility is more than just a school, it indulges child wisdom and leadership qualities for coexisting in life. During my duration of middle school at Urban Choice I've learned my academics never has a capacity to grow and standards only exist to be surpassed not stopped at. Although I do not attend this school anymore I felt ^{it has} complexed my character positively. I still go to Urban Choice on Wednesdays for my highschool's required community service, I chose to complete my community service here because I feel I am always welcomed here. Over the time I have built bonds with students and helped aid them with academic work, if this privilege was subetained it would change more than just the school's status.

Thank you, sincerely
[REDACTED]

March 1

NYSED Board of Regents
New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

RE: Urban Choice Charter School's Charter Renewal
Dear Members of the Board of Regents:

I am [REDACTED] and my parents
are [REDACTED] I was a student
at ~~UCCS~~ UCCS from grades 1-8 and I
am sister of [REDACTED] When I attended
UCCS, I had nothing less of a great time.
I had great connections with teachers and
staff and found it very easy to succeed
in my classroom environment. Teachers were
very helpful when it came to me not understanding
and always very understanding with my parents.
Overall, UCCS has been a great environment
and school to me & my family

Sincerely,

[REDACTED] Parent/Guardian of [REDACTED]



EXHIBIT A

(if viewing electronically, see
zip file attached to email for
Letters)



Dear Board of Regents

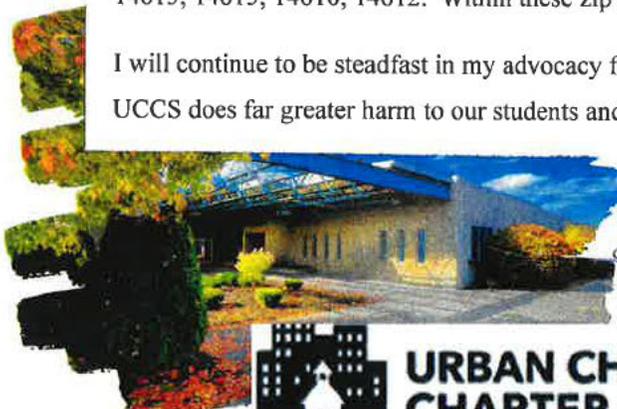


I have had the privilege of serving as the Urban Choice Charter School's principal for the past year. Prior to this, I served As Chief of Receivership and Innovation in the Rochester City School District. I was responsible for the turnaround of the District's lowest performing schools ("Receivership schools"). In this role, I provided technical assistance in redesigning instructional programs, oversaw the evaluation of the principals, provided mentoring, technical assistance and feedback in the development and implementation of Receivership schools' improvement plans, and monitored the schools' progress toward meeting state education metrics for removal of Receivership status. I have familiarity with the New York State Education Department's ("Department") 2019 Charter School Performance Framework and applying the Framework to school improvement efforts, including those at Urban Choice Charter School ("Urban Choice"). As such, I am familiar with the unique education landscape in Rochester and the challenges faced by our students, families and community.

I am asking that you give Urban Choice Charter School the opportunity and time to demonstrate growth on the NYS assessments. We continue to hear that the assessments are not the sole determining factor however, little evidence shows that the decision for non-renewal goes beyond test scores. Lastly, the timeline for non-renewal put in place by the Charter School Office does not provide our students and families access to better schools. More than half (55%) of UCCS students reside in the following seven zip code areas: 14621, 14606, 14611, 14613, 14615, 14616, 14612. Within these zip codes, only two RCSD schools are outperforming Urban Choice.

I will continue to be steadfast in my advocacy for our students and families because the decision to non-renew UCCS does far greater harm to our students and families at this time.

Sincerely,
Amy E Schuman
Principal



From the desk of



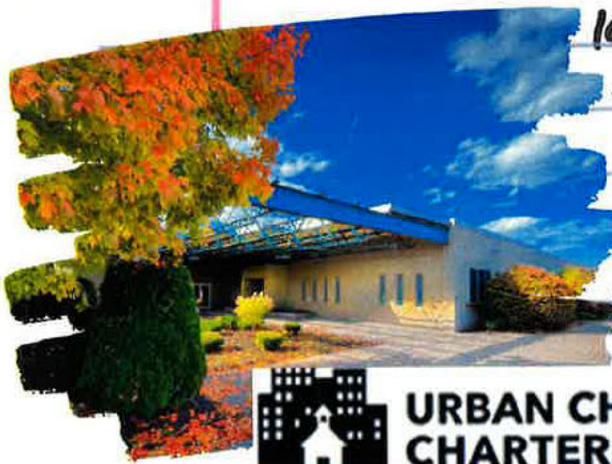
Kimberly Griffin



I love how we take kids in from different schools who have kicked them out and we get them and change their whole behavior.

I was almost on a downfall myself but with UCCS giving me a job and me able to enroll back into college and now I can say I'm 2 years away from getting my bachelor's.

I love the smiles we put on these kids faces for hope for the future. These students and our parents is what builds our community and makes us stronger



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CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

P.S. We love the foundation we put forward for our kids to love to come to school.



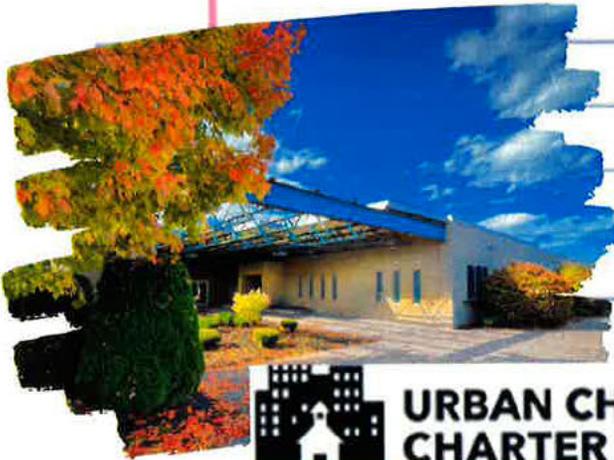
From the desk of



I believe in our community so much so that I haven't taken any job offers seriously since 2005. It takes time to create, nurture and teach a family, time to grow.

I believe so much that I put the students always before myself having put off major surgery so as not to impact our family.

I believe and I'm committed and dedicated



Sincerely
David Duwayne Clark



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of

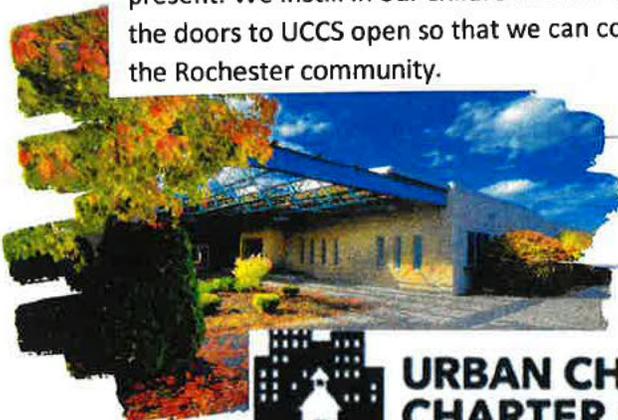
Maria LaDue



My name is Maria LaDue. I have been a part of the Urban Choice Charter School family since 2017 as the School Social Worker, and McKinney-Vento Liaison. Closing the doors to UCCS would be devastating to our dedicated students, families, and staff. Schools play important roles beyond educating our children: They house them, feed them, and accommodate their unique needs. As a Social Worker, I focus a lot on the importance of supporting our students' social-emotional well-being since this is essential to their academic success. We need to get children ready to learn before we can expect them to learn.

When you walk through the doors of UCCS, you see and feel the school connectedness. Our teachers and staff understand the importance of building relationships with our students and how it results in our students feeling secure and supported. Our families send their children to school knowing that they are safe, loved, and well cared for while they get their education. They also know that they are a part of the UCCS family. Being the oldest charter school in Rochester, we have generations of families come through our doors whom we have had the pleasure of teaching, supporting, and loving through their time with us. We have been fortunate to have our former students come back to visit and volunteer their time to the community that helped shape them not only into scholars, but also into resilient, and productive members of our community.

UCCS has worked hard to keep the school a place where education, family, and community is always present. We instill in our children resilience, community, hope, love, and we ask that you please keep the doors to UCCS open so that we can continue to foster our resilient scholars and grow as a family in the Rochester community.

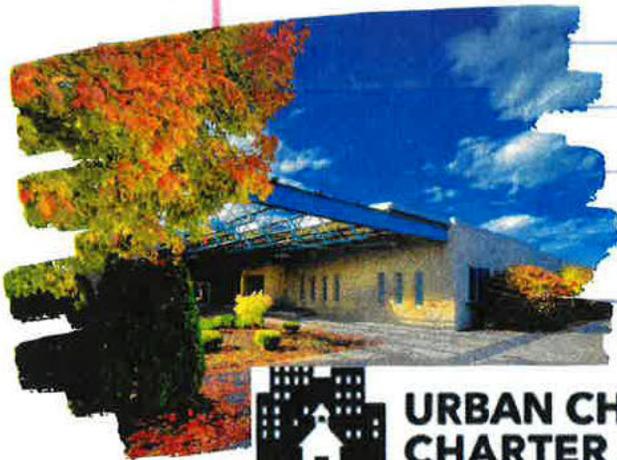


From the desk of

Lisa Morreall



I am a retired Physical Education Teacher, mentor and coach, who has been a part of Urban Choice for 4 years. I returned to these roles, because working in this environment is deep in my heart. The closing of UCCS would mean I would not be able to help mentor the Physical Education program or continue to develop the Athletic program as the Athletic Coordinator. My role here is helping the PE Staff to implement new activities for the students and help strengthen their self-confidence. This valuable effort will be diminished if the students cannot continue at UCCS. All our efforts will need to be restarted and this kind of trust takes time. The school sports program has developed a strong sense of community pride, to where games resulted in standing room only. The student's pride for their school created a family unity, to which the entire school saw grow. Building relationships is an important part of team building. Closing Urban Choice will have a huge impact on these relationships, whether they are with team members, teachers, coaches and in their community.



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From the desk of

Mikayla Ekwell

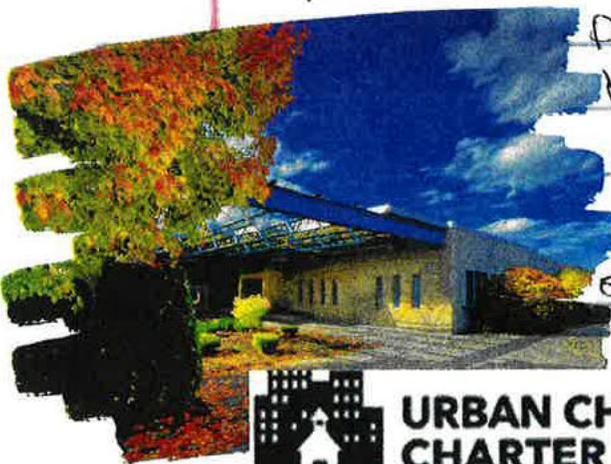


To the Board of Regents,

I am writing this letter to implore you to reconsider your decision to close UCS.

In my 10 years of teaching never once have I stepped into a building that has made me feel so welcomed, supported, appreciated, and truly joyful every single day. Walking into a building every day with children who are truly happy to be here, who feel safe and cherished by their teachers is priceless. Not to mention the rigorous and purposeful academics we provide

here at UCS that provide our children the opportunity to grow exponentially, while also encouraging them to explore their own identity.



At UCCS we have created a welcoming, culturally sensitive, and emotionally safe environment where our children can thrive. To take that away from the Rochester community when our children already struggle with so much would not only be a true shame, but detrimental to their continued development. It is my greatest hope you will strongly reconsider this decision, and remember the children, families, and staff you are harming as a result. At UCCS we truly are a unit, a family, and voice for our Rochester children.

Regards,
Mikayla Ekwell

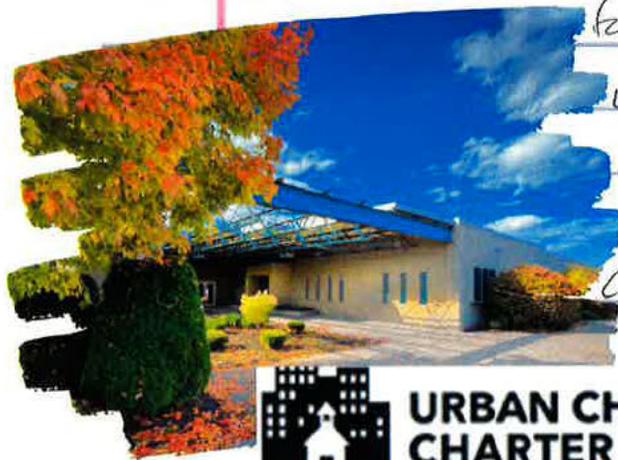
From the desk of



Mr. Dillard



The impact of UCCS closing has brought me great sadness. I am a family man so I would consider in the time I have been a employee at UCCS as my family. I have grown to have good positive relationships with the students as well as co-workers. I believe in my heart that we are making a change in the community as well as the students life. They feel safe here. They love UCCS. and you can see it on there faces every day. Please understand when you close a school that was culture built you not just closing a school but you are closing a part of the community too.



 **URBAN CHOICE
CHARTER SCHOOL**
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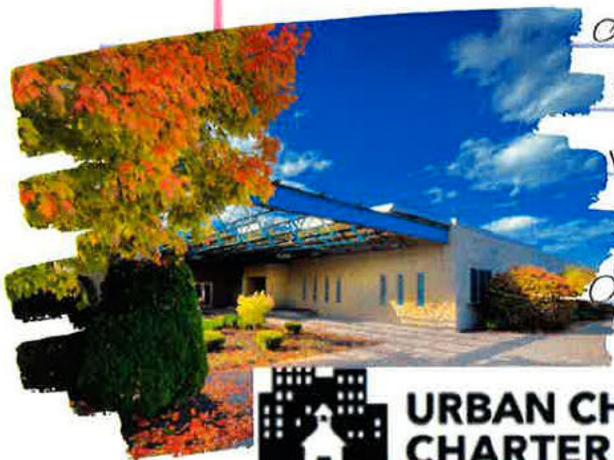
A handwritten signature in black ink, appearing to read 'Mr. Dillard'.

From the desk of

Shawnte Lott



To whom this may concern, my name is Shawnte Lott. I am a Teaching Assistant at Urban Choice Charter School. I would like it if the school stay open. I have strong relationship with some 7th and 8th graders. I really have strong relationships with the teachers and staff here at UCCS. Sometimes I cover a teachers class and it's so rewarding. I feel really safe here because it's a small setting. Most of all I don't want the school to close because it's my bread and butter, it's how I pay my bills and I don't have another job, so please take all of these reasons in to consideration.



REDEFINING URBAN EDUCATION

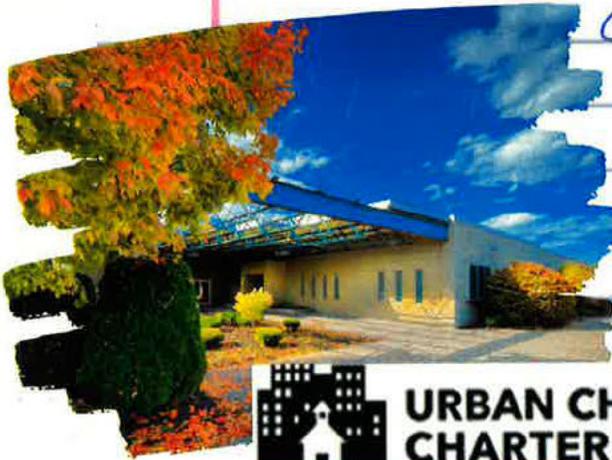
From the desk of



Angeline Abidhananthar



UCCS is an educational pursuit comprising of multi-talented teachers and leadership in the engagement of developing a deep sense of a agency among the underprivileged and vulnerable children of the Rochester city. I can say that our team engagement is beyond professionalism since the teachers are packed with the passion to serve not only to impart information but also deeply engaged to create innovative opportunities for our children to learn despite their exposure to violence and terrors in the City. This School has to be open for all the kids who need special care and attention.



**URBAN CHOICE
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Science Teacher

UCCS



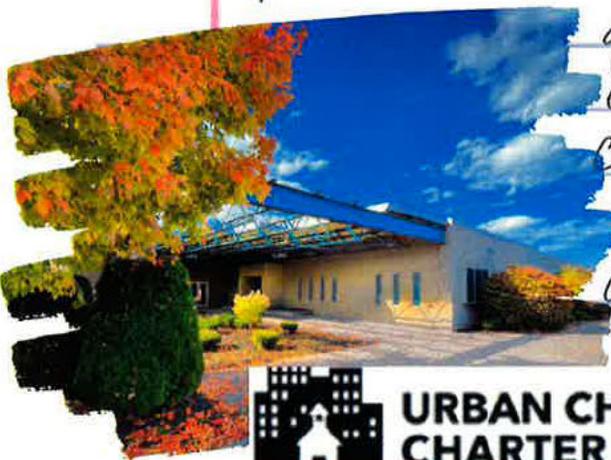


From the desk of



Dear Board of Regents

In my short time here at Urban Choice, it is clear there is a sense of community; one filled with love, respect, hope, and the desire to succeed. Urban Choice has the best approach to restorative practices I have seen. The staff is mindful of each individual child, documentation drives their response. Their response is one that supports everyone including teachers. I do believe they should remain open as they demonstrate education is more than just teaching. I would recommend being open with support to fortify the academic portion of this system. I was recently asked about what I liked about Urban Choice and hands down, the Restorative practice. I was asked about the academics. My response was needs most.



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REDEFINING URBAN EDUCATION



From the desk of



p2

however work doesn't mean close. It means setting systems procedures in place that produce student success. Rigor is hard when students have not been challenged. However, students with consistent RTI, have been responding positively. My class has been working from as low as kinder. It has cost my group near grade level because of staffing issues; an issue every school in the country is facing. When Charters open the fear of closer often dictates staffing stability. This is another reason why the Board should work to

find alternatives to closure. The 400 plus students faced with going to another school or returning to the district desire a viable choice to education. That is not the district. They have felt the failure of the district



REDEFINING URBAN EDUCATION

They need something someone to force the envelope on everyone. Schools, need to educate. We are depending on you to help us; the Rochester Community, build a system where our children no matter the school can and will be educated.

Lasha Aschitt



From the desk of

John De Lude

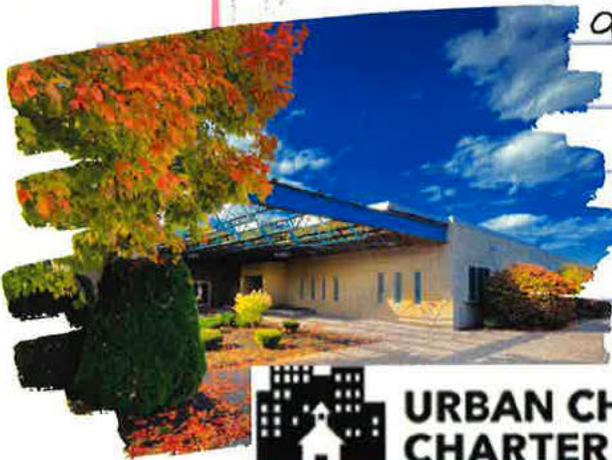


Dear Board of Regents,

Urban Choice Charter School is much more than a school, it's a family. Many of the students have attended this school their whole lives. In my short time as a teacher here I have seen students grow and take on many challenges. Students have a strong desire to be successful and the teachers push them to reach their full potential. ~~Taking~~ the recommendation to close would break up

a school community who truly cares about their students. Please keep UCCS open.

John De Lude





From the desk of

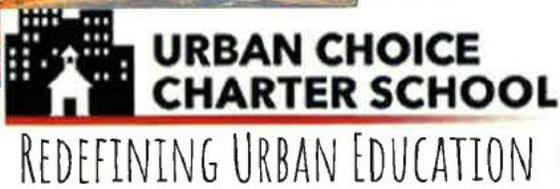
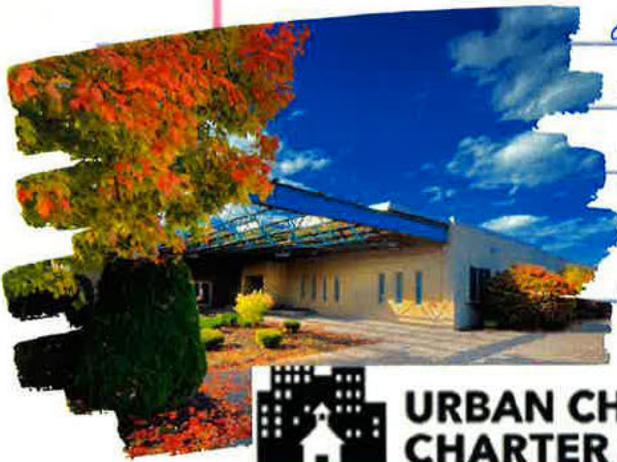


March 23, 2023

Dear board of regents,

This is my second year teaching at Urban Choice. Most of these students have been coming to this school since kindergarten. If the school closes a lot of students, families and staff will be affected by it including myself. The students who come to this school are eager to learn and put forth a lot of effort into their school

assignments. It is amazing to see their progress and growth. Also, I serve on a family committee that organizes school events for families. I enjoy seeing the families smiling



faces and watch how much they are having fun with the different activities. This school will be missed.

Sincerely,
Jacqueline Allen



From the desk of

Sharnell McKeivey



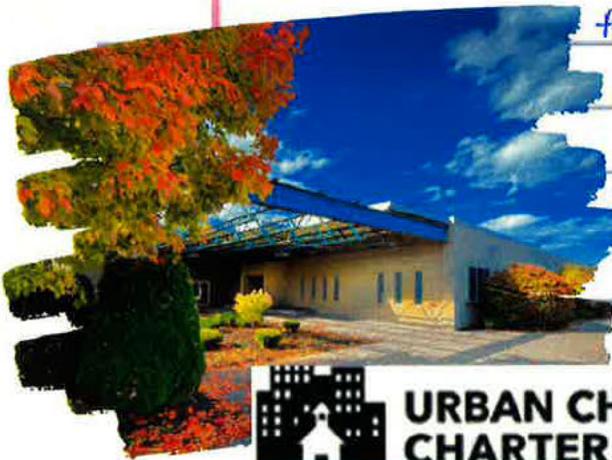
Hello My name is Sharnell McKeivey I am A Teacher's Assistant at Urban Choice Charter School. I have worked at this school from 2007 - 2016 and also came back and ^{bccn} working here since the pandemic. At Urban Choice Charter school we are not only a community we are also a family. To close our school down would not only be a disservice to our families, it will also be harmful

for our educational foundation in Rochester N.Y. We are already faced with limited options that are safe for teachers and families in the city. With Urban Choice being just that a choice we need

to keep our doors open so we can continue to educate and help our students reach their full potential.

Sincerely,

Sharnell McKeivey



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CHARTER SCHOOL**
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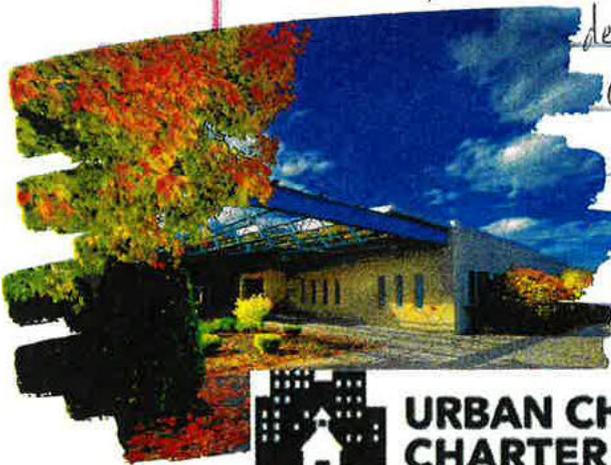
From the desk of

Mason Moran



Dear Board of Regents,

As I reflect upon my time at Urban Choice Charter School, I am beyond thankful for the vast opportunities it has provided me. I have been able to gain valuable experiences in the classroom serving as an assistant to three incredible mentors, in addition to beginning my teaching career as a 3rd grade teacher this academic year. I am proud to say that I have seen substantial academic achievement attained by our students since I started in 2022. Teaching has been a passion of mine since I was a child, and I have always desired to pursue a career in education. Urban Choice has given me the opportunity to serve and support a diverse urban population alongside crafting my skill as an educator.



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

I am blessed to be an Urban Choice teacher and am appealing to you to continue to allow our school, our family, to provide Rochester's urban population a chance to succeed in a school that not only values academics, but also relationships with educators and fellow peers that will last a lifetime.

Sincerely,

Mason Moran



From the desk of

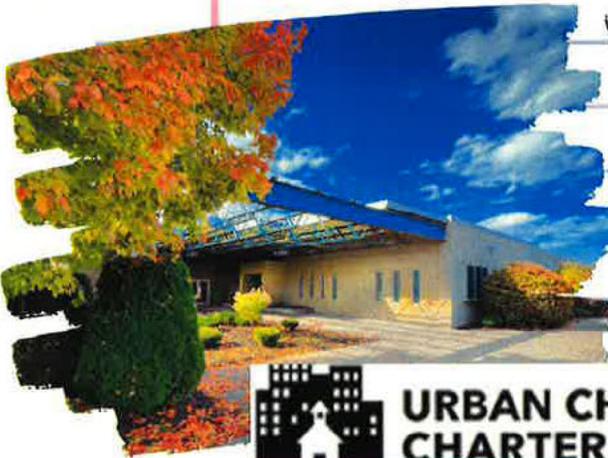


Ms. Dones

Coming to UCCS has been a great opportunity for me. Since becoming a T.A I have been more motivated to finish college and get my degree in Child education.

Working at UCCS feels like home. The Staff and my Students make me feel like we are an family. I love teaching my students and molding them to become Successful Scholars. UCCS is my first job where I can see myself growing.

The Support is amazing and admin is very understanding. I hope to stay at UCCS and continue to grow with everyone and all my students.



**URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION



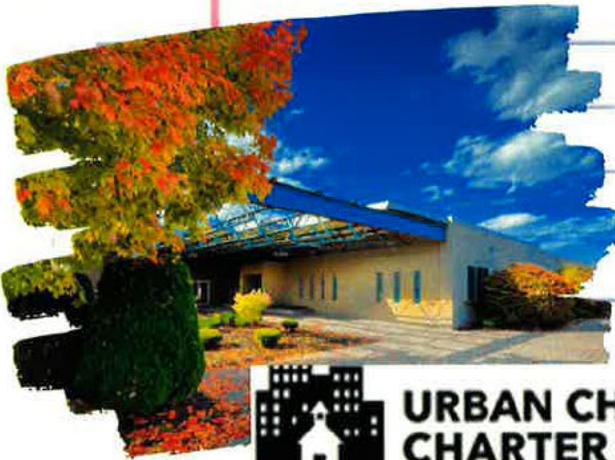


From the desk of

Ms. Leonard



Urban Choice Charter School is my home away from home. My students come into school daily excited to learn. I am welcomed every morning with hugs and smiles, and I have become a safe place for each and every one of my students. I love that I am able to provide security and love as a teacher, and I truly see my students as my children.





From the desk of

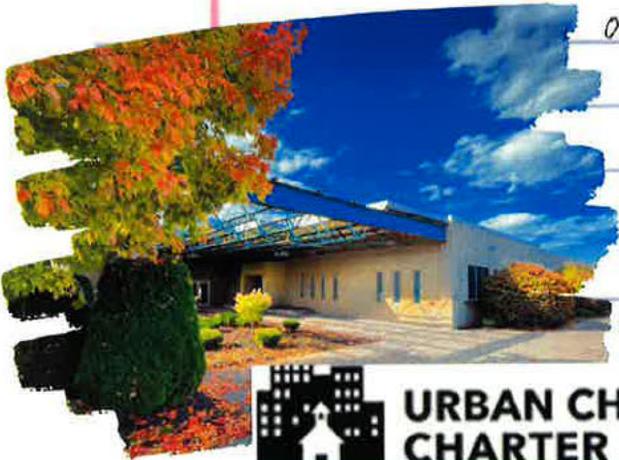
Mrs. Milly Caldera



Dear Regents,

From day 1 that I started working at Urban Choice Charter School, they showed me that they are like a family. I have learned every day about safety, support and how education goes hand in hand with love for our students. I learn every day with my students and they make me want to do my best. This school makes the mission a work our own. It would be sad if the school closes and does not continue this beautiful work for the future of our students, who will contribute to this wonderful country.

Thank you,
Milly Caldera



REDEFINING URBAN EDUCATION



From the desk of

Amber Kelly



Dear Megents,

Since I've been at UCCS it's been an amazing experience. The atmosphere is so loving and inspiring. We are truly a family here at UCCS. There's never a time where we aren't helping each other as teachers and scholars. UCCS is amazing with social emotional support for the scholars not many schools can say they have a handle on social emotional for their scholars. IF UCCS were to close it will impact so many people involved simply because this is an amazing school that loves and cares for every scholar that steps foot in the school. So please think about all the amazing people involved we love it here at UCCS



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

Thank you,
Amber Kelly 



From the desk of

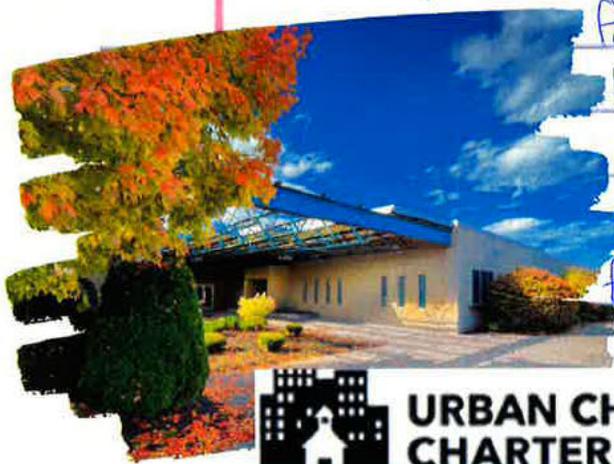
Martha Keeley

EI/CL
Teacher



TO Whom It May Concern,

A flower cannot grow without the necessary resources, please don't take the resource of UCCS from our students, they deserve to grow. In my eighteen years of teaching, I have taught at three schools. UCCS, by far, has gone the distance to address the emotional safety, educational inequity and day to day stress the children of Rochester encounter. Our students are more than a test score, they are children who rise each day in a city filled with gun violence, poverty and food insecurity. UCCS provides them with 180 plus days (more if they attend summer school) of a safe learning environment, with caring and supportive staff for the students and their families. I appreciate the time you are taking to consider my letter and plea to please keep the doors of UCCS open.



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

Respectfully,
Martha Keeley

M. ED, TESOL

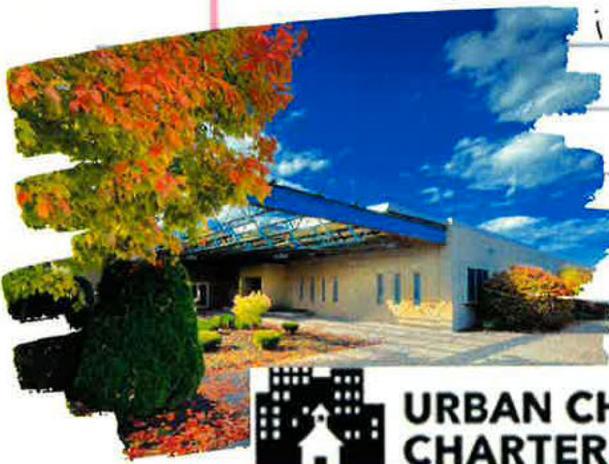


From the desk of

Ms. Parris



At Urban Choice Charter School, I have had the chance to help my students develop resilience, have a safe space to grow, and catch up on significant learning loss. After the pandemic, most of my class ~~was~~ not prepared for grade level challenges - academic, social, and emotional. By remaining patient and persevering, Class 2A has grown tremendously! I can truly say I am proud of each one.



**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION





From the desk of

Shane D Duester



Urban Choice Charter School has been a safe learning community where students have grown in character and at the academic level. Our I Ready data shows our students are growing. From the Fall of 2022 to the Winter of 2023 Reading K-8 our Tier 3 decreased by 24 students, Tier 2 decreased by 5 students and our Tier 1 increased by 30 students. Fall of 2022 to the Winter of 2023

Math K-8 our Tier 3 decreased by 44 students, Tier 2 increased by 23 students and Tier 1 increased by 21 students.

Our students live in a city that is under a gun violence state of emergency, and to send our students to an unsafe environment would be devastating for our families.



Sincerely, Shane Duester



From the desk of

Lynn Seaberg 3.23.23

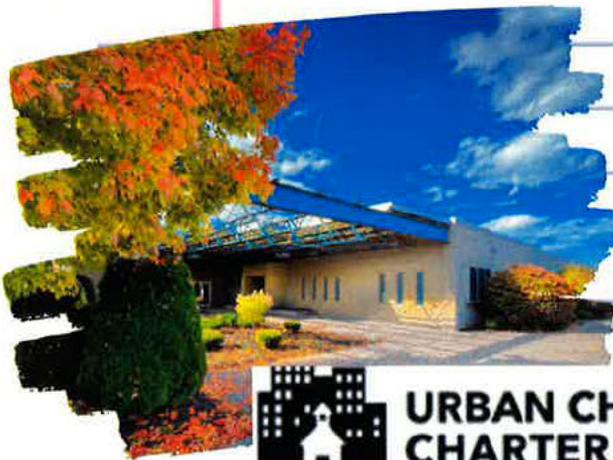


Urban Choice Charter School has been my place of employment since 2007 (Executive Assistant). I continue to be committed to supporting and contributing to the success of this special school!

It has been my privilege to observe all that UCES provides for students. The Board of Trustees, Leadership Team, teachers and support staff go above and beyond to provide a safe, supportive, and intellectually challenging educational environment. There are unique programs and opportunities that build life skills and highlight opportunities creating a foundation for college and/or career readiness in addition to supporting families.

Through the past three years in a pandemic highlighted a willingness to adapt and adjust and work through all in the best ways possible with many unexpected challenges.

Sincerely,
Lynn W. Seaberg



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of

Ms. Sabneet Bajwa



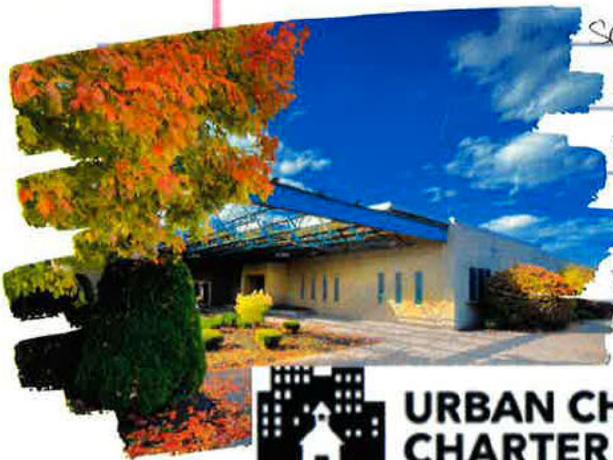
To whom it may concern,

I am an ENL teacher here at UCCS. I was first employed from Aug. 2015-2017 and returned in Aug. 2022.

UCCS has always had a special place in my heart. The staff are extremely supportive, the children are all eager to learn, and the school has helped me grow as an educator. UCCS has made great strides to support all learners in the classroom. The children glow when they walk into our school in the morning, and they know that they are in a safe environment to learn. For the sake of our children, parents, and staff, please consider keeping UCCS open.

Thank you,

Sabneet Bajwa



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CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



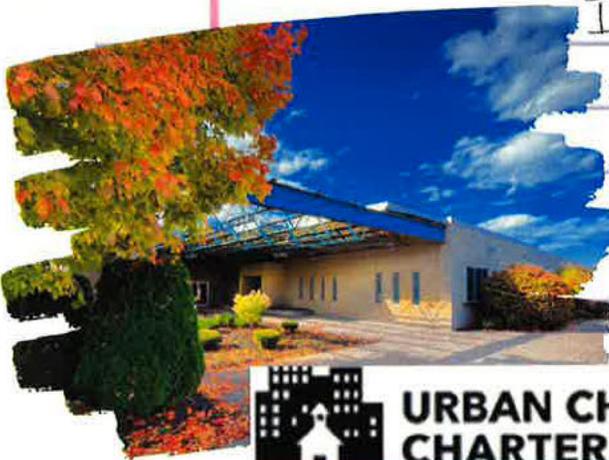
From the desk of

Ms. Moore



UCCS is a successful school. UCCS has been a school that consistently provides safety, security, support, care and education to scholars in Monroe County. Located in a city where scholars are continuously met with fear when entering school grounds, UCCS has remained safe. The consistent and persistent safety of students is what cultivates a trustful learning environment. Presently, we live in a time where not only students, but teachers are afraid to teach at schools. I do not have negative emotions working and being an employee of UCCS. Due to the safety and security of UCCS, I have been able to form strong relationships with students.

I have also been able to work with the same students across 2 and 3 school years. Strong relationships with students is vital to student growth, achievement and success. UCCS must remain open.



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION





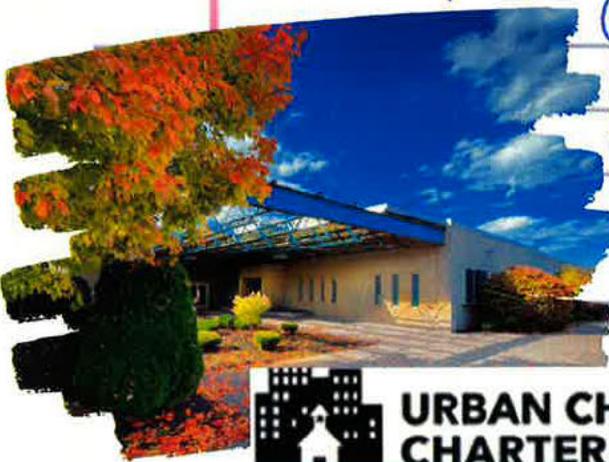
From the desk of

Mr. Campbell



3/24/23

My name is Mr. Campbell and I am a 5th grade Special Education Teacher. Urban Choice is a great school to work at. It is like a big family. Students and teachers work very hard together to learn new things. Seeing the students smiling faces when they understand concepts and when their learning blossoms. It will be sad to see it close because it is part of the Urban Culture in Rochester.



**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

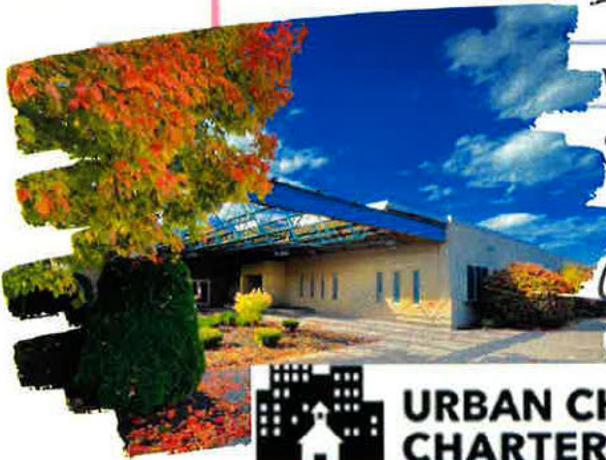


From the desk of

Shinyi Bowman



"In class we started with 'I love my school because...' work life balance, the daily encouragement I am treated equally. It is some challenging opportunities but nothing I wouldn't love to continue learning from. Our team work to accomplish goals for the students is everything. We are surrounded by people who work really hard at what they do. To have meaningful relationships with the students while implementing an Education Plan that fits each and everyone of them is why I love my school."



**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



From the desk of

Mikel Colakoglu



I began my journey as a professional educator in 2007. I knew my passion was to work with at risk learners.

Despite the setting my teaching philosophy has always been "whole student focused". In December 2021

I was blessed to find a home as part of the faculty at Urban Choice Charter School. I have never worked with a

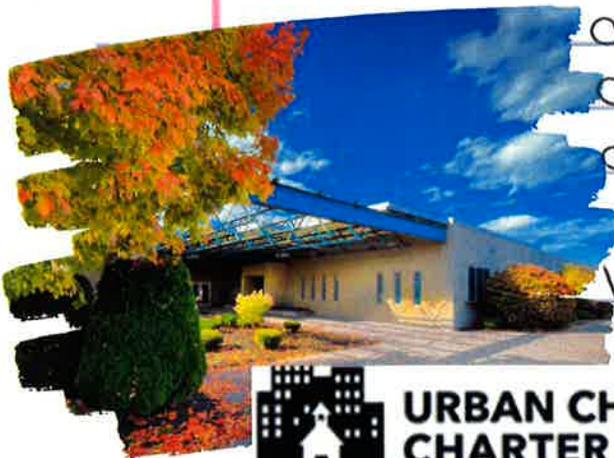
more dedicated, empathetic and supportive administration. I am

confident that our school is a model for NYS Every Student Success Act. Our social emotional learning supports are above and beyond the average school.

Our school is an institution of nurturing and opportunity, not just for

learning. I love working in a school with heart and truly believe closing this school

would be a disservice to Rochester's future leaders.



**URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION



From the desk of

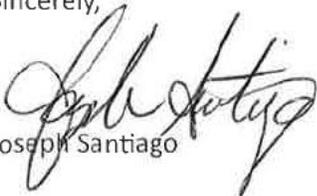
Joseph Santiago



To whom it may concern,

My name is Joseph Santiago, I am a 4th grade teacher at Urban Choice Charter School. I have been with Urban Choice since January 2022. Urban Choice is made up of a community of teachers, students, parents and support staff who are solely focused on the emotional and academic wellbeing of students. To close Urban Choice would be a disservice to its students and families who rely on Urban Choice as a safe place for their children to be educated. I have seen and experienced the depth of care and service teachers, and staff provide to students and believe that Urban Choice should be allowed to stay open and continue to serve the community.

Sincerely,


Joseph Santiago

REDEFINING URBAN EDUCATION



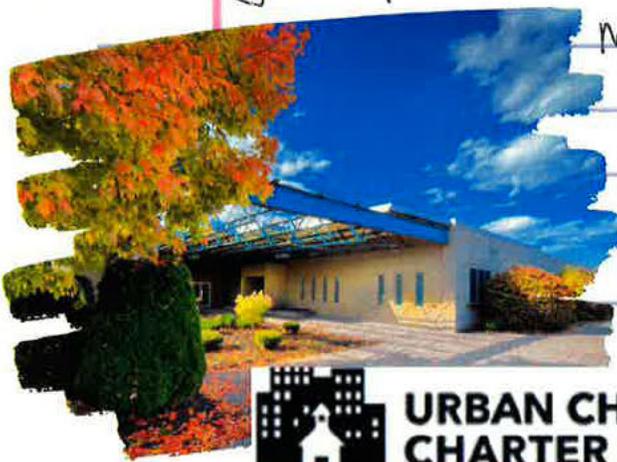
From the desk of

Bryan Christian



Dear, Reader

When I think about Urban Choice the first thing that comes to mind is Community. Our Community Provides a safe and inclusive environment for all students and staff. As a Student Support Specialist in the building I take great pride in this. I have worked in many schools. Urban Choice is where I choose to stay because I truly believe in the greatness of this wonderful school and what we provide for our students.



UCCS closing affects me because I am a father of 3 and I take care of five people including myself and this is the way I provide for my family. My wife does not work, she is partially disabled, my son also has some development needs so all income is from me. I recently got a promotion at UCCS and the pay increase helps with all needs and a little extra stuff. I enjoy working with the kids and I believe they enjoy my class. I only been here for 1-1/2 years but it feels much longer. I have been a teacher aide, tutor, basketball coach, after school staff now P.E/health teacher. The kids love coming to this school every day its there safe place. All staff make a difference in the kids life and I hope it continues.

EXHIBIT A

(if viewing electronically, see
zip file attached to email for
Letters)



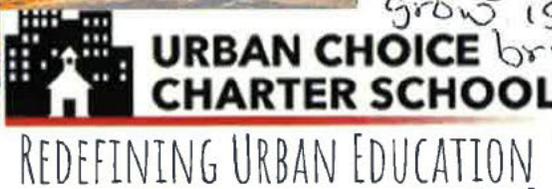
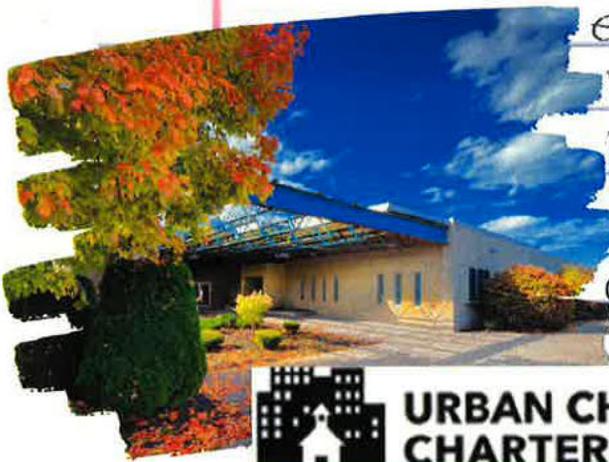
From the desk of

Shamika Lott

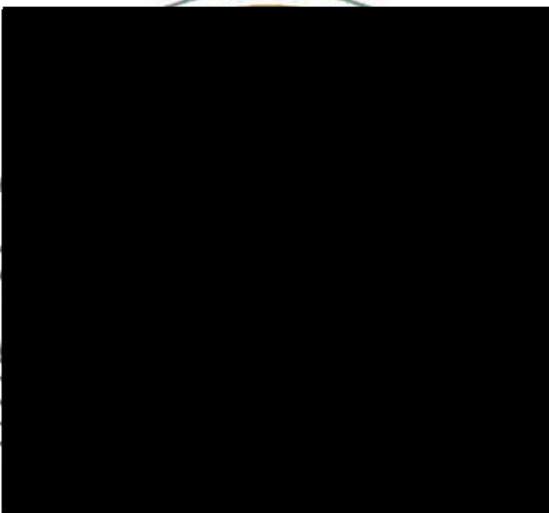
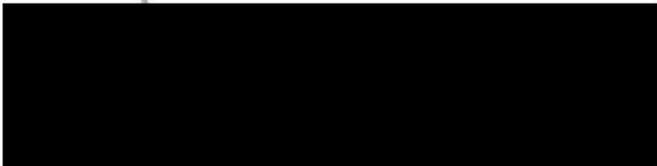


Dear Board

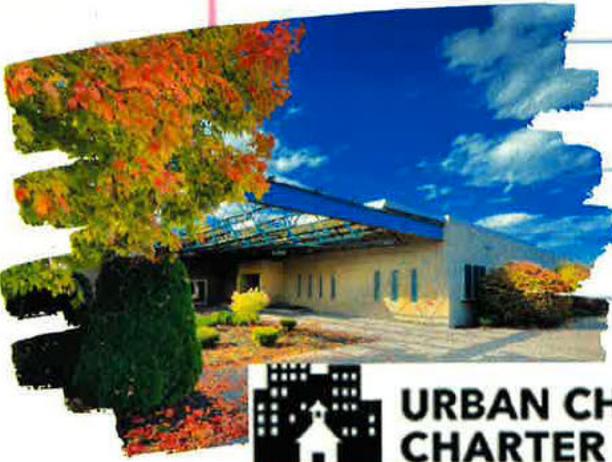
I am a first time teacher Assistant when I first came to UCCS I didnt know what to expect, not knowing if I will love or hate it being I never worked with children in a Enviroment like that. and my first day I was welcome with open arms the staff made me feel so safe and happy so it was easy for me to walk in with my head high for the first Day. and the students made me feel even better. and as these months been going by I have grown so much love for these students. and I have grown some real strong bonds. coming to work is a pleasure for me leading them and helping these student grow is something I notice every day. UCCS will take alot of the staff and students, we are a family here at uccs and we need to remain open so we can continue to teach, lead and help our students grow.



From the desk of

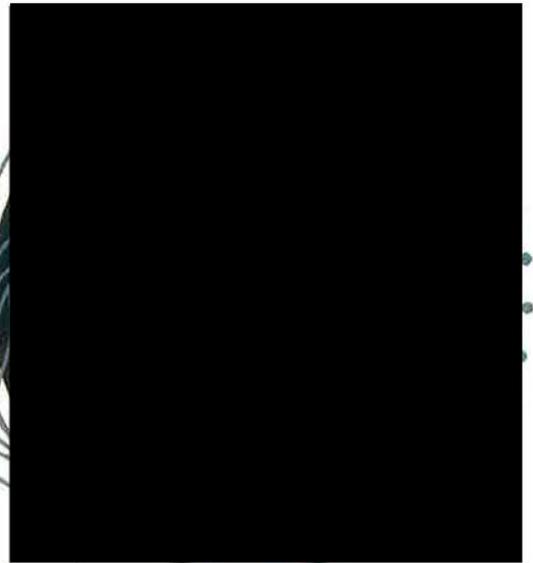


I love my school because
I love learning and my teachers because
are a kind. When I am at school I feel
happy.

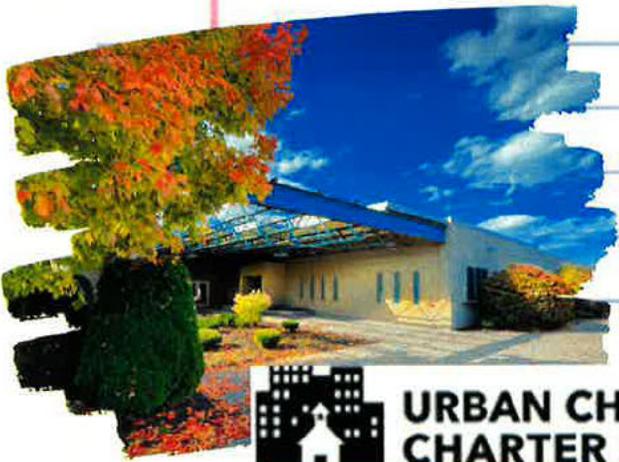




From the desk of



I love my school
because I like learning
and I want to go to
college. When I am at
school I feel helpful and
kind.



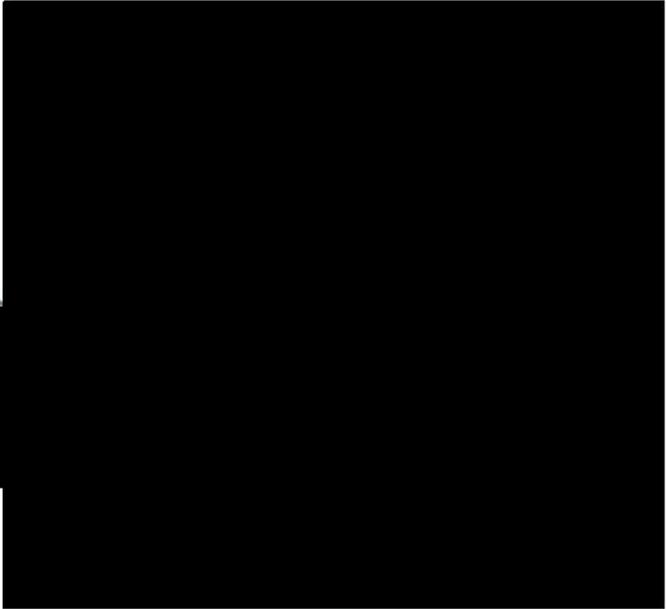
**URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION

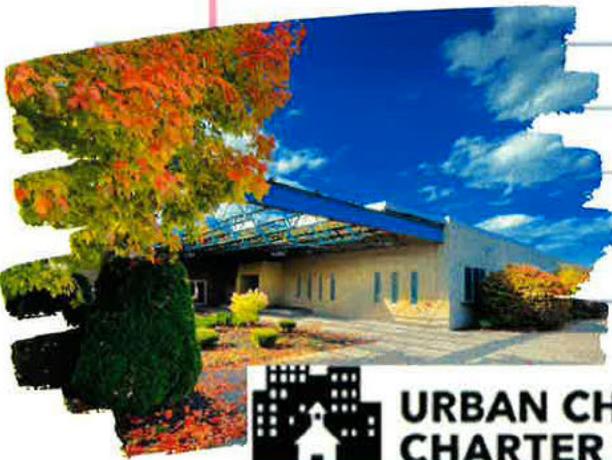




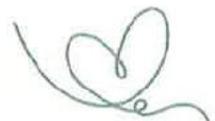
From the desk of



I love my school because my teachers are nice to me when I am at school I feel happy.

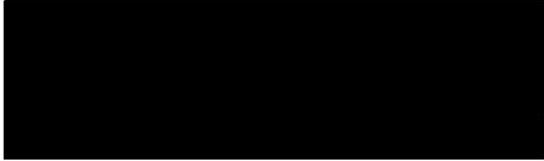


**URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

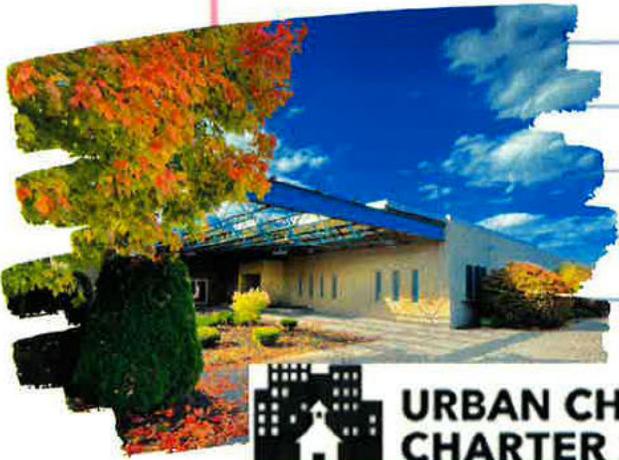




From the
desk of



I love my school because
In gym we GET TO play
Basketball.
When I am at school I feel
excited.



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION



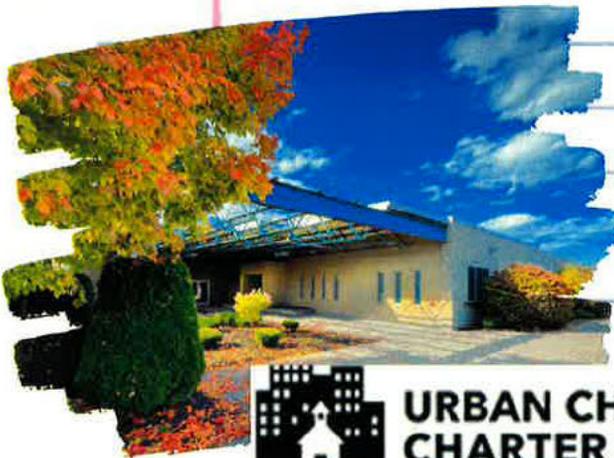


From the
desk of



I love my
school

because of the
about the
and school life
happy and safe



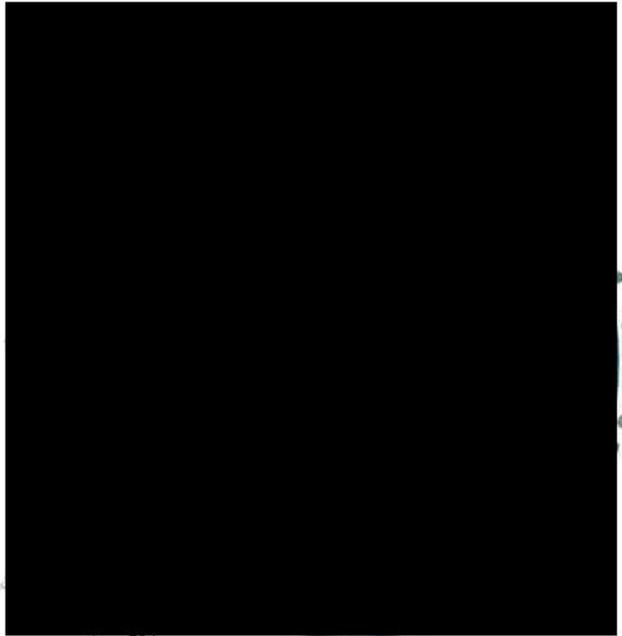
**URBAN CHOICE
CHARTER SCHOOL**

REDEFINING URBAN EDUCATION

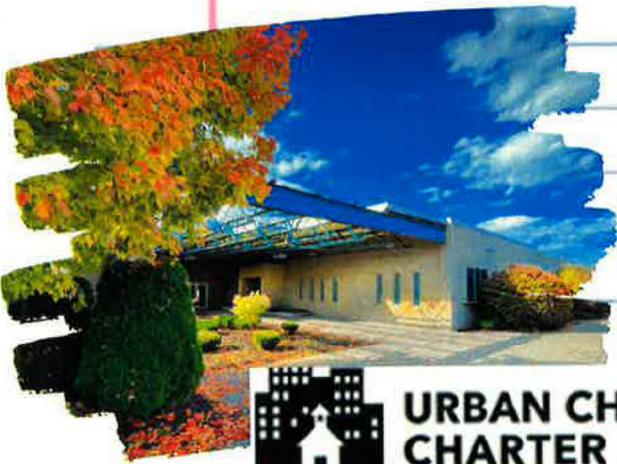




From the desk of



I Love my school
 because I can spend my time
 with my teachers and I
 have lots of fun and I
 can see my friends. When
 I am at school I feel
 happy.

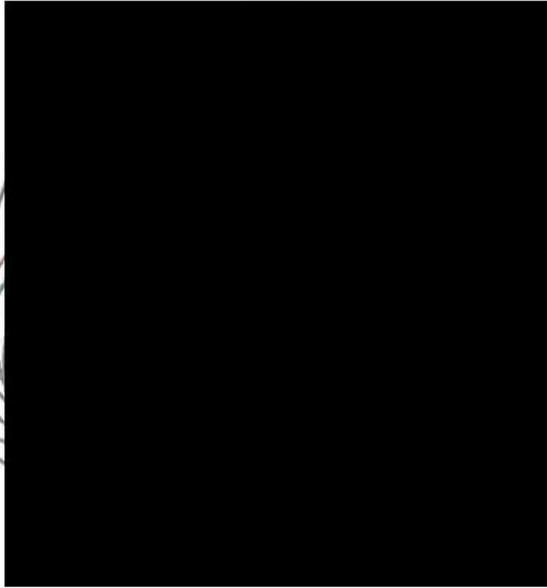


 **URBAN CHOICE
 CHARTER SCHOOL**
 REDEFINING URBAN EDUCATION





From the desk of

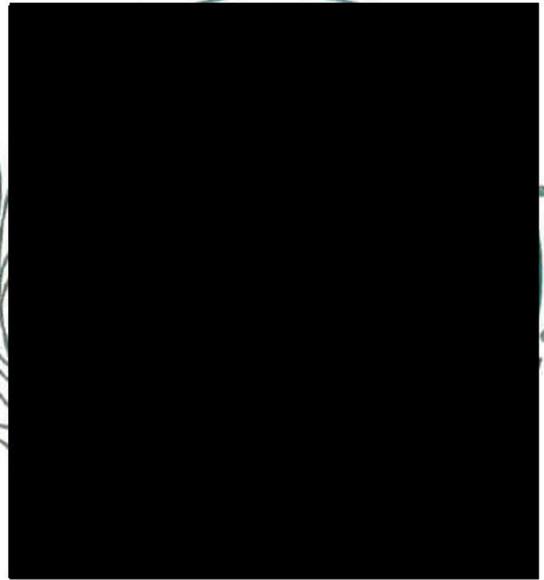


I LOVE my school because my teachers teach me well and that help me with getting better and better. When I am at school I feel happy.

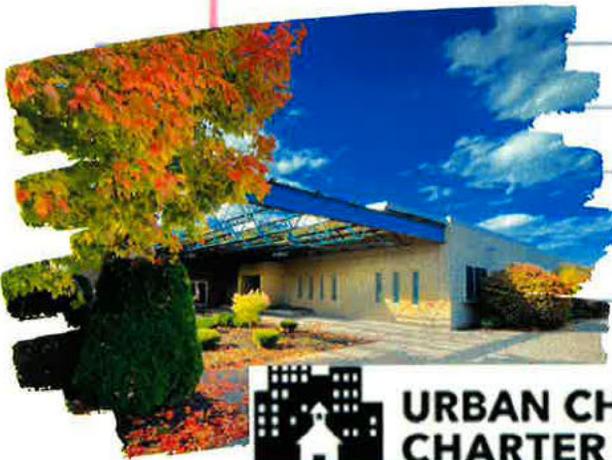




From the
desk of



I Love my school because we learn
new things so we can be smart. I would feel sad
if the school close.

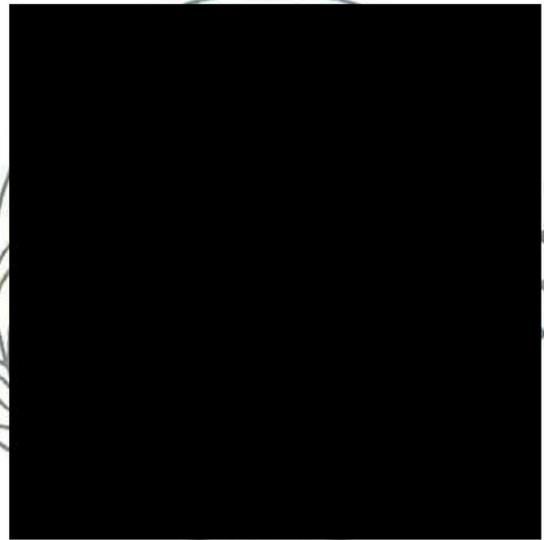


 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

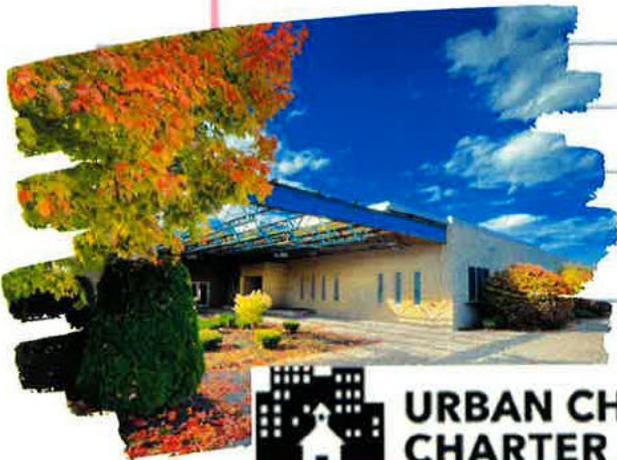




From the desk of



I love my school because
it is caring and they're
nice. When I am at
school I feel happy.

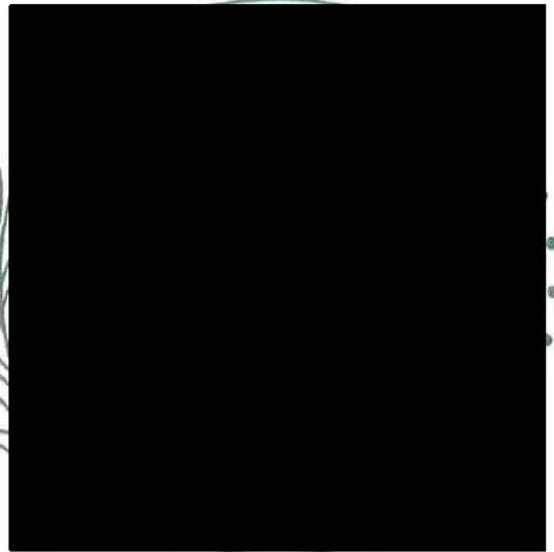


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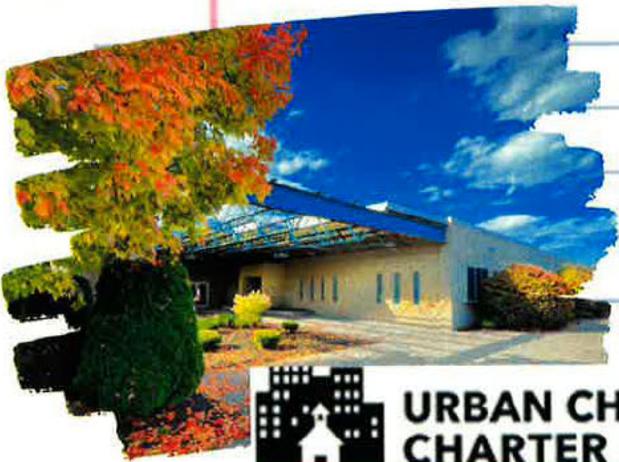




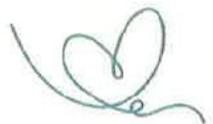
From the
desk of



I love my school because my
teachers love me, I feel happy
when I'm here.

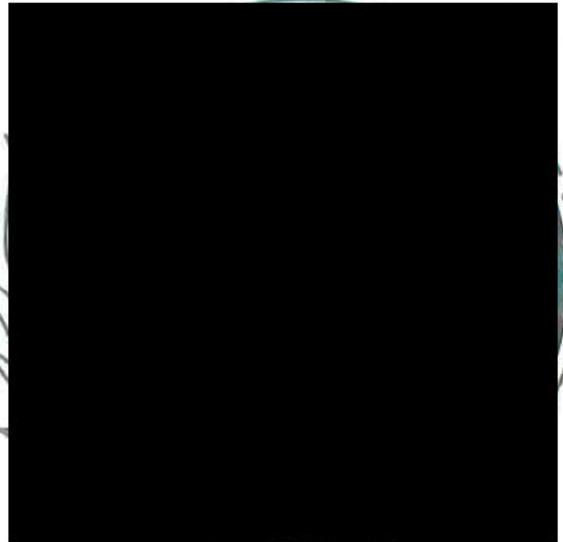


URBAN CHOICE
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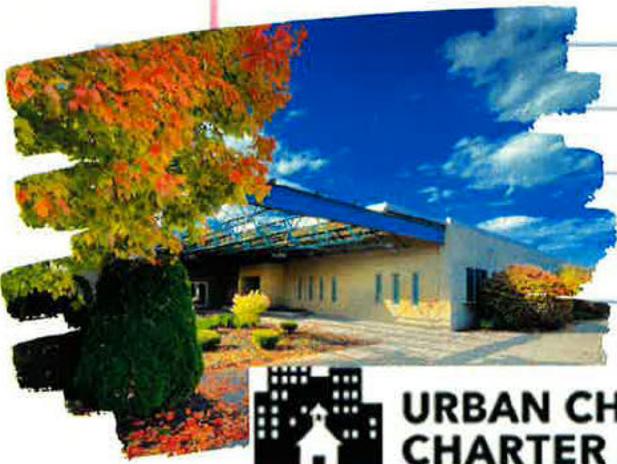




From the desk of



I love my school because
I feel happy and safe. My
is here and I also love to
learn math and reading.



 **URBAN CHOICE
CHARTER SCHOOL**
REDEFINING URBAN EDUCATION

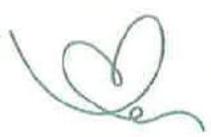
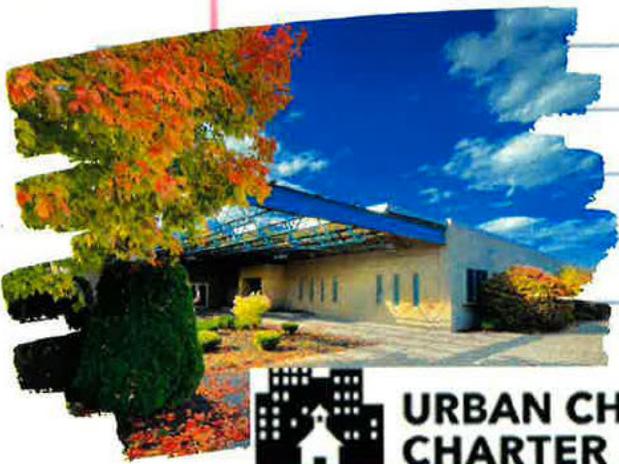




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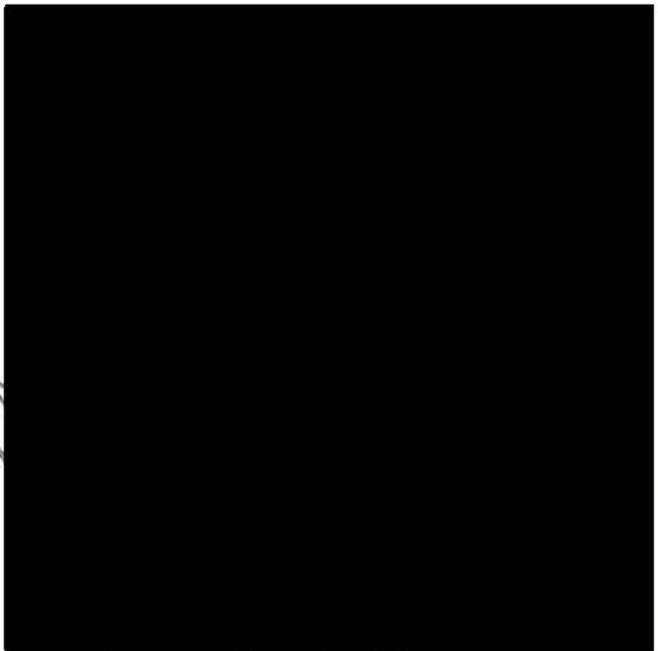


I Love My School because my friends and teachers are nice to me I feel happy when I am learning at school. My school makes me feel safe please keep my school open.

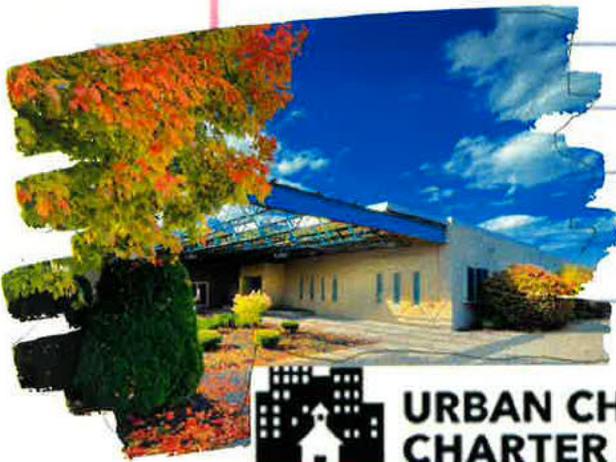




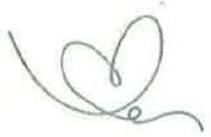
From the
desk of



I love my school because
my teachers are
very nice.
When I am at school I feel
kind

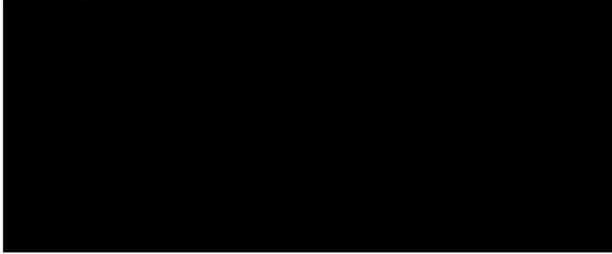


**URBAN CHOICE
CHARTER SCHOOL**
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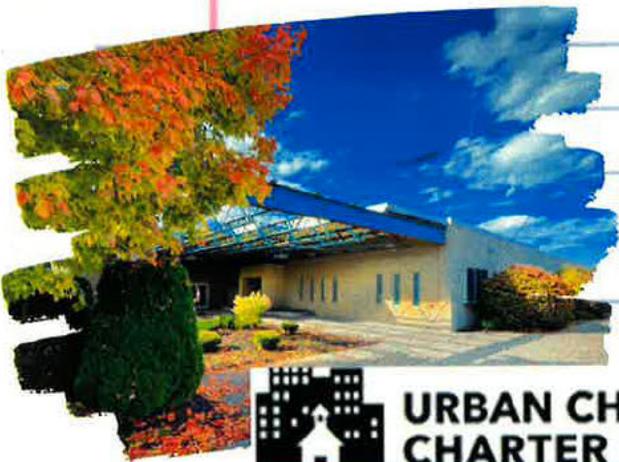




From the desk of



I love school
because my
teachers are nice
to me! When I am
at school, I feel
happy and safe!

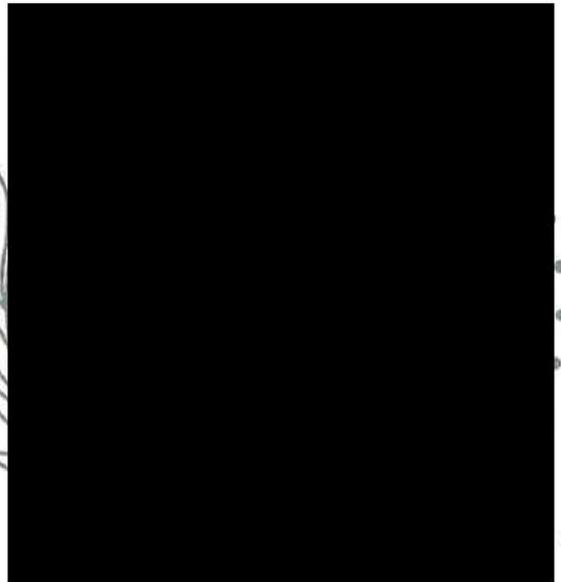


 **URBAN CHOICE
CHARTER SCHOOL**
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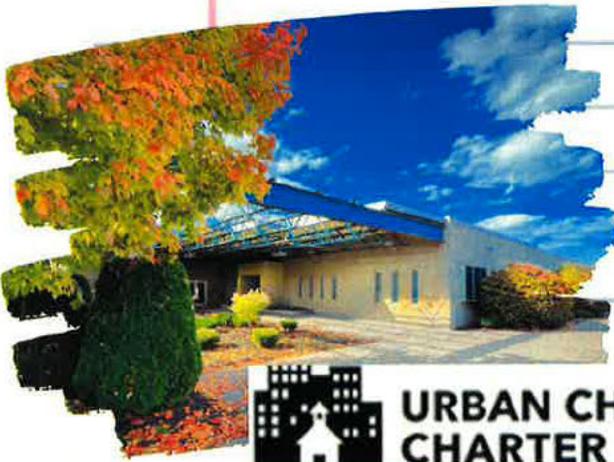




From the desk of



I love my school because the teachers nice to me and I love to read with Ms Hunt and I really love Ms. Hunt when I am at school I feel happy because the teachers protect me so I feel safe.

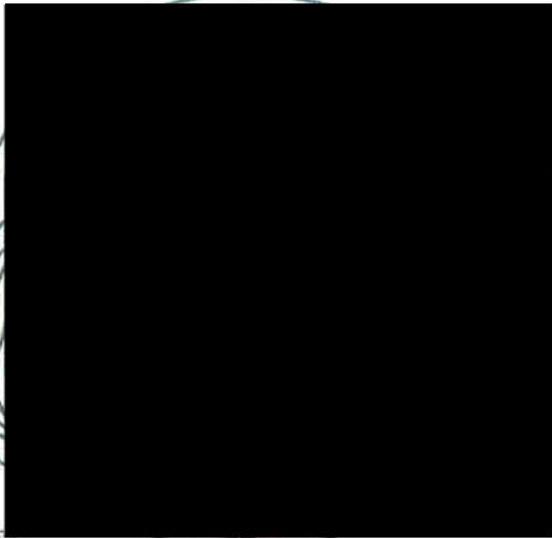


URBAN CHOICE CHARTER SCHOOL
 REDEFINING URBAN EDUCATION





From the desk of



Dear Regents,

I love Urban Choice charter school my teachers help me learn.

If UCCS closes, I would feel sad because I like coming to school here. Please keep my school open.

Thank you,

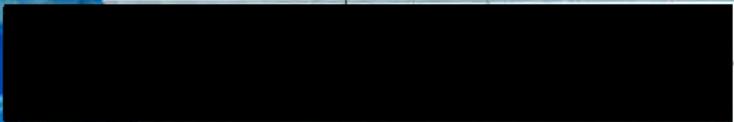
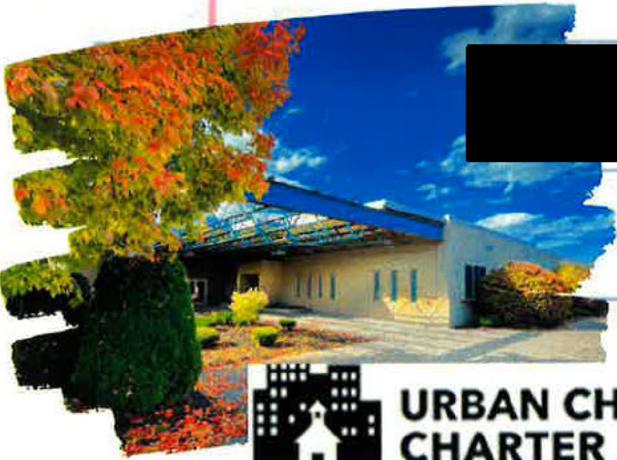


EXHIBIT B

AFFIDAVIT IN SUPPORT OF URBAN CHOICE CHARTER SCHOOL
CHARTER RENEWAL APPLICATION

I, Elizabeth Mascitti-Miller, EdD, being duly sworn, affirm and say:

PROFESSIONAL BACKGROUND

1. I am an educational consultant for charter schools in Rochester and Buffalo, New York and have personal knowledge of the matters discussed herein.

2. I hold a Doctor of Education from St. John Fisher College, a Master's Degree in Education from Nazareth College, and a Bachelor's Degree in Education from Syracuse University.

3. In my current role, among other things, I provide technical assistance and subject matter expertise to assist underperforming charter schools make improvements to ensure that they meet the requirements for charter renewal. As such, I have experience working with the New York State Education Department's ("Department") *2019 Charter School Performance Framework* and applying the Framework to school improvement efforts, including those at Urban Choice Charter School ("Urban Choice").

4. Prior to consulting, I served in various district leadership roles in the Rochester City School District ("District") including Deputy Superintendent of Teaching and Learning, Deputy Superintendent of Administration and Strategic Partnerships, and Chief of Receivership Schools and Innovation.

5. As such, I am familiar with the unique education landscape in Rochester and the challenges faced by our students, families and community.

6. As Chief of Receivership and Innovation I was responsible for the turnaround of the District's lowest performing schools ("Receivership schools"). In this

role, I provided technical assistance in redesigning instructional programs, oversaw the evaluation of the Principals, provided technical assistance and feedback in the development and implementation of Receivership schools' improvement plans, and monitored the schools' progress toward meeting state education metrics for removal of Receivership status.

7. In my role as Deputy Superintendent of Administration and Strategic Partnerships, I oversaw the Department of Student Placement and Equity for the whole District. As such, I am familiar with the District's School Choice Lottery and post-Lottery seat assignment processes.

8. Prior to holding District-level leadership positions, I was the Principal of World of Inquiry School #58 in Rochester. During my tenure, the school transformed from a low-performing elementary school to a *Blue Ribbon Award*-winning school serving District students in Grades K-12.

9. I also previously served as Chief Education Officer of Early Childhood Education for the Chicago Public Schools ("CPS"). In this role I redesigned CPS's pre-K system, which serves approximately 53,000 students.

10. One component of the redesign was closing low-performing schools if seats in higher-performing schools were available. As such, I am familiar with aspects of parent choice, equity, and opportunity regarding student enrollment.

11. Another component of the redesign was shifting from half-day pre-K to full-day pre-K and implementing a rigorous pre-K curriculum across CPS. Together, these elements led to better academic outcomes for pre-K students.¹

¹ My work at CPS has been the subject of many academic studies, including a research report issued by The University of Chicago Consortium on School Research, which principally found that full-day pre-kindergarten better

12. Over my career, I have facilitated, led, and/or overseen school improvement work at both the individual school level as well as the broader systems level for over one hundred pre-kindergarten through Grade twelve schools.

13. In my experience, improvement in student performance is typically observed three to five years after a school improvement plan is implemented. Usually, a school will begin to show slight improvement after three years while more dramatic improvement takes approximately five years or more with incremental improvement each year.

THE DEPARTMENT HAS NOT GIVEN URBAN CHOICE AN ADEQUATE OPPORTUNITY TO RESOLVE RECOMMENDED AREAS OF IMPROVEMENT

14. I was engaged by Urban Choice in April 2022, approximately nine months after the beginning of its current two-year charter term.

15. My scope of work includes developing a SIP, providing technical assistance in its implementation, and monitoring the same.

16. At that time, I directly observed and assessed the state of Urban Choice's instructional program and read the Department's mid-term and renewal site visit reports from 2020 through April 2022. I am also familiar with Urban Choice's history of underperformance.

17. Urban Choice's SIP is based on the areas that need the most focused attention, Teaching and Learning (Benchmark #2) and Board Governance and

meets the needs of families compared to half-day programs. Stacy B. Ehlich, et al., *Meeting Families' Needs: Attendance Rates in Full-Day vs. Half-Day Pre-K*, U. OF CHI. CONSORTIUM ON SCH. RES. (2021) (available at: https://consortium.uchicago.edu/sites/default/files/2022-02/Pre-K%20Attendance-Feb%202022-Consortium_0.pdf).

Oversight (Benchmark #6). School culture at Urban Choice is an area of strength, but because school culture and family engagement is intrinsically linked to instruction, Benchmark #3, Culture, Climate, and Student and Family Engagement, is also addressed in the SIP.

18. I also identified a new school principal with specific and successful school turnaround experience, who Urban Choice hired in May 2022.

19. In my April 2022 review, I identified several areas that needed to be addressed to improve student academic performance. These included:

- a. Curriculum was in place, but not all of it was aligned with New York State Learning Standards and there was not a plan to build capacity towards Next Generation Learning Standards;
- b. There was not consistency in implementing curriculum across grade levels;
- c. There was no ability to collect, analyze, or use data to drive instruction, improve teaching, or improve student performing outcomes because (1) the data did not exist, and (2) teachers had not received effective training on the use of data;
- d. The school was not using a validated assessment system. An assessment system should include diagnostic, formative, summative, and predictive assessments, and grading systems. Such a system was not in place;
- e. There were no common instructional practices in place for teachers, coaches, and/or administrators:
 - i. There was no Response to Intervention (RTI) framework;

- ii. The daily schedule did not allow time for collaboration among teachers and there were no common planning times, grade-level team meetings, or content-area team meetings during the school day;
 - iii. Teachers had not been trained on how to develop intervention plans or data summaries for students;
 - iv. Although teachers used lesson plans, there was no clear expectation or format for the rigor of lesson plans, and no structure in place for teachers to receive regular feedback on lesson plans; and
 - v. There was no evidence of instructional progress monitoring.
- f. There was no individualized coaching or evidence of structured, on-going professional development for teachers, nor was there a plan for such;
 - g. There was not a strategic plan that incorporated special education and English language learner program and service improvements, though needs assessments in those two areas had been conducted.

20. The SIP addresses these deficiencies in a coherent, strategic way in order to lay the foundation for improving student academic performance.

21. Urban Choice is currently executing on the SIP with fidelity.

22. Since May 2022, Urban Choice has achieved the following:

- a. Improved horizontal and vertical curriculum alignment;
- b. Implemented extended learning blocks for ELA and Math to increase instructional time in those subjects;

- c. Developed an annual assessment calendar that shows all assessments, the purpose of each assessment, and the frequency of the assessments;
- d. Introduced the use of data to modify lessons and began training teachers accordingly;
- e. Implemented by-monthly grade-level meetings, and daily scheduled and structured common planning time to improve and encourage teacher collaboration;
- f. Developed a lesson plan template used by all teachers to improve consistency of lessons and pacing. The new template includes a section for differentiation to ensure proper scaffolding in lessons, and a section for review and feedback from coaches and administrators;
- g. Implemented *Chalk*, a digital platform for lesson plan development, coherence, and pacing;
- h. Formed and implemented an Instructional Leadership Team to provide rigorous monitoring of lesson plans and feedback to teachers. Teachers now receive feedback on lesson plans on a weekly basis;
- i. Developed an annual professional development calendar;
- j. Implemented monthly half-day professional development sessions on specific topics designed to improve student performance, such as how to use and review student data;
- k. Implemented job-embedded coaching and constructive feedback cycles;
- l. Hired an ELA coach who is also a trainer for *Wit and Wisdom*, which is the ELA curriculum used by Urban Choice;

- m. Implemented training for general and special education teachers working in integrated co-teaching (“ICOT”) classrooms to improve co-teachers’ pedagogy;
- n. Created protocols for bi-monthly data meetings; and
- o. Created a structure for students to develop their own self-goals centered on their own learning to improve student engagement.

23. These are some of the most effective school improvement strategies and they are laying the foundation for improved student outcomes, but Urban Choice has not been given the time necessary to realize their impacts.

**IF URBAN CHOICE’S CHARTER IS RENEWED, IT IS ON TRACK TO IMPROVE
STUDENT OUTCOMES OVER THE NEXT THREE YEARS**

24. If Urban Choice’s charter is renewed for a three-year term and it continues to execute on its SIP, I anticipate Urban Choice will realize gains in student performance outcomes.

25. During that time, Urban Choice would need to take additional steps in accordance with the SIP. For example, Urban Choice would:

- a. Evaluate and strengthen the K-2 literacy program;
- b. Implement a more comprehensive approach to unit plan and lesson plan development;
- c. Implement a plan for project-based learning; and
- d. Deepen staff’s abilities in understanding, analyzing, and applying student data to instructional practices and curriculum updates.

26. In my experience, these are some of the essential next steps underperforming schools need to take in order to improve student performance.

CSO MONITORING ACTIVITIES DURING THE CURRENT CHARTER TERM DID NOT SUPPORT URBAN CHOICE'S SCHOOL IMPROVEMENT EFFORTS

27. It is unclear what the Department expected of Urban Choice during the worst of the COVID-19 pandemic, and the Department's monitoring activities over this charter term have not benefitted Urban Choice.

28. According to the Department's October 2021 *Charter School Office Monitoring Plan*,² the Department's Charter School Office ("CSO") conducts mid-term and renewal site visits and will then "send the school its site visit report and an action plan to complete. The action plan will serve as the tool for the school and the CSO to understand the actions that each school will take towards these aims or in the maintenance of effective practices. This action plan will assist the CSO in providing supports to the school as well as connect them with educators across the state who are working on similar problems of practice."³

29. Also according to the *Monitoring Plan*, CSO issues Notices of Concern and/or Notices of Deficiency to "provide schools with information needed to commence school improvement efforts."⁴

² Charter Sch. Office, N.Y. State Dep't of Educ., *Monitoring Plan for New York State Charter Schools Authorized by the Board of Regents*: Updated October 2021 (2021), <http://www.nysed.gov/common/nysed/files/programs/charter-schools/cso-mon-plan-9-29-2021.pdf>

³ See p. 4.

⁴ See p. 5.

30. Upon information and belief, CSO has not requested Urban Choice create any action plan, nor did it issue any Notices of Concern or Deficiency for the current charter term.

31. Upon information and belief, Urban Choice has not received any site visit report in a timely manner during the current charter term.

32. These reports could have been used to inform the development of Urban Choice's charter renewal application and SIP. For example, several of the negative findings in the mid-term report could have been addressed prior to the renewal site visit and incorporated into the SIP.

33. The timeline for the Department's site visits and completion of its reports was as follows:

- a. The mid-term site visit took place on May 31 – June 1, 2022.
- b. Urban Choice submitted its renewal application on August 15, 2022, without having received its mid-term site visit report.
- c. CSO's renewal site visit took place on November 1 – 2, 2022, at which time Urban Choice had still not received its mid-term site visit report.
- d. On November 3, 2022, Urban Choice received a draft of the Department's mid-term site visit report, which contained a significant number of factual errors.
- e. On December 13, 2022, six and one-half months after the mid-term visit, five months after submitting its renewal application, and one and one-half months after its renewal site visit) Urban Choice received its final mid-term site visit report.

- f. On February 3, 2023, Urban Choice received its draft renewal site visit report, which also contained a significant number of factual errors.
- g. On February 15, 2023, Urban Choice received the final renewal site visit report.

34. Given this timeline, none of the reports from this charter term provided Urban Choice with meaningful or actionable feedback.

**COVID-19 HAD A DIRECT AND SUBSTANTIAL IMPACT ON URBAN CHOICE'S
2022 STATE ASSESSMENT PERFORMANCE AND THE IMPACT APPEARS TO
HAVE BEEN OVERLOOKED BY THE DEPARTMENT**

35. In the months leading up to the 2022 ELA and math state assessments (winter 2021-22), Rochester had its greatest spike in COVID-19 cases, which was three times greater than the first wave (winter 2020-21).

36. Research shows that the pandemic's impacts on academic achievement were consistently greater for economically disadvantaged students.⁵ All but two of Urban Choice's students are economically disadvantaged.

37. Furthermore, higher student chronic absenteeism rates throughout the pandemic contributed to significant missed instructional time and cumulative learning loss for students across New York State as evidenced by the recent NAEP results.

⁵ CENTER FOR REINVENTING PUBLIC EDUCATION, HOW MUCH HAVE STUDENTS MISSED ACADEMICALLY BECAUSE OF THE PANDEMIC? A REVIEW OF THE EVIDENCE TO DATE (2021) (available at https://crpe.org/wp-content/uploads/8_5_final_academic_impacts_report_2021.pdf); see also Megan Kuhfeld et al., *The pandemic has had devastating impacts on learning. what will it take to help students catch up?*, BROOKINGS INSTITUTE (March 3, 2022), <https://www.brookings.edu/blog/brown-center-chalkboard/2022/03/03/the-pandemic-has-had-devastating-impacts-on-learning-what-will-it-take-to-help-students-catch-up/>.

38. For Urban Choice students, the winter 2021-22 COVID-19 spike meant students missed crucial material they needed to learn for the State assessments.

39. Given these COVID-19 impacts, it was unreasonable to have expected Urban Choice would demonstrate better performance on the March/April 2022 State assessments.

40. There is no mention of these extenuating circumstances in either of the Department's site visit reports.

41. Despite the pandemic-related hurdles, Urban Choice is now on the correct path to improve student performance.

**CLOSURE OF URBAN CHOICE WOULD HAVE SIGNIFICANT NEGATIVE
CONSEQUENCES ON ITS STUDENTS, FAMILIES AND COMMUNITY**

42. Research indicates that school closures are not an effective strategy for remedying low student performance, especially in districts like Rochester.⁶

43. School closures in high-poverty communities and communities of color have a disproportionate negative impact on children and families.⁷

44. Urban Choice is a pillar of stability in the Rochester community, and it is widely-recognized for helping its students and families who often struggle with issues such as poverty, food and housing insecurities, and unemployment.

45. Detrimental impacts of closure on students are even more pronounced when districts do not have enough seats at higher performing schools to receive

⁶ GAIL SUNDERMAN ET AL., SCHOOL CLOSURE AS A STRATEGY TO REMEDY LOW PERFORMANCE 9 – 10 (Nat'l Educ. Policy Ctr. ed., 2017), <https://files.eric.ed.gov/fulltext/ED574706.pdf>.

⁷ GAIL SUNDERMAN ET AL., SCHOOL CLOSURE AS A STRATEGY TO REMEDY LOW PERFORMANCE 12 – 13 (Nat'l Educ. Policy Ctr. ed., 2017), <https://files.eric.ed.gov/fulltext/ED574706.pdf>.

transfer students. When seats at higher performing schools are in short supply, “closure and transfer” is generally an undesirable option.⁸

46. In my experience, closing low-performing schools mostly benefits students who are transferred to higher-performing schools, and this benefit can be marginal if not outweighed by the overall disruption to the students and families.

47. A student transferred from one low-performing school to another low-performing school generally does not demonstrate academic improvement.

48. As a former Deputy Superintendent at the Rochester City School District, I supervised the Office of Student Placement and Equity and therefore have direct knowledge of the District’s placement processes, including those for its School Choice Lottery and post-Lottery seat assignment.

49. In January and February each year, District students can participate in the Lottery if they wish to transfer to a new school or are in a terminal grade at their current school.

50. On February 17, 2023, the District’s Lottery registration ended.

51. Any student who misses the Lottery deadline is automatically assigned to the school closest to their home with availability after lottery placements are complete. This automatic assignment would apply to all Urban Choice students since they missed the Lottery deadline, effectively denying them any school choice.

52. Parents can request re-assignment at that point but will not likely get a seat in a higher-performing school.

⁸ GAIL SUNDERMAN ET AL., SCHOOL CLOSURE AS A STRATEGY TO REMEDY LOW PERFORMANCE (Nat’l Educ. Policy Ctr. 2017), (available at <https://files.eric.ed.gov/fulltext/ED574706.pdf>).

53. Urban Choice students currently reside across 13 zip codes throughout Rochester. Within these 13 zip codes, there are 35 District schools that serve some or all levels of Grades K-8 (e.g., K-6; 6-8; K-8), including five schools that are city-wide.

54. City-wide schools are the most desired schools and have their own special application process. The opportunity for families to send their children to a city-wide school for the 2023-2024 school year is currently closed. Even during the Lottery process, the chance of receiving a seat at a city-wide school is very low.

55. More than half (55%) of Urban Choice students reside in seven zip codes (14621, 14606, 14611, 14613, 14615, 14616, and 14612).

56. Of the 30 District schools located in these zip codes, only two currently outperform Urban Choice in ELA and math.

57. Furthermore, Urban Choice is:

- a. Outperforming 60% of noncity-wide District schools in ELA (18 out of the 30 schools); and
- b. Outperforming 53% of noncity-wide District schools in math (16 out of the 30 schools).

58. Overall, data shows that closure of Urban Choice is an inequitable solution for its students because Urban Choice has generally outperformed the District's schools that are likely to have available seats for the 2023-2024 school year.

59. In order to provide the Regents with detailed information about the performance of schools at which Urban Choice students are likely to be placed, I completed an analysis, "Projected Placements Analysis," attached to this affidavit as **Exhibit C**.

THE URBAN CHOICE BOARD OF TRUSTEES IS ON THE CORRECT PATH

TOWARD IMPROVED GOVERNANCE AND OVERSIGHT

60. Urban Choice's SIP includes a set of comprehensive strategies for improvement in the Board of Trustees' ("Board") oversight and governance of the school.

61. Examples of improvements already implemented by the Board include:

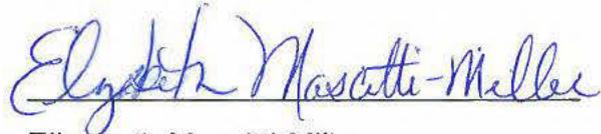
- a. Creation and adherence to a Board professional development calendar that includes work sessions designed to strengthen the Board's governance and oversight;
- b. Adoption of the Marzano School Leadership Evaluation tool to evaluate Urban Choice's chief executive officer. This includes both mid-year and year-end performance-based evaluations with quantitative student performance metrics. These evaluations are conducted by the full Board;
- c. Development of a Board recruitment and on-boarding process to recruit and retain Board members who meet the requirements set out in Urban Choice's bylaws as well as who have diverse skill sets and expertise;
- d. Development of annual goals for the Board;
- e. The chief executive officer now presents monthly data to the Board and the Board has received training on using a data dashboard;
- f. Implementation of a cycle of review for Urban Choice's policies;
- g. Board professional development plans for the 2022-23 school year were developed in August 2022 and are currently being implemented. These trainings focus on, for example, deepening the Board's understanding of

its oversight responsibilities, the Performance Benchmarks and attendant Indicators, and how to analyze school data in order to assess student performance;

h. Trainings on each Performance Benchmark and the Indicators are now regularly incorporated into Board meetings.

62. Since April 2022, and particularly since August 2022, I have seen significant improvement in the Board's oversight and governance of the school.

63. In my opinion based on my regular interactions with the Board, the current Board members are committed to continuing to build their knowledge and ensure Urban Choice is successful.


Elizabeth Mascitti-Miller

Sworn to before me this

26th day of March, 2023.

KIRSTEN J. BARCLAY
Notary Public, State of New York
Qualified in Monroe Co. No. 02BA6343687
My Commission Expires June 13, 2026



Notary Public

EXHIBIT C

PROJECTED PLACEMENTS ANALYSIS

Completed by Dr. Elizabeth Mascitti-Miller, EdD

March 25, 2023

***Rochester City School District K-8 Schools' 2022 State Assessment Proficiency
compared to
Urban Choice Charter School's 2022 State Assessment Proficiency***

The attached data represents the 13 zip code areas where Urban Choice students reside, listed in order from those with the most to those with the least number of students. Within these 13 zip code areas, there are 35 District schools that have K-8 grade spans (or some combination thereof, referred to as "identified schools"), including five District schools that are city-wide.

The purpose of this analysis is to provide information about where Urban Choice Charter School students are likely to be placed for the 2023-24 school year if Urban Choice is closed. In that event, as this analysis shows, Urban Choice students are highly unlikely to attend a high-performing school.

FINDINGS:

- Urban Choice is performing the same as or better than 60% of the identified District schools in ELA (18 out of the 30 schools).
- Urban Choice is performing the same as or better than 53% of the identified District schools in math (16 out of the 30 schools).
- More than half (55%) of UCCS students reside in the following seven zip code areas: 14621, 14606, 14611, 14613, 14615, 14616, 14612. Within these zip codes, only two District schools are outperforming Urban Choice.

Therefore, the projected placements for Urban Choice students represent an inequitable solution for its students and families because Urban Choice has outperformed the District schools that will most likely be available to Urban Choice students for the 2023-24 school year.

NOTES:

When identifying prospective placement options for Urban Choice students at District schools, it is important to note:

- Five of the 35 District schools that serve one or more of these grade levels are city-wide.
- City-wide schools are the most desired and requested schools, have a special application process, require participation in the District's School Choice Lottery for placement consideration, and have very low acceptance rates.
- For those reasons, city-wide schools are very unlikely to be options for Urban Choice students.
- For seats in the remaining schools, Urban Choice families will miss the opportunity to participate in the Lottery and be placed in the school closest to their home with available seats after the Lottery.

Projected Placements Analysis
Urban Choice Charter School

Zip Code	Schools in Zip Code	# of UCCS Students who reside in zip code	ELA Performance	Math Performance	RCSD Out-Perform UCCS in ELA? (Y/N)	RCSD Out-Perform UCCS in math? (Y/N)	Additional Notes
14621		73					
	Roberto Clemente School No. 8 (K-8)		6%	4%	N (-6%)	N (-1%)	
	Andrew J. Townson School No. 39 (K-6)		1%	1%	N (-11%)	N (-4%)	
	Mary McLeod Bethune School No. 45 (K-8)		7%	4%	N (-5%)	N (-1%)	
	H.B. Montgomery School No. 50 (K-8)		19%	9%	Y (7%)	Y (4%)	
	Franklin Lower (7&8)		11%	8%	N (-1%)	Y (3%)	
14609		52					
	John James Audubon School No. 33 (K-6)		13%	5%	Y (1%)	N (0%)	
	Frank Fowler Dow School No. 52 (K-6)		19%	17%	Y (7%)	Y (12%)	
	*East Lower School (6-8)		14%	13%	Y (2%)	Y (8%)	East math performance: 6th grade: 16% 7th grade: 1% 8th grade: 0%
14606		43					
	Flower City School No. 54 (K-6)		8%	2%	N (-4%)	N (-3%)	
14611		38					

Projected Placements Analysis
Urban Choice Charter School

George Mather Forbes School No. 4 (K-6)	4%	0%	N (-8%)	N (-5%)
Enrico Fermi School No. 17 (K-8)	7%	2%	N (-5%)	N (-3%)
Adlai E. Stevenson School No. 29 (K-6)	7%	3%	N (-5%)	N (-2)
14613	34			
Virgil L. Grissom School No.7 (K-6)	13%	11%	Y (1%)	Y (6%)
Dr. Louis A. Cerulli School No. 34 (K-6)	9%	4%	N (-3%)	N (-1%)
14605	34			
Dr. Martin Luther King Jr. School No. 9 (K-6)	6%	3%	N (-6%)	N (-2%)
Abraham Lincoln School No. 22 (K-6)	11%	10%	N (-1%)	Y (5%)
Nathaniel Hawthorne School No. 25 (K-6)	20%	16%	Y (8%)	Y (11%)
14608	33			
Clara Barton School No. 2 (K-6)	12%	9%	N (0%)	Y (4%)
John Williams School No. 5 (K-6)	13%	4%	Y (1%)	N (-1%)
Dr. Charles T. Lunsford School No. 19 (K-8)	16%	14%	Y (4%)	Y (9%)
Dr. Alice Holloway Young School of Excellence (7&8)	11%	3%	N (-1%)	N (-2%)
14619	28			
John Walter Spencer School No. 16 (K-6)	8%	8%	N (-4%)	Y (3%)

Projected Placements Analysis
Urban Choice Charter School

14615	16				
RISE Community School 106 (K-6)		4%	4%	N (-8%)	N (-1%)
14607	7				
Francis Parker School No. 23 (K-6)		42%	32%	Y (30%)	Y (27%)
School of the Arts (SOTA) (7-12)		38%	8th grade 4%	Y (26%)	N (-1%)
James Monroe Lower (7&8)		12%	5%	N (0%)	N (-0%)
					SOTA has an application and performance process for entry
14616	5				
no schools					
14612	5				
Abelard Reynolds School No. 42 (K-6)		9%	7%	N (-3%)	Y (2%)
NW Junior HS at Douglas (7&8)		10%	2%	N (-2%)	N (-3%)
14610	4				
Henry Hudson School No. 28 (K-8)		14%	10%	Y (2%)	Y (5%)
Charles Carroll School No. 46 (K-6)		24%	17%	Y (12%)	Y (12%)
City-Wide					
*The Children's School of Rochester School No. 15 (K-6)		16%	13%	Y (4%)	Y (8%)
*Dr. Walter Cooper Academy School No. 10 (K-6)		15%	2%	Y (3%)	N (-3%)

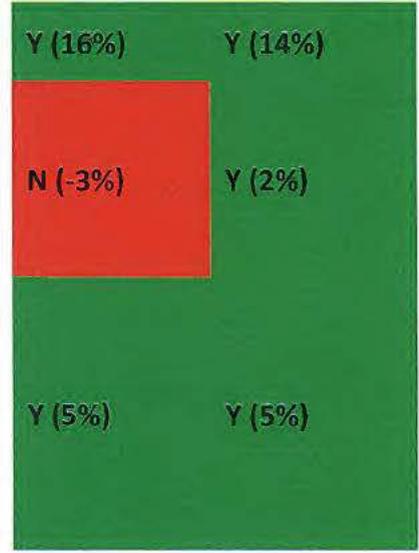
Projected Placements Analysis
Urban Choice Charter School

- *Montessori Academy School No. 53 (K-6)

- *World of Inquiry School No. 58 (K-12)

- *Joseph C. Wilson Foundation (K-8)

28%	19%
9%	7%
17%	10%



#58 a K-12 school, very few open seats and one of the highest graduation rates in RCSD
Wilson Foundation is an IB school, beginning at 4th grade with IB requirements and typically involves an application process

EXHIBIT D

FOR IMMEDIATE RELEASE

OCTOBER 24, 2022

For More Information Contact:

JP O'Hare or Jeanne Beattie

(518) 474-1201

www.nysed.gov



State Education Department Releases 2021-22 Final State Assessment Results

Now available on the [Department's website](#) is the ACCESS Master file with the final 2021-22 state assessment data for the assessments listed below. It is labeled "Report Card Database." Please note: 1) these final data are available months earlier than in previous years, and 2) the file is very large and may take time to download.

- Grades 3-8 English Language Arts by district and school
- Grades 3-8 Mathematics by district and school
- Grades 4 & 8 Science by district and school
- Annual Regents Examinations by district and school
- Total Cohort Regents Examinations by district and school
- New York State English as a Second Language Achievement Test (NYSESLAT) by district and school
- New York State Alternate Assessments by district and school

In addition, a file with the Grades 3-8 ELA & Math test refusals data by district is available.

Statement from Emily DeSantis, NYSED Spokesperson, "Multiple measures of student learning, including state assessments, are used at the local level to help shape individualized learning plans, so students have the supports they need. NYSED has distributed federal CARES, CRSSA, and ARP funding to help schools and districts address the unique learning needs of students and lost instruction time caused by the pandemic. We remain committed to fostering high-quality instructional opportunities that provide authentic measures of deeper learning.

"We appreciate and recognize the importance of making 2021-22 data publicly available as soon as possible following two years of pandemic disruption. Today, the Department is releasing all final 2021-22 state assessment data in its raw format, which is months earlier than in past years. We continue to work to populate the data on data.nysed.gov."

2022 Grades 3-8 ELA & Mathematics State Assessment Data - ELA

Subgroup	% of Students at Levels 3 & 4	Number Tested
All Students	46.6	927,317
American Indian or Alaska Native	41.2	7,045

Subgroup	% of Students at Levels 3 & 4	Number Tested
Asian or Native Hawaiian/Other Pacific Islander	69.4	104,449
Black or African American	36.3	157,624
Hispanic or Latino	36.3	268,572
Multiracial	48.6	30,062
White	52.0	359,565
English Language Learner	13.4	88,253
Students with Disabilities	15.5	160,161
Economically Disadvantaged	36.7	543,320

2022 Grades 3-8 ELA & Mathematics State Assessment Data - Math

Subgroup	% of Students at Levels 3 & 4	Number Tested
All Students	38.6	868,294
American Indian or Alaska Native	31.7	6,533
Asian or Native Hawaiian/Other Pacific Islander	67.1	96,188
Black or African American	24.1	145,659
Hispanic or Latino	25.5	257,324
Multiracial	41.6	27,923
White	46.6	334,667
English Language Learner	14.8	96,795
Students with Disabilities	13.1	150,827
Economically Disadvantaged	27.6	510,935

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years. Multiple measures are needed to evaluate the effectiveness of educational programs and successfully prepare students for college, careers, and civic engagement.

Data in the ACCESS Master file are the same as the data that will populate the data.nysed.gov website. The process to upload and populate the data website is ongoing and is expected to be completed in November.

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THE SECRETARY OF EDUCATION
WASHINGTON, DC 20202

September 13, 2022

Dear Colleague,

The last two years have had a profound impact on our students and schools. National data released earlier this month from the [National Assessment of Educational Progress](#) confirm this impact and should call on us all to redouble our efforts to help our students recover.

This Administration knew that a historic disruption to schooling and to our society would likely result in significant, negative impacts on students' learning. This is why the Biden-Harris Administration called on schools to reopen and provided historic levels of support to safely enable this goal from day one. Today, with the help of American Rescue Plan (ARP) funds, nearly all schools are open for in-person learning versus the 46 percent of schools that were open when the President was inaugurated. Funds from the ARP should continue to be spent urgently to meet the immediate needs of students and provide the necessary academic and mental health supports.

As States begin to release student assessment data from the 2021–22 school year, the Department of Education (Department) expects academic performance will reflect these impacts—as well as the inequities in educational opportunity that preceded it—across communities, grade spans, and student groups. The Department remains especially concerned about disproportionate impacts for students from low-income backgrounds, students of color, students with disabilities, multilingual learners, students experiencing homelessness, and migratory students.

I want to be clear that State assessment results, and results from other assessments of student learning, should serve as a further call to action to accelerate investments in high-quality instruction and other evidence-based strategies (such as acceleration, tutoring, and summer and afterschool programs) that support academic recovery, student mental health, and other needs; to further focus these resources on students who have experienced the most disruption in their education and have the fewest opportunities for success; and to better support teachers and school leaders, including by bringing more qualified and caring adults into the education profession.

The purpose of this letter is to remind all who report and interpret student outcomes this year that assessment data has always been meant to be used constructively—to help inform parents and families about their students' schools and to ensure schools receive the necessary resources to help support students. Further, this letter is intended to support our communities in countering efforts to misuse these results by applying them punitively.

We know that some education stakeholders would have preferred the Department to waive assessment requirements over the past two years, but it was not the time to do so, just as now is not the time to lower standards for students. Used in the right way, data from high-quality

systems of assessment can inform instruction and help school leaders drive resources to the schools and students that need them the most. Furthermore, parents want to know how their children are doing in school and what is needed to move them forward. Even when identifying schools for support and improvement, as required by the Elementary and Secondary Education Act's (ESEA) accountability and school improvement requirements, the goal is not to penalize, but rather to make sure these schools receive the additional ARP and other funding and assistance they need to improve.

In this context, I want to share some considerations around possible interpretation, use, and communication of school year 2021–22 assessment data:

- We know that State and local context matters in the interpretation of achievement results. For a handful of States, and a substantial number of local educational agencies (LEAs), school year 2021–22 results reflect the first large-scale administration of federally required assessments since 2019. Other States had reasonably high and representative assessment participation in both the 2020–21 and 2021–22 school years, allowing for more definitive evaluation of school and student progress since our collective efforts to reopen schools began.
- Given this, and [consistent with our previous guidance](#), we continue to urge States to take additional steps to reduce the high stakes of assessments in such State decisions as graduation or promotion requirements or in educator evaluations. Please do not confuse this with a recommendation to lower standards; rather, standards for students should remain high as this will lead to stronger outcomes in the long run.
- We encourage states to emphasize the original intended uses of statewide annual assessments: to provide comparable data to identify outcome gaps; to provide educators, parents, and families with data to inform education planning and decision making; to help evaluate academic programs across districts and schools; and to prioritize additional funds, resources, and supports to the schools, educators, and students who need them most.
- We continue to emphasize that statewide annual State assessment results are one of several important measures of school performance and progress. Additional measures required by ESEA include high school graduation rates, English language proficiency, another academic indicator, and an indicator of school quality and student success. Multiple measures provide a more complete perspective on resources, supports, and student success—and help to more effectively identify appropriate strategies and interventions. Some states are using academic growth, extended-year high school graduation rates, regular school attendance and reductions in chronic absenteeism, indicators of college and career readiness, and indicators of a positive and inclusive school climate.

- In addition, there are some promising State practices to implement other valid and reliable measures of school progress, including opportunity to learn data. Examples of opportunity to learn indicators are included in *ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs*.

This year, in particular, it is vital that States publicly report clear, timely, and concise information in an accessible format to help educators, parents, and families chart progress towards academic recovery. I appreciate the complexities of this work and offer the Department's support in communicating and making effective use of these data. For example, the Department's Regional Education Labs and Comprehensive Center Network are excellent forums for engaging with other State leaders and measurement experts around data communication, visualization, and interpretation.

It is time for State and district leaders to answer this call to action and meet the scale of our current challenge with solutions that will help our students reach their highest potential. Through ARP, the Department has provided critical resources for success. With bold actions like the launch of the National Partnership for Student Success and the Engage Every Student Initiative, we are here to partner with you and hope to elevate and bolster efforts to raise the bar in education.

As States release achievement and other data, the Department will celebrate initial successes in learning recovery and acceleration; applaud the heroic work led by America's educators, who make them possible; and underscore the need for additional investments, supports, and evidence-based interventions to meet the needs of our school communities—especially our most underserved students.

Sincerely,

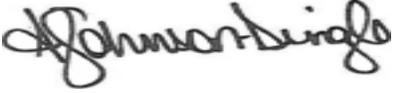
/s/

Miguel A. Cardona, Ed.D.
U.S. Secretary of Education



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee

FROM: Angelique Johnson-Dingle 

SUBJECT: Renewal Decision for a Charter School Authorized by the Board of Regents

DATE: April 6, 2023

AUTHORIZATION(S):

SUMMARY

At the April 17-18, 2023 meeting of the Board of Regents, the Regents will be considering a Non-Renewal Recommendation for Urban Choice Charter School (“the school”), a Charter School authorized by the Board of Regents. On February 24, 2023, the Department sent a letter to the school informing them that the Department would be recommending that the Regents deny the application to renew the charter for the school, and outlining the reasons for that recommendation. That letter also informed the school that it could submit a written response to the Department’s recommendation by noon on March 27, 2023, and that any such response received by the Department would be provided to the Regents for their consideration.

The material that Urban Choice Charter School submitted to the Department does not impact or change the staff recommendation that the Regents deny the school’s request for charter renewal which would result in the closure of Urban Choice Charter School at the conclusion of the current, 2022-2023, academic year.



New York State Education Department

Renewal Site Visit Report 2019-2020

Urban Choice Charter School

Visit Date: November 19, 2019 – November 20, 2019
Date of Report: January 24, 2020

[Charter School Office](#)
89 Washington Avenue
Albany, New York 12234
charterschools@nysed.gov
518-474-1762

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Urban Choice Charter School
Board Chair	Nelson Blish
District of location	Rochester City School District
Opening Date	Fall 2005
Charter Terms	Initial Term: January 11, 2005-January 10, 2010 First Renewal Term: January 11, 2010-June 30, 2014 Second Renewal Term: July 1, 2014-June 30, 2017 Third Renewal Term: July 1, 2017-June 30, 2020
Current Term Authorized Grades/ Approved Enrollment	K - Grades 8/400 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grades 8/400 students
Comprehensive Management Service Provider	None
Facilities	545 Humboldt Street, Rochester, New York 14610 Private Space
Mission Statement	<i>To provide Rochester students with a safe, supportive and intellectually challenging environment. The central philosophy is that strong student-teacher relationships are essential to student motivation, engagement and achievement. This philosophy, in combination with authentic efforts at family involvement, and the effective teaching of a rich, rigorous and engaging curriculum will enable students to build a strong foundation for college and career readiness, exceed state achievement standards and defy the demographic challenges of poverty.</i>
Key Design Elements	<ul style="list-style-type: none"> • Supportive educational environment; • Rich, rigorous and engaging curriculum aligned to NYS Common Core; • Extended learning opportunities; • Authentic family involvement; • Data-informed instruction; • Focused Professional Development; • Authentic Family Involvement; and, • School culture
Requested Revisions	None

¹ The information in this section was provided by the NYS Education Department Charter School Office.

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school’s charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school’s charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school’s being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
- **Non-Renewal:** A school’s charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school’s charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office’s Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school’s Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8
Total Approved Enrollment	400	400	400

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School²

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023	Year 4 2023 to 2024	Year 5 2024 to 2025
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
Total Proposed Enrollment	400	400	400	400	400

² This proposed chart was submitted by the Urban Choice Charter School in its renewal application. It is subject to change pending a determination and vote by the Board of Regents.

METHODOLOGY

A two-day renewal site visit was conducted at Urban Choice Charter School on November 19-20, 2019. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the school leadership team, the members of the board of trustees, and the student success team. A third-grade teacher team meeting was also observed. In cooperation with school leadership, the CSO administered an anonymous online survey to teachers and parents in the spring of 2019.

The team conducted 26 classroom observations in K-Grade 8. The observations were approximately 20 minutes in length and conducted jointly with the co-principals, the academic mentor for ELA and SFA and the SFA consultant.

The documents and data reviewed by the team before, during, and after the site visit included, but are not limited to, the following:

- a. **Current organizational chart** showing all key staff positions, names of staff in those positions, and the school's reporting structure;
- b. **A master school schedule** showing each class, grade or course, and teacher(s). Note what days are A, B, C days and which classrooms include English language learners/multilingual learners (ELLs/MLLs) and students with disabilities (SWDs);
- c. **A map of the school** showing a basic floor plan, including classroom numbers, teacher names, and offices;
- d. **Board materials;**
- e. **Narrative describing the process used to evaluate school leadership;**
- f. **Narrative describing the process school leadership uses to evaluate teachers;**
- g. **Optional: (1) School administered teacher, parent/student surveys (2) NYCDOE School Quality Report results (;**
- h. **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets; (**
- i. **Admissions and Waitlist;**
- j. **Faculty/Staff Roster;**
- k. **Professional development calendar for 2018-2019, summer 2019, and PD planned for 2019-2020;**
- l. **Schedule of teacher meetings;**
- m. **Sample dashboard report to the board of trustees;**
- n. **Completed evaluation of the head of school;**
- o. **Job descriptions for the CEO, director of operations and finance, and dean of students;**
- p. **Student performance data** for NYS assessments, iReady diagnostic and SFA quarter 1 results; and,
- q. **Mid-term site visit report June 2019 and UCCS Annual Reports, 2017-2018 and 2018-2019.**

BENCHMARK ANALYSIS

The Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the [Performance Framework](#) benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from November 19 to 20, 2019 at Urban Choice Charter School, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
Charter School Performance Framework Rating**

Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Falls Far Below
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Approaches
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Approaches
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Falls Far Below
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Approaches
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Approaches
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Falls Far Below
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Summary of Findings

- The Urban Choice Charter School is in year 15 of operation and serves students in K - Grade 8. During its current charter term, the school is rated in the following manner: exceeding 0 benchmarks, meeting 3 benchmarks, approaching 4 benchmarks, and falling far below 3 benchmarks.

- **Areas of Strengths:**
 - Urban Choice Charter School (UCCS) provides a safe and supportive environment built on the efforts of a stable student success team (SST) which implements strategies aimed at building students' skills in reflecting on their challenges and addressing them. The school has established procedures and strategies to ensure appropriate fiscal management and has consulted appropriate advisors to maintain an awareness of and ensure compliance with its legal obligations.

- **Areas in Need of Improvement:**
 - The academic performance of UCCS students remains far below state averages and most students demonstrate increasingly lower proficiency as they progress through the grades. In accordance with ESEA, UCCS was designated a Comprehensive Support and Improvement school (CSI) by NYSED in 2018-2019 due to poor academic performance. Over the charter term, UCCS has adopted several new curricula in succession without providing adequate time and training to allow effective implementation. Coupled with the high rate of teacher turnover during this charter term as well as during prior years, the school has been unable to fulfill the commitment in its mission to provide a rich, rigorous and engaging curriculum for its students.
 - Oversight of the academic program by the board of trustees has been limited by the board's acknowledged lack of understanding of the data reported by school leaders, despite reviewing data at monthly board meetings. The board's strategic plan lists multiple responsibilities assigned to the CEO but lacks appropriate measurable benchmarks and timelines that would allow board members to make informed judgments about the school's performance. Some decisions of the board are inconsistent with the data available to them. The board seems to distance itself from academic and personnel decisions, relying on the CEO to carry out these responsibilities.
 - UCCS has been unable to recruit and retain quality teachers over the charter term. At the time of the renewal site visit, the school had vacancies in several critical academic and operational areas, and new instructional leaders hired for 2019-2020 have yet to establish consistent procedures and practices to ensure adequate support to the novice teaching staff. School leaders have initiated new programs for social-emotional learning, new tools for monitoring student progress, and new programs for behavior management which, along with new curricula in ELA and math, demand intensive training, monitoring, and support not yet in place.
 - Despite repeated notifications of the requirements of its charter and the institution of a corrective action plan (CAP) in 2018-2019, UCCS has failed to improve the enrollment of SWDs or ELLs/MLLs. The school's recruitment strategies have not yielded an increase in enrollment and it has not revised or improved its program offerings to encourage families of SWDs or ELL/MLLs to apply.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: **Falls Far Below**

Academic Program for Elementary School/Middle School:

- UCCS staffs each K-Grade 5 classroom with a teacher and a teaching assistant. Middle school (Grades 6-8) teachers are grouped into three-person grade level teams consisting of one teacher of social studies and ELA, a math teacher and a science teacher.
- In addition to the four core subjects of ELA, math, science and social studies, students participate in physical education, music, art, health and Spanish classes.
- In 2017-2018, the school adopted *Success for All (SFA)* as its core curriculum for ELA. For the 90-minute SFA period students are divided into groups based on their SFA baseline scores and *iReady* assessment level. Teachers of all subjects lead the SFA lesson suited to the group's learning needs.
- Over the course of the current charter term, UCCS made two changes in its math curriculum. In 2018, UCCS adopted *Zearn Math* as its core program, replacing the *Engage NY* modules. In 2019, UCCS adopted *Ready Math* to replace *Zearn*. These changes were instituted in response to teacher dissatisfaction, i.e., "not suitable for UCCS students," rather than any well-researched rationale.

Academic Program for Students with Disabilities and English language learners:

- UCCS provides consultant teacher services for its 33 SWDs. The school employs three special educators with one current opening for an additional teacher. A part time coordinator is responsible for compliance with special education regulations and serves as a liaison with the Rochester Public Schools (RPS). Monitoring day to day delivery of services is the responsibility of the CEO.
- Although the school serves far fewer ELL/MLL students as compared to RPS (only 4% of UC students are ELLs/MLLs), the school employs one English as a New language (ENL) teacher who both pushes in to classrooms and pulls students out to work with the 14 English language/multilingual learners (ELLs/MLLs) enrolled at the school.

Summative Evidence for Benchmark 1:

- UCCS is designated as a school in need of Comprehensive Support and Improvement (CSI) under the NY ESEA accountability system, as a result of the low level of student proficiency on state assessments. UCCS does not outperform schools serving students in similar grades and with similar demographics.
- Over the course of the charter term, UCCS students have not demonstrated progress toward proficiency on the state tests, with only 30% of students maintaining or moving toward proficiency in ELA and 18% in math, well below the Performance Framework's 75% minimal expectation.
- Over the past five years, UCCS students have demonstrated a gradual but steady decline in ELA proficiency, with only 18% of UCCS students proficient on the 2019 state test. A similar decline is evident in math, with 14% of UCCS students reaching proficiency in 2019. While UCCS students perform slightly above the RPS, that gap is decreasing with UCCS only 5 % above RPS in ELA and 1% above the district in math in 2019. UCCS students perform significantly below the state averages in both math and ELA proficiency. Both the school's mission and the Charter School Performance Framework refer to the state average as an important performance standard to

meet. Over the charter term, UCCS averaged 23 points below the NYS average proficiency in ELA and 28 percentage points below the state in math, with the gap increasing over time. Across the grade levels, student performance declined as students progressed from third grade to eighth grade. Forty percent of UCCS third graders were proficient in ELA in 2016-2017, dropping to 20% in 2017-2018 and reaching only 16% on the 2019 state tests. Similar patterns are shown in Attachment 1, Table 3 for other grades and groups of students. While 11% of the fifth graders in 2015-2016 were proficient in ELA, as sixth graders 7% met the proficiency standard and as seventh graders, none of those UCCS students were proficient in ELA. That group improved to 11% proficient on the 2019 tests.

- Math results are similar to ELA results and patterns show that, for the most part, fewer students in each group meet the state proficiency standard as they move through the grades. Twenty-eight percent of students who were third graders in 2014-2015 were proficient in math, dropping to 15% as fourth graders in 2015-2016, slightly rising to 17% as sixth graders, dropping down to 14% as fifth graders and to 8% as sixth graders in 2019. Eighteen percent of the fourth-grade cohort in 2014-2015 scored proficient, dropping to 13% as fifth graders and down to 5% in sixth grade. In both seventh and eighth grades, none of those students reached the proficiency target on either the 2018 or 2019 state tests.
- In the first two years of the current charter term, UCCS 8th grade students took the Living Environment Regents exam, with 55% passing in 2016-2017 and 39% passing in 2017-2018. The school stopped offering the Living Environment Regents course in 2018-2019.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking, and achievement.

Finding: **Approaches**

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<p>a. The school has a documented curriculum that is aligned to the NYSL.</p> <p>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</p> <p>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</p> <p>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</p> <p>e. The curriculum is systematically reviewed and revised.</p>
2. <i>Instruction</i>	<p>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p>
3. <i>Assessment and Program Evaluation</i>	<p>a. The school uses a balanced system of formative, diagnostic and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</p>
4. <i>Supports for Diverse Learners</i>	<p>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</p> <p>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p>

Summative Evidence for Benchmark 2:

1. **Element: Curriculum:**

- **Indicator a:**

- During this charter term, UCCS has adopted new curricula in ELA/reading and mathematics and has begun to formalize its teacher-developed elementary science and social studies curricula. In 2017-2018, the school began implementation of the *SFA* curriculum in ELA/ reading and in writing for students in kindergarten through grade 5,

and extended *SFA* to grades 6-8 in 2018-2019. The instructional model employed by the *SFA* program groups students across grade spans based on reading levels identified by *SFA* assessments. All school staff deliver the designated lessons according to the instructions provided by *SFA*. Lessons follow a common six-day cycle.

- UCCS made two math curriculum changes this charter term in addition to the ELS/reading curriculum change. These curricular changes are part of a larger pattern of frequent instructional changes. In 2018-2019, the school adopted *Zearn Math* as the core curriculum to replace the *Engage NY* modules. Based on teacher feedback that *Zearn* was not suitable for UCCS students, the school changed to *Ready Math* starting in 2019-2020. It was not clear what criteria were used by the school to determine the inappropriate nature of one curriculum and/or the adoption of the next, except for the non-specific input from staff.
- School leaders reported that both *Ready Math* and *SFA* are aligned with the NYSLs. However, student outcomes on these curriculum assessments differ significantly from the results on state assessments. School leaders identified alignment of *SFA* results with state assessments as a concern. Several board members expressed surprise when this discrepancy was pointed out during the focus group.
- School leaders reported that elementary teachers develop their own science and social studies curricula which are embedded in the ELA and writing lessons. The school recently requested that teachers produce a curriculum scope and sequence document.
- Middle school science teachers have access to the *Houghton Mifflin Harcourt Dimensions* program. According to the renewal documents, middle school teachers use the Common Core learning standards to guide their development of social studies lessons. However, there were no references to the Common Core Learning Standards in the middle school social studies lesson plans for the classes observed.
- **Indicator b:**
 - Lesson plans provided to the renewal site visit team did not have a consistent format. ELA/reading lesson plans were linked to the *SFA* program materials and for the most part aligned with the program expectations for the cycle. The sample math lesson plans used the *Ready Math* lesson plan template that includes a preprinted agenda listing teacher actions, questions to prompt teachers' thinking about how to engage students in the lesson, and a column for teacher notes. Writing, science and social studies sample lesson plans used a separate UCCS template that includes the "big picture," objectives, differentiation strategies, and the list of lesson activities. The learning objectives on the samples often listed lesson agendas such as writing a paragraph or pronouncing new words rather than making explicit the desired concept or skill students would learn as a result of the lesson activity. Lessons observed by the renewal site visit team paralleled the task focus of the lesson plans, with classroom activities providing little opportunity for students to build conceptual understanding or demonstrate higher order thinking.
- **Indicator c:**
 - Both the *SFA* and *Ready Math* programs are commercially prepared to align horizontally across grade levels and to progress vertically between grades. Observations by the site visit team showed consistent content matter being covered within a grade in writing. School leaders reported they are in the process of documenting science and social studies curricula across the elementary grades to create an orderly progression of topics and build consistency within grade levels.

- **Indicator d:**
 - As observed in practice and in the school’s documents, the curriculum at UCCS offers little evidence of school-initiated differentiation except for the general design of the *SFA* program. *SFA* breaks down learning standards into skills and concepts that are delivered to groups of students differentiated by their learning level as determined by *SFA* assessments. School leaders indicated that they also refer to *iReady* diagnostic assessments to group students by ability or learning needs in designating groups for *SFA*. Lesson plans for *Ready Math* reviewed by the site visit team do not identify strategies for differentiating within the classroom. The UCCS lesson plan template includes a space for teachers to list differentiation strategies, but the observed lessons included broad, general strategies such as presenting information in both visual and auditory modes, offering preferential seating or taking frequent breaks. Across the lessons observed, only three instances of students working in small groups with a teacher or teaching assistant were noted, out of alignment with the *SFA* instructional guidance as well as statements made during the school leaders focus group, where this was described as “best practice.” Small group lessons would have allowed the students to cover the content at a slower pace. Student outcomes on both state and internal assessments show that UCCS students struggle to master grade level skills and concepts.
- **Indicator e:**
 - Over the course of the charter term, UCCS has repeatedly implemented comprehensive changes in its ELA/reading and math curricula. School leaders reported that the history of poor performance on state assessments motivated the board to accept the recommendation of the head of school to adopt *SFA* starting in 2017-2018. School leaders confirmed statements in the renewal application that the first math curriculum change in 2018-2019 to *Zearn* was in response to teacher input on the difficulty of the *Engage NY* math modules. The second math curriculum change, in 2019-2020, to *Ready Math*, was also motivated by feedback from teachers according to the focus group interview and the renewal documents. As noted above, the science and social studies curricula are not yet documented and have not been subject to a systematic review or revision.

2. **Element: *Instruction*:**

- **Indicator a:**
 - According to school leaders, high quality instruction at UCCS should reflect the strategies embedded in the *SFA* program, including cooperative groups, clearly stated learning objectives, brisk, efficient pacing, and frequent, active monitoring of student work. Across the 26 lessons observed by the site visit team, teachers were actively monitoring whether students were completing their assigned tasks. Most teacher questions were procedural, designed to ensure students knew what the task required of them, or which step was next in solving a problem or completing a worksheet. Objectives were stated in terms of the task to be completed, not necessarily the concept or skill to be learned, and pacing varied with some teachers focused on moving through their plan before checking whether students were ready and others pausing the whole group until all were ready. Although students were seated in groups in some classes, only one instance of cooperative group work was noted in which members of the group served different roles to accomplish the task. School leaders indicated that the cooperative group strategy would be seen in classes other than *SFA*, but the renewal site visit team observed only one instance of this instructional strategy.

- **Indicator b:**
 - Student engagement varied across the classes observed by the site visit team. In the elementary classes, students were generally on task, obeying teachers' instructions and completing their work with varying levels of interest. Members of the renewal site visit team noted teaching assistants awarding points or stickers for on-task behavior but only observed one instance of an assistant providing instruction to a small group, one of the tenets of the SFA program. Students in two of the middle school classes were actively engaged in the learning activity and experienced a briskly paced lively lesson. In the other eight middle school classes, students were orderly but passive or distracted. The renewal site visit team learned that two of the middle school classes were being taught by substitute teachers, one due to a short-term absence and the other replacing a teacher who resigned in recent weeks. School leaders accompanying members of the renewal site visit team offered positive comments on teachers' adherence to the SFA lesson cycle but raised concerns about classroom management and inadequate student engagement. Most classes observed during the visit were whole class, with teachers providing repeated instructions on the procedures for completing the learning activity. Teachers provided few opportunities for students to demonstrate the concepts or skills from the lesson.

3. **Element: *Assessment and Program Evaluation:***

- **Indicator a:**
 - According to renewal documents, UCCS uses a variety of assessments which yield different measures of student academic progress. In 2019-2020, the school replaced the reading and math diagnostic inventories SRI and SMI with iReady, a computerized adaptive diagnostic assessment that adjusts the difficulty level of the test items in response to student answers. The school also administers SFA assessments at the start of the year and every six weeks to track student progress in reading/ELA. In renewal documents and interviews, school leaders claimed that iReady is predictive of student performance on the NYS assessments, but data from iReady provided by the school shows significant variation between the two assessments in identifying which students meet grade level standards. In focus group interviews, school leaders and board members acknowledged that the results from different assessments are inconsistent. The school does not employ a data analyst or data coordinator, although school leaders reported they plan to, but have not yet, due to the need to hire a replacement classroom teacher for a teacher on staff who has data analysis experience.
 - In the renewal documents, the school reports that teachers use exit tickets to monitor whether students have met daily objectives. Exit tickets were mentioned in many of the lesson plans provided to the team, however no instances of teachers using exit tickets related to the day's learning objective were noted by the team.
- **Indicator b:** UCCS provided a schedule of meetings during which SFA assessment results are examined. The team attended one of the biweekly 30-minute meetings facilitated by the ELA academic mentor and SFA consultant. Teachers discussed the results of the most recent end-of-cycle test and proposed possible explanations for the results, but their conclusions focused on test vocabulary and test taking skills rather than the strengths or gaps in students' understanding of the reading concepts covered by the test. Renewal documents state that teachers use eDoctrina to collect and analyze data and identify trends in student development, however none of the school leaders mentioned eDoctrina as a tool in common

use. School leaders reported that “data chats” to help students take ownership of their own progress are just beginning and only a few staff members have implemented these discussions. The school adopted a new diagnostic assessment, iReady, which creates a computer-based learning plan for each student. iReady data is used primarily by intervention teachers to track progress. The school adopted a new math curriculum for 2019-2020, *Ready Math*. The school hired a math mentor to assist teachers with implementation of the new program, but that person resigned after the start of the school year. The school plans to reassign an experienced teacher already on staff to that role once a replacement for the classroom position is hired. As a result of the vacancy, there is no systematic process in place to examine math data to inform teachers’ instructional decisions.

- **Indicator c:** UCCS reports that changes in curriculum over the charter term have been based on teacher feedback, as reported by the school leaders, as well as state testing results showing a decline in the academic performance of UCCS students. The school relies on the SFA academic mentor and co-principals to monitor classroom practices, to be supplemented with observations by the math academic mentor once that position is filled. Teachers receive individual feedback from these school leaders using a newly developed observation checklist. Although this is the third academic year of implementation, the school has not yet established systems to collect the data across the school to determine the effectiveness of the academic program but state that they have plans to do so in the future. In the leadership focus group, members noted that iReady results and state assessment results do not correlate. They also stated that the iReady assessments do not explain where students need to improve on the state assessments. Despite the lack of predictive validity described by the school, the school continues to refer to iReady results as descriptive of student grade level and academic progress and shares that information with the board and families. Without evidence to support this assertion, the school claims that iReady and SFA results demonstrate the quality and effectiveness of its academic program, in contradiction to declining student outcomes on state tests.

4. **Element: *Supports for Diverse Learners:***

- **Indicator a:** UCCS documents list four special education teachers hired to serve the 33 SWDs. The school uses a consultant teacher model in which special educators work with students in the classroom and confer with teachers on lesson modifications. However, two of the special educators were serving as substitute classroom teachers at the time of the renewal site visit, one for a long-term vacancy and the other for a short-term absence. It was unclear how services were being provided to the students on the case load of these teachers. Special education service plans are overseen by the CEO, according to staff interviews, with a part time coordinator responsible for the completion of compliance paper work. The school’s renewal documents list 17 ELL/MLL students but school staff reported that there are currently 14 students being served by one ENL teacher who uses a combination of push-in and pull-out methods to build language skills. In addition to special education and ENL staff, the school employs three RTI teachers, one for each grade span - K-2, 3-5, and 6-8. Documentation and credentials were not provided for the three staff members to determine their qualifications and background. School leaders indicated that RTI sessions are structured around the iReady system which provides computer-based lessons that adapt in difficulty in response to student answers. In two RTI classes observed by the renewal site visit team, students were distracted and/or lethargic while at their computers and demonstrated little interest in completing the assignments with care.

- **Indicator b:** UCCS relies on the student progress features in the iReady system as well as bi-weekly SFA component meetings to facilitate communication about individual student needs among the educational staff. The renewal application explains that RTI and classroom teachers meet informally about students at a minimum monthly. The site visit team was not able to observe this on site. The renewal documents state that eDoctrina will be put into use in 2019-2020 as a data tracking tool and add that teachers will receive detailed instructions in its use. However, the professional development calendar for the five days prior to school opening provided by the school does not include any sessions related to eDoctrina, and the plans for the October 2019 professional development day list a one-hour session focused on the eDoctrina tool. eDoctrina was not mentioned in any of the focus groups conducted for the renewal site visit which aligns with the school’s pattern of making but not implementing plans to implement systems and process that might lead to academic gains.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"> a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"> a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students’ strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"> a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.

Summative Evidence for Benchmark 3:

1. Element: ***Behavior Management and Safety:***
 - **Indicator a:**
 - UCCS’ behavior management team is led by the dean of students and staffed with two behavior interventionists and a teacher assigned to the Alternative to Suspension (ATS) room. At the time of the renewal site visit, one of the behavior interventionists had recently been terminated, according to the school leadership team. The school was seeking to hire a replacement. The ATS room teacher was on an extended medical absence and the discipline management work was being carried out by contracted consultants from the Center for Youth (CfY) under the direction of the dean.

- The school’s behavior management system consists of a five-step progression outlined in the written code of conduct policy starting with actions taken by the classroom teacher aimed at resolving misbehavior and keeping the student in class. Subsequent actions may include a visit to the Help Room where students are guided by the CfY consultants to reflect on their infraction and return to class as soon as possible. Persistent misbehavior may lead to assignment to the ATS room where students will complete their classwork under the supervision of the ATS teacher and confer with the CfY counselor to remedy the misconduct. As reported by the student support staff, out of school suspension is reserved for serious infractions and includes conferences with parents. According to the dashboard report provided to the board of trustees and shared with the renewal site visit team, in September 2019 seven students received out of school suspensions, 14 students were assigned to the ATS, and 105 discipline referrals were submitted. No further details were offered.
- **Indicator b:**
 - Staff responsible for behavior management at UCCS described consistent implementation of the school’s code of conduct and regular monitoring of student behavior as the key to maintaining a safe school environment. Renewal site visit team members observed the dean and behavior interventionist engaging with specific students in classrooms and common areas, one of the check-in strategies described during the focus group interview. The counselor and social worker meet regularly with the behavior management staff to coordinate plans to identify and address student needs to ensure a safe school community.
 - Of the 91 parents completing the spring NYSED survey, 90 respondents agreed the school is safe.
- **Indicator c:**
 - The dean of students is the designated DASA coordinator at UCCS and presents workshops for staff during the August professional development sessions. The school adopted the SFA program, *Getting Along Together (GAT)* which includes lessons on positive interactions with classmates. According to the school’s renewal application, *GAT* is used intensively in the early weeks of school and periodically throughout the year.
 - Eighty-six of the 91 parents responding to the spring NYSED survey agreed that the school has an effective process for dealing with harassment and discrimination.
- **Indicator d:**
 - For the most part across the 26 classes visited by the renewal site visit team, classrooms were orderly, and students were complying with teacher instructions. In the weeks before the renewal visit, UCCS had begun implementation of a new classroom management tool in the middle school, Kickboard. Teachers award virtual dollars for appropriate classroom behavior and students can cash in those dollars at the school store. The program was in use in only one of the 10 middle school classrooms visited by the renewal site visit team. According to the school staff, some elementary teachers use Class Dojo to reward proper behavior, and team members noted teaching assistants distributing tickets or tokens to groups of students in recognition of their adherence to expected group practices, a component of the SFA program.

2. Element: ***Family Engagement and Communication:***

• **Indicator a:**

- In the renewal application, the school reports that it communicates and engages with families through bi-monthly newsletters, the UCCS website, social media, email and a phone announcement system as well as family events and a PTA. While the website includes links to school newsletters, enrollment information, calendars, and sports schedules, the renewal site visit team noted incomplete and inaccurate information about the school's curriculum and academic performance status. The website tab labeled "curriculum" includes a link to the *Engage NY* site without explaining that the school transitioned in 2017 to *SFA* or that *Engage NY* is not a curriculum per se. The letter posted on the website detailing the school's state designation as a school in need of comprehensive support and improvement (CSI) focuses on comparisons with RCSD rather than the school's failure to make progress toward the state average. The parent survey listed on the website links to the spring 2019 NYSED survey which is no longer active.

• **Indicator b:**

- Parent teacher conferences are listed on the school calendar in November and February during which parents are required to pick up their child's report card in person, according to the renewal application. Progress reports are provided four times per year. School leaders mentioned that some elementary teachers use Class Dojo to communicate with families. Classroom observations did not confirm this. In the renewal application, UCCS lists PowerSchool as a tool for parents to access information about their child's academic progress and attendance. However, there was no mention of PowerSchool during the site visit interviews and the professional development calendar shows no training for the teachers in grades 5-8 who would be expected to use the tool, according to the school's documents.

• **Indicator c:**

- Although the renewal application states that UCCS administers annual family and staff surveys to gauge satisfaction, school leaders and board members reported that the school has not administered a family survey since 2018. On the school's website, the link under Parent Survey leads to the NYSED survey completed in spring 2019. In the renewal application, the school explains that it infers from the high rate of student retention that families are satisfied with the school. However, as shown on Attachment 1, according to NYSED data, UCCS retains only 86% of its students compared with 94% retention in RPS, demonstrating that the board may not be aware of comparative metrics used to evaluate the school's performance. Board members said that the role of the parent representative on the board is to bring the family perspective into their deliberations. However, the board has not identified a parent of a current student interested in serving on the board.

• **Indicator d:**

- The renewal application describes an individualized process for responding to family concerns, explaining the steps involved when a complaint or concern is offered. At the time of the renewal site visit, the school reported that informal responses have been sufficient to resolve concerns over the charter term. The CSO does not have a record of extensive parent complaints regarding this school.

• **Indicator e:**

- School leaders confirmed that parents receive individual student test results for both internal and state assessments, as described in the renewal application. School-wide results are not regularly distributed to families and the school does not provide a link to

the NYS report card on its website. In 2018, UCCS was required to send a letter to families explaining its state designation as a school in need of comprehensive support and intervention (CSI). As discussed in the midterm site visit report, the parent letter highlighted the school's performance compared to RPS and failed to focus on the school's performance gap compared with state averages, the reason for the school's designation. During the site visit interview, community and family representatives on the board of trustees expressed alarm and confusion when presented with the assessment graphic showing decreasing proficiency as students progress through the grades at UCCS, explaining that they believed students were at or nearing grade level based on the data provided to them from school leaders. Without an accurate understanding of the school's performance, the board is unable to hold leaders accountable. In the focus group during the renewal site visit, school leaders acknowledged that the iReady results provide a different assessment of student progress than the state results and iReady is not able to identify where students fall down on state tests.

3. Element: ***Social-Emotional Supports:***

• **Indicator a:**

- According to the SST, the primary approach to supporting the social emotional needs of students focuses on behavior management. The renewal application describes the SST using a variety of strategies to address attendance, academics, and behavior to identify potential social-emotional needs. Staff on the SST work with the individual child to limit the loss of learning time and return students to the classroom. The school employs a counselor and social worker who provide services mandated by students' IEPs as well as services to other students referred by teachers or identified by the behavior management staff.
- Previously, the school promoted positive behavioral interventions and support (PBIS) practices as a school-wide approach to build positive social habits. During this charter term, the school began adoption of the SFA program, *GAT*, and lessened its focus on PBIS. Some teachers are using ClassDojo or Kickboard to manage student behavior, but a consistent school wide program addressing social-emotional skills was not evident. As a result of the changes in behavior management practices and programs in place across the school, and the early stages of implementation of *GAT*, the school has not established a consistent school-wide program to support all students' social and emotional well-being.

• **Indicator b:**

- As reported in focus group interviews, the school uses discipline referral and attendance data along with informal observations of student behavior to identify the social-emotional needs of individual students. Members of the SST meet biweekly to review attendance reports and referrals to the ATS or Help Zone. The SST reviews the impact of its behavior management strategies for individual students in order to determine if students should be referred for special education evaluation, counseling or other supports.

• **Indicator c:**

- The *GAT* program is in the early stages of implementation and its impact on students has not yet been evaluated. In the absence of an established school-wide program to support students' social emotional health, school leaders use behavior and attendance reports to assess student needs. According to the SST, the school relies on paper documents and does not have an information system that allows useful access and analysis of behavior intervention data. A member of the SST recently attended training to become a

facilitator for a school-wide information system (SWIS) that may be put into place. UCCS does not have a data manager on staff to provide training and support for storing, retrieving and analyzing student information to inform program decisions.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework.

Financial Condition

Urban Choice Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

Overall Financial Outlook

A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in good financial health. Urban Choice Charter School’s 2018-2019 composite score is 2.79.

**Composite Scores
2014-2015 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2014-2015	1.99
2015-2016	2.38
2016-2017	2.69
2017-2018	2.59
2018-2019	2.79

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

NYSED CSO reviewed Urban Choice Charter School's 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

In 2019, the Office of the State Comptroller (OSC) (<https://www.osc.state.ny.us/localgov/audits/schools/2019/urban-choice-charter-2019-192.htm>) conducted an audit of the school with the objective of determining whether school officials ensured credit card purchases were adequately supported and for appropriate purposes. The key findings were that credit card users did not always follow the school's internal control policies and that 40 percent of credit card purchases (10 transactions totaling \$265) were not adequately supported. The auditors recommended that school administrators ensure that all credit card users follow the school's internal control policies, including the preapproval of all purchases by using a purchase request form, and ensure that all credit card claims are adequately supported before payment.

The school's corrective action plan included retraining staff to ensure internal control policies are followed, having the bookkeeper and CEO meet regularly to examine supporting documentation for credit card purchases and making revisions to the electronic purchase request form to ensure proper security. The corrective action plan was submitted to OSC in a timely fashion and adequately addressed OSC's findings.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<p>a. The board recruits and selects board members with skills and expertise that meet the needs of the school.</p> <p>b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy.</p> <p>c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.</p> <p>d. The board regularly updates school policies.</p> <p>e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.</p> <p>f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.</p>

Summative Evidence for Benchmark 6:

1. Element: *Board Oversight and Governance*

- **Indicator a:**
 - In the focus group interview, board members reported that the governance committee maintains a list of expertise of the current members and areas needed for future board candidates. School documents note that across the charter term, four members left the board and four were added. According to documents provided for the renewal, two of the eight current members are designated as parents, even though their children have graduated from UCCS. The board explained they have been unable to identify a current parent to join the board as required by the by-laws. However, no description was provided to show specific efforts made to do so. Board members also described their challenge of identifying members who reflect the diversity of the student body, one of the board’s continuing but unmet goals. One board member listed in the renewal documents and 2018-2019 annual report is now an employee of the school, serving as director of operations and finance. Board minutes do not include a reference to his resignation or replacement.
- **Indicator b:**
 - The UCCS board prepared a strategic plan with three core values and six priority areas. The board’s plan defines expectations for school leaders in the academic and teacher support areas and lists governance and financial management as the priority areas where the board is responsible. However, the plan declares that the board “trusts” and “encourages” school leadership to make appropriate purchases and does not define the steps the board must take. Board actions in the priority areas of teacher retention and re-chartering are vague, stating that the board will “look closely” at teacher retention and “action will be taken” to ensure

readiness for re-chartering. None of the priority areas in the strategic plan include measurable outcomes, timelines or intermediate benchmarks to allow the board to monitor progress.

- The October 2019 board minutes report that plans to create measures for the strategic priorities were discussed. A recent monthly board dashboard includes a rating of the status of each of the plan priority areas indicating “in progress,” “on track,” “at risk,” or “completed.” Concrete evidence for each rating is lacking. For example, evidence for the safe and supportive environment priority rated as “on track” lists parent and staff surveys which have not been administered since 2018. Similarly, the dashboard declares staff retention to be “on track” despite a 43% teacher turnover rate. One academic priority states that school leaders will be held accountable for 100% proficiency on the state assessments, however the status report presents a different target, year over year growth.
- **Indicator c:**
 - Over the current charter term, the board has enacted repeated key organizational and academic changes. In 2017, the school received a three-year charter renewal and at that time the board hired a new CEO. While board members in the focus group acknowledged that change takes time to show results, nevertheless in 2017-2018 they approved the recommendation of the CEO to change the ELA curriculum. The new ELA program, *SFA*, required training not only in the content of the curriculum but also in the instructional methods required for the program’s implementation. In 2018-2019, the board approved the leader’s recommendation to change the math curriculum to *Zearn*. At the start of 2019-2020, the board approved a change in leadership structure along with another change in the math curriculum based on teacher feedback, the second change in three years. Also, in 2019-2020, the board approved the purchase of a new diagnostic assessment tool, iReady, moving away from the SRI and SMA assessments that provided longitudinal tracking of students over the course of the school’s history. The board financed extensive training for staff as each of these changes was carried out, but the expertise developed by the training was lost to the school as high percentages of teachers left each year of the charter term. The board’s decision to approve multiple program changes over the course of the short charter term contradicts the understanding expressed by board members in the focus group that changes take time to become established and to produce the desired results.
- **Indicator d:**
 - Board minutes reflect the board’s review and revision of school policies. In October 2019, the board approved revisions to the enrollment and admissions policy and the code of conduct, at the prompting of the CSO.
- **Indicator e:**
 - In the renewal application, the board reports that it completes a self-evaluation survey at its annual retreat. However, minutes of the April 2019 retreat describe activities focused on the strategic plan and not on a board evaluation. The criteria and standards on which the board assesses its effectiveness were not provided for review. As detailed above, the board’s strategic plan lacks measurable targets, timelines and benchmarks making it inadequate as a measure of board performance.
 - UCCS uses the Marzano framework as the performance evaluation tool for the CEO. The completed evaluation provided to the renewal team lists several measures in each of the five Marzano domains. While the renewal application states that the measures are aligned to the school mission, the school’s academic attainment expectations are far below the state average standard in the mission and less rigorous than the Marzano standards. The board assigned the highest rating to the CEO for student achievement despite continuing low

outcomes on state tests. In the focus group, board members noted that the 2019 state results were not available at the time of the evaluation, although the 2018 results were available and reflect ongoing low achievement. The 2019-2020 CEO goals approved by the board do not include improvement of student achievement on the state assessments, but instead hold the school leader accountable for gains on internal and diagnostic measures.

- The board evaluates its provider of after school and counseling services, the CfY, during yearly contract renewal negotiations according to the renewal document.
- **Indicator f:**
 - In the renewal application, the board reports that it contracts with legal services to ensure compliance with all legal obligations in its policies. The renewal application also declares that the board adheres to conflict of interest requirements, freedom of information laws, and proper financial practices. No documentation for this statement was provided.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
2. <i>Professional Climate</i>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
3. <i>Contractual Relationships</i> <input type="checkbox"/> N/A	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

Summative Evidence for Benchmark 7:

1. Element: School Leadership

• **Indicator a:**

- UCCS has a recently reconfigured leadership team that, although the school is in their 15th year of operation and in the middle of a school year, is in the process of establishing practices and procedures to ensure implementation of the school’s ELA and math curricula. School leaders are also in the process of documenting curriculum scope and sequence for social studies and science across the elementary grades. The focus of the new leaders has been on creating a common understanding of effective instruction based on the principles of the SFA

program. The leadership team offered differing versions of the school's mission but a common understanding of the need to improve student outcomes was evident. Staff commitment to the school's mission could not be accurately assessed because the responses on the spring 2019 NYSED teacher survey represent a different set of respondents from the current staff as a result of the school's 43% teacher turnover rate.

- **Indicator b:**

- The school provided job descriptions listing qualifications and duties for the CEO, the dean of students, and the director of operations and finance. A formal job description for the co-principal role was not available to provide details on this newly reconfigured position. In the focus group, the two co-principals explained that they share responsibilities for the management and oversight of curriculum and instruction across the school. While their responsibilities are summarized briefly in the renewal application, Job descriptions listing the qualifications and detailed duties for the academic mentors for ELA/SFA and math were not available for review. The recent change in the composition of the academic leadership team coupled with staff turnover makes it unclear if teachers and teaching assistants are familiar with each of the leaders' roles and responsibilities.
- The behavior management staff, led by the dean of students, has been consistent across the charter term and, in the focus group, members of the SST were clear on their complementary responsibilities. According to members of the SST, the CEO oversees delivery of day to day services for students with disabilities while documentation of compliance with the students' IEPs is monitored by a part time special education coordinator who also facilitates interactions with RPS.

- **Indicator c:**

- According to school leaders, UCCS modified its teacher schedule for 2019-2020 to incorporate a daily opportunity for teachers to meet before instruction begins. The school schedules SFA meetings for the four component grade band groups every other week during the 8:00 am-8:30 time slot. School leaders reported that content area teachers at the middle school meet biweekly and whole school staff meetings are held each Friday. The co-principals reported they distribute daily email bulletins so that everyone can see the action plans that are in place.

- **Indicator d:**

- UCCS has experienced high levels of teacher turnover including frequent resignations. In the 2018-2019 annual report, UCCS states that it has dismissed some teachers who were not meeting expectations, and in the focus group school leaders reported the recent dismissal of an interventionist. No explanation was provided. At the time of the renewal site visit, five vacancies were posted on the school's website; however, at the time of the writing of this report, seven positions were listed as vacant. In the focus group, school leaders reported that the part-time special education coordinator position was filled when the retiring part-time coordinator agreed to continue. The academic mentor for math resigned recently and school leaders explained they plan to move a classroom teacher into the mentor role. At the time of the site visit, two teachers were expected to start within the coming weeks to fill positions vacated by recent resignations or changed roles. The renewal site visit team learned that two teaching positions were being filled by special educators, one for a short-term absence and the other filling the sixth-grade social studies vacancy.
- The school reported that it had filled the role of director of operations and finance with a two-term member of the board of trustees. The position continues to be listed as vacant on the website. The school has not had a position of data analyst/data coordinator, but school leaders reported they were planning to move a classroom teacher into that role once the

replacement teacher was hired. No job description listing the responsibilities and qualifications for the data coordinator role were available for review.

2. Element: *Professional Climate*

- **Indicator a:**

- UCCS has struggled to retain teachers and other staff throughout its charter term. As mentioned previously, the school has several vacancies and is in the process of reassigning existing staff to leadership roles, bringing in new teachers to fill the vacated classroom roles. At this time, according to board members, special education staff are filling in for missing classroom teachers. It was not clear how their special education responsibilities were being fulfilled. In its renewal documents, the school reports 43% of teachers on staff in 2018-2019 did not return for 2019-2020. In the focus group, the board mentioned that increased compensation and longevity incentives are being offered to help retain staff. Board members reported they will provide additional incentives in 2019-2020 for unused sick time.
- In the focus group, board members indicated that they do not know the exact reasons why teachers leave, deferring to the school leader to determine if staff should be dismissed or retained. As a result, the board does not know if the incentives provided over the past year have had an impact. Board minutes do not mention new appointments, new roles in the organization chart, or resignations.
- In the October 2019 minutes, the finance committee reported to the board that personnel costs were below budget due to the open positions but that professional fees were over budget due to the cost of hiring consultants to fill vacancies.
- The board indicated that it contracts for human resources and financial management services to support UCCS staff.

- **Indicator b:**

- According to school leaders, the change in teacher schedule allows teachers to meet during the 8:00-8:30 time slot. Regularly scheduled meetings for SFA, grade level teams, and whole staff meetings are planned. In addition, grade level teachers have a common lunch period and a planning period when students are attending art, music, Spanish or physical education. Teachers who work with multiple grade levels, such as RTI interventionists and special educators, confer with teachers when they can either during the school day or before or after school.

- **Indicator c:**

- The school's claim in its renewal application and interviews that its staff is highly qualified could not be confirmed. UCCS mostly employs teachers who are in the early stages of their careers. School leaders acknowledge that teachers need coaching, mentoring and guidance to impact student success but turnover and reassignment of teachers reduces the impact of the school's professional development support. The agenda provided by the school lists two days of professional development focused on SFA implementation and six hours of training on the new math curriculum and the iReady assessment. Teachers participated in a 75-minute update on *Ready Math* in October. The co-principals and academic mentor for ELA/SFA observe instruction and provide feedback to build teachers' skills and expertise. An external coach works with five novice teachers. Curriculum implementation support is provided to new hires by the academic mentor and co-principals. The position of academic mentor for mathematics is vacant.
- The staff roster submitted with the renewal application was incomplete and the employee list provided as a supplement was insufficient to confirm qualifications. Based on the information

provided, there are discrepancies between certification areas and teaching assignments. For instance, neither of the two science teachers for grades 7 and 8 are certified though they do hold bachelor's degrees, and the grade 6 science teacher is certified as a teaching assistant and is working toward an associate's degree. The sixth-grade math teacher designated to take the role of math academic mentor is certified in social studies.

- **Indicator d:**

- Under the new leadership configuration, the co-principals are responsible for monitoring and supporting instructional quality across the school, according to the school leaders interviewed for the renewal site visit. The co-principals shared a new observation tool they will use during their informal classroom observations to provide feedback to teachers across five dimensions -clarity and accuracy, learning environment, classroom management, intellectual development, and successful learning. The co-principals accompanied the renewal site visit team on their classroom visits and were asked to offer their insights into the strengths and areas for improvement in each class. Team members noted inconsistencies between the two co-principals, raising concern that teachers may be getting conflicting or contradictory feedback. In addition to feedback from the two principals, the academic mentor for SFA and the SFA external coach visit classes and provide feedback to teachers on their implementation of the instructional model. As noted previously, some teachers also receive coaching from a consultant hired by the school. The school does not have procedures in place to ensure consistent and actionable feedback from all the observers operating in the school to help teachers improve their instructional practice.

- **Indicator e:**

- In the renewal application, the school reports that the board surveyed teachers in the spring and leaders surveyed staff in February. However, on the survey document submitted as part of the renewal application, the school states that it does not have satisfaction survey information to present in support of their renewal request. In the renewal application, the school notes that the board uses teacher retention rates as a measure of satisfaction, but turnover last year was at 43% according to the school's documents, suggesting a less than adequate level of teacher satisfaction. As discussed previously, the board expects the school leader to collect information about why teachers resign and to share that with the board. The board does not conduct exit interviews to gather its own staff satisfaction information.

3. Element: *Contractual Relationships*

- **Indicator a:**

- Not Applicable.

- **Indicator b:**

- Not Applicable

- **Indicator c:**

- Not Applicable

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: **Approaches**

<i>Element</i>	<i>Indicators</i>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

1. Element: *Mission and Key Design Elements*

- **Indicator a:**

- When school leaders were asked to state a word or phrase that captures the school’s mission, they mentioned “urgency,” “potential,” “family and relationships,” and “challenges.” Members of the student success team mentioned “passion,” “success and overall well-being,” “creating windows of opportunity” and “a bridge to success.” On the spring 2019 NYSED survey, teachers also noted the safe learning environment, and building relationships so students can achieve. While strong teacher-student relationships are cited as central to the school’s mission, UCCS has been challenged to retain teachers, a concern expressed by parents on the NYSED survey and discussed under Benchmark 7, limiting the school’s ability to fulfill its commitment to establishing strong student-teacher relationships.
- Most stakeholders were not aware of the academic performance gaps between UCCS and the state standards, as reflected in the board’s comments on the charts presented during the renewal site visit focus group. The renewal application narrative highlights the school’s performance compared to RPS and minimizes attention to the state achievement standard that was the commitment of the school when its charter was granted.

- **Indicator b:**

The school’s key design elements include a supportive educational environment, a rigorous, rich, common core-aligned and engaging curriculum, high-quality extended learning opportunities, authentic family involvement, data-informed instruction, focused professional development, and school culture.

A supportive educational environment suggests supports suitable for students with disabilities, English language learners and others at risk of educational failure. The school deploys two of its four special educators as substitutes in classrooms with vacancies, thus lessening the impact these specialists can have on the neediest children.

In contradiction to the key design element of a rigorous, rich, common core-aligned, engaging curriculum, most UCCS students are falling farther behind state achievement standards each year of the charter term and showing decline as they progress through the grades.

Although the school touts its longer school day than that required as evidence of high quality extended learning opportunities, results are lacking in terms of student success. Summer school was offered in 2018, but not in 2019. ELA and math instruction times were extended

to 90-minute blocks, and a five-week Saturday school was conducted in the spring for test prep. No discernable effect on student performance resulted.

Authentic family engagement would be greatly enhanced if there were a (current) parent representative on the board, rather than two whose terms have expired.

Data-informed instruction is haphazard at best, with no data coordinator on staff, just a plan for hiring which is dependent upon a classroom teacher being replaced. No requirements for this position were provided.

As detailed above, focused professional development was not sufficiently implemented to meet the needs caused by significant annual turnover in staff, as well as the multitude of curricular, behavior management, and social-emotional program changes that occurred with great regularity.

School culture was expressed most often in terms of safety, which was easily documented.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

Summative Evidence for Benchmark 9:

1. Element: *Targets are met*

- **Indicator a:**

2. Element: *Targets are not met*

- **Indicator a:**
 - Despite repeated notifications across its 15 years of operation, UCCS has failed to make progress toward enrolling SWDs and ELLs/MLLs comparable to the percentages enrolled in RPS. Over the past five years, the school has fallen farther behind the RPS enrollment of all three sub-group populations, including economically disadvantaged students. In 2019, NYSED required the school to prepare a corrective action plan (CAP) due to persistent under-enrollment of the target populations.
- **Indicator b:**
 - In the CAP, UCCS lists outreach strategies intended to attract and retain SWDs and ELLs/MLLs that are similar to strategies detailed in previous renewal applications and annual reports. While the school added a weighted lottery to its enrollment policy, the number of SWDs has not increased. The school explained that most new students enter at kindergarten and noted that students at that age are not yet identified as SWDs, making the weighed lottery an ineffective strategy for that population. However, according to documents provided to the renewal site visit team, 40 students in Grades 4 through 8 are new to UCCS in 2019-2020. The

- school did not indicate how those students were selected and whether the school weighted admission for open seats at the upper grades. The school reports a substantial waiting list for available seats at all grade levels, and claims that it admits students at any time, but according to board minutes and the October board dashboard report the school remains under its chartered enrollment of 400 by fewer than ten students
- The UCCS CAP does not list any strategies for changing program services in order to attract and retain students who are SWDs or ELLs/MLLs. The school’s website provides few images and little information about the school’s supports for SWDs or ELLs/MLLs that might encourage families to consider enrolling, beyond a paragraph assuring that services for students with individual education plans will be provided by certified staff or by RPS. There is no mention of services and supports for those learning English.
 - **Indicator c:**
 - UCCS has not established a systematic process for evaluating the effectiveness of its own recruitment and retention strategies, although school leaders reported that UCCS participates in the common application process for Rochester charter schools which yields a report showing where families completing the application learned about charter schools. In the enrollment CAP, UCCS proposes to document its outreach efforts and demonstrate an increase over previous activity as evidence of its efforts. That data was not available at the time of the renewal site visit.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Legal Compliance</i>	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

Summative Evidence for Benchmark 10:

1. Element: *Legal Compliance*

- **Indicator a:**
 - UCCS is substantially in compliance with applicable state and federal laws. The school contracts with specialized providers for legal, financial and human resource services to ensure the fulfillment of relevant requirements. The school's director of operations and finance is responsible for monitoring staff charged with the safety and maintenance of the facilities. The board's finance committee, headed by a certified public accountant, monitors financial management to ensure agreement with generally accepted principles. Lapses in fulfillment of the commitments in the school's charter are noted in previous sections of this report, particularly academic achievement and the enrollment of special populations.
- **Indicator b:**
 - In early 2019, NYSED CSO notified UCCS of persistent deficiencies in academic performance and enrollment and required the school to prepare a corrective action plan (CAP) for each deficiency. The school completed the required plans; however, they required further detail regarding timelines, outcomes, and benchmarks. The school is in the process of implementing the remediation strategies it defined.
- **Indicator c:**
 - During this charter term, UCCS sought and received approval from CSO for changes to the language in its mission statement and for revision of its enrollment and admission policy to allow for weighting for SWDs and ELLs/MLLs. Board minutes include acknowledgement of the need for CSO approval of certain board actions, including the addition of new board members, revisions to internal policies, board by-laws, and the execution of a purchase and sale agreement for a new facility, detailed in the November 5, 2019 board minutes.

Attachment 1: 2019-2020 Renewal Site Visit
Urban Choice Charter School

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

This school is designated as a school in need of Comprehensive Support and Improvement under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

In ELA and math, Urban Choice Charter School students did not tend to outperform students in schools with similar grade spans and demographics.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency: See Table 1 below.

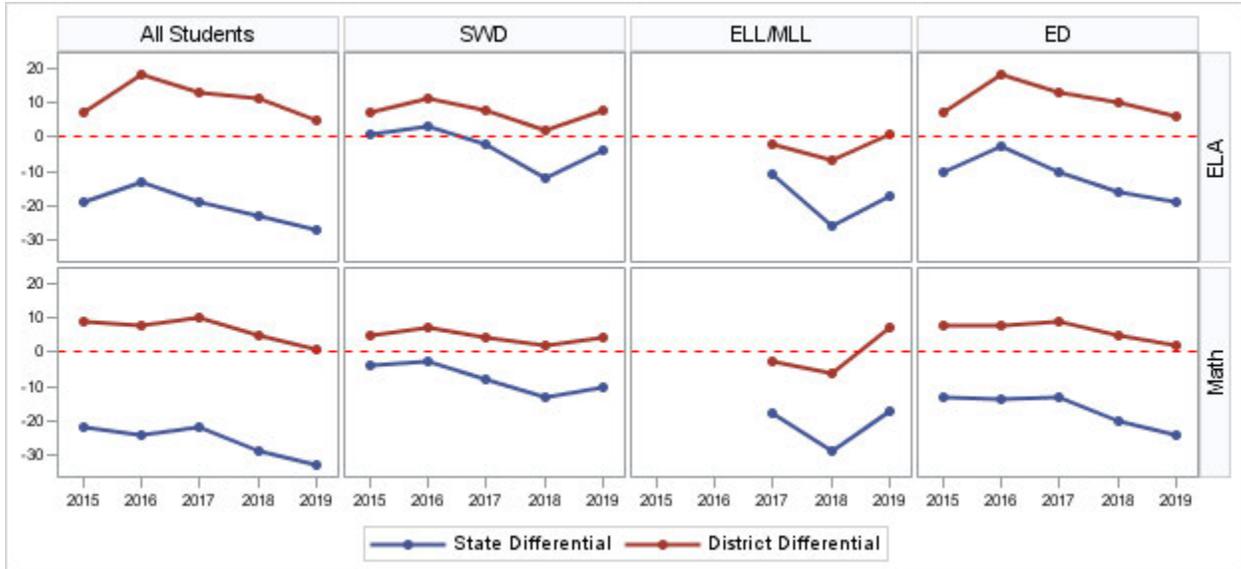
Table 1: Elementary/Middle School Trending Toward Proficiency – Minimum Expectation = 75%

		2015-2016	2016-2017	2017-2018	2018-2019
ELA	All Students	39%	29%	30%	30%
	SWD	14%	19%	11%	29%
	ELL/MLL	.	.	.	0%
	ED	39%	30%	30%	30%
Math	All Students	14%	23%	22%	18%
	SWD	14%	12%	9%	18%
	ELL/MLL	.	.	.	0%
	ED	13%	22%	21%	15%

**See NOTES (2), (3), (7), and (8) below.*

2.b.i. and 2.b.ii. Proficiency - Aggregate and Subgroup School Level Proficiency: See Figure 1 and Table 2 below.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time



*See NOTES (1), (2), (3), and (6) below.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and

		ELA					Math				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	12%	5%	+7	31%	-19	16%	7%	+9	38%	-22
	2015-2016	25%	7%	+18	38%	-13	15%	7%	+8	39%	-24
	2016-2017	21%	8%	+13	40%	-19	18%	8%	+10	40%	-22
	2017-2018	22%	11%	+11	45%	-23	16%	11%	+5	45%	-29
	2018-2019	18%	13%	+5	45%	-27	14%	13%	+1	47%	-33
SWD	2014-2015	8%	1%	+7	7%	+1	8%	3%	+5	12%	-4
	2015-2016	12%	1%	+11	9%	+3	9%	2%	+7	12%	-3
	2016-2017	9%	1%	+8	11%	-2	6%	2%	+4	14%	-8
	2017-2018	4%	2%	+2	16%	-12	4%	2%	+2	17%	-13
	2018-2019	11%	3%	+8	15%	-4	8%	4%	+4	18%	-10
ELL/MLL	2016-2017	0%	2%	-2	11%	-11	0%	3%	-3	18%	-18
	2017-2018	0%	7%	-7	26%	-26	0%	6%	-6	29%	-29
	2018-2019	8%	7%	+1	25%	-17	15%	8%	+7	32%	-17
ED	2014-2015	11%	4%	+7	21%	-10	14%	6%	+8	27%	-13
	2015-2016	24%	6%	+18	27%	-3	14%	6%	+8	28%	-14
	2016-2017	19%	6%	+13	29%	-10	16%	7%	+9	29%	-13
	2017-2018	20%	10%	+10	36%	-16	14%	9%	+5	34%	-20
	2018-2019	17%	11%	+6	36%	-19	13%	11%	+2	37%	-24

NYS

*See NOTES (1), (2), (3), (6), and (7) below.

2.b.iii. Aggregate Grade Level Proficiency: See Table 3 below.

Table 3: Aggregate Grade Level Proficiency

		ELA					Math				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2014-2015	17%	7%	+10	31%	-14	28%	13%	+15	42%	-14
	2015-2016	45%	8%	+37	42%	+3	36%	11%	+25	44%	-8
	2016-2017	40%	10%	+30	43%	-3	33%	14%	+19	48%	-15
	2017-2018	20%	17%	+3	51%	-31	29%	18%	+11	54%	-25
	2018-2019	16%	18%	-2	52%	-36	33%	22%	+11	55%	-22
Grade 4	2014-2015	15%	5%	+10	33%	-18	18%	9%	+9	43%	-25
	2015-2016	32%	8%	+24	41%	-9	15%	11%	+4	45%	-30
	2016-2017	28%	8%	+20	41%	-13	34%	8%	+26	43%	-9
	2017-2018	29%	13%	+16	47%	-18	23%	13%	+10	48%	-25
	2018-2019	35%	14%	+21	48%	-13	20%	14%	+6	50%	-30
Grade 5	2014-2015	8%	4%	+4	30%	-22	15%	7%	+8	43%	-28
	2015-2016	11%	5%	+6	33%	-22	13%	5%	+8	40%	-27
	2016-2017	8%	6%	+2	35%	-27	17%	9%	+8	43%	-26
	2017-2018	21%	7%	+14	37%	-16	23%	11%	+12	44%	-21
	2018-2019	7%	11%	-4	38%	-31	4%	12%	-8	46%	-42
Grade 6	2014-2015	5%	4%	+1	31%	-26	9%	7%	+2	39%	-30
	2015-2016	20%	6%	+14	34%	-14	11%	7%	+4	40%	-29
	2016-2017	7%	5%	+2	32%	-25	5%	6%	-1	40%	-35
	2017-2018	29%	13%	+16	49%	-20	14%	9%	+5	44%	-30
	2018-2019	19%	14%	+5	47%	-28	16%	12%	+4	47%	-31
Grade 7	2014-2015	8%	3%	+5	29%	-21	9%	4%	+5	35%	-26
	2015-2016	17%	5%	+12	35%	-18	3%	4%	-1	36%	-33
	2016-2017	21%	7%	+14	42%	-21	6%	5%	+1	38%	-32
	2017-2018	.	6%	-6	40%	-40	.	6%	-6	41%	-41
	2018-2019	19%	10%	+9	40%	-21	8%	8%	0	43%	-35
Grade 8	2014-2015	23%	4%	+19	35%	-12	14%	1%	+13	22%	-8
	2015-2016	27%	6%	+21	41%	-14	13%	1%	+12	24%	-11
	2016-2017	22%	9%	+13	45%	-23	6%	1%	+5	22%	-16
	2017-2018	31%	11%	+20	48%	-17	3%	1%	+2	30%	-27
	2018-2019	11%	11%	0	48%	-37	.	2%	-2	33%	-33

*See NOTES (1), (6), and (7) below.

Indicator 3: High School Outcomes

3.a.i. and 3.a.ii. Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes: See Table 4 below.

Table 4: Annual Regents Outcomes

		All Students				ED			
		Charter Total Tested	Urban Choice Charter School	NYS	Differential to State	Charter Total Tested	Urban Choice Charter School	NYS	Differential to State
Living Environment	2016-2017	38	55%	87%	-32	37	57%	79%	-22
	2017-2018	36	39%	86%	-47	35	40%	77%	-37

*See NOTES (2), (3), (4), and (7) below.

Benchmark 9:

Table 5: Student Demographics

	SWD			ELL/MLL			ED		
	Urban Choice CS	Rochester CSD	Differential I to District	Urban Choice CS	Rochester CSD	Differential I to District	Urban Choice CS	Rochester CSD	Differential I to District
2015-2016	14%	21%	-7	2%	15%	-13	79%	92%	-13
2016-2017	14%	22%	-8	5%	16%	-11	92%	91%	+1
2017-2018	12%	22%	-10	5%	17%	-12	91%	92%	-1
2018-2019	12%	23%	-11	4%	17%	-13	90%	91%	-1

*See NOTES (2) and (6) below.

Table 6: Retention – Aggregate and Subgroups

	All Students			SWD			ELL/MLL			ED		
	Urban Choice Charter School	Rochester CSD	Differential to District	Urban Choice Charter School	Rochester CSD	Differential to District	Urban Choice Charter School	Rochester CSD	Differential to District	Urban Choice Charter School	Rochester CSD	Differential to District
2016-2017	82%	86%	-4	84%	87%	-3	100%	85%	+15	82%	86%	-4
2017-2018	86%	86%	0	87%	89%	-2	94%	87%	+7	87%	87%	0
2018-2019	90%	86%	+4	88%	88%	0	83%	84%	-1	91%	86%	+5

*See NOTES (2) and (6) below.

***NOTES:**

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

Charter School Fiscal Accountability Summary

URBAN CHOICE CHARTER SCHOOL

Grades Served
 Maximum Chartered Grades Served
 Chartered Enrollment
 Maximum Chartered Enrollment
 Actual Enrollment

	2014-15	2015-16	2016-17	2017-18	2018-19
Grades Served	K-8	K-8	K-8	K-8	K-8
Maximum Chartered Grades Served	K-8	K-8	K-8	K-8	K-8
Chartered Enrollment	400	400	400	400	400
Maximum Chartered Enrollment	400	400	400	400	400
Actual Enrollment	404	398	397	400	396

ASSETS

Current Assets

	2014-15	2015-16	2016-17	2017-18	2018-19
Cash and Cash Equivalents	1,567,293	559,769	786,281	919,532	1,264,633
Grants and Contracts Receivable	123,350	63,704	299,906	47,146	181,949
Prepaid Expenses	2,966	1,963	4,014	56,164	-
Other Current Assets	45,826	430,127	472,855	758,299	771,248
Total Current Assets	1,739,435	1,055,563	1,563,056	1,781,141	2,217,830

Non-Current Assets

	2014-15	2015-16	2016-17	2017-18	2018-19
Property, Building and Equipment, net	739,989	679,302	618,227	442,207	269,836
Restricted Cash	75,000	75,000	75,000	75,000	75,000
Security Deposits	35,000	35,000	35,000	35,000	35,000
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	849,989	789,302	728,227	552,207	379,836
Total Assets	2,589,424	1,844,865	2,291,283	2,333,348	2,597,666

LIABILITIES and NET ASSETS

Current Liabilities

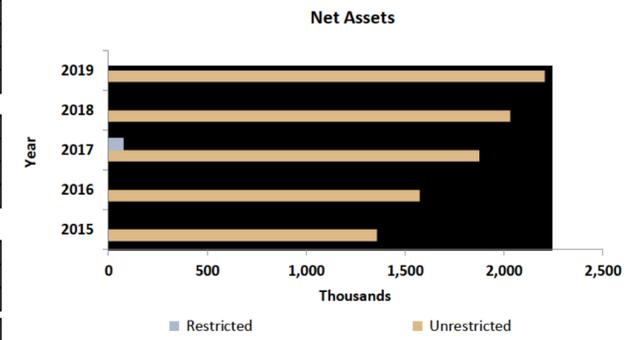
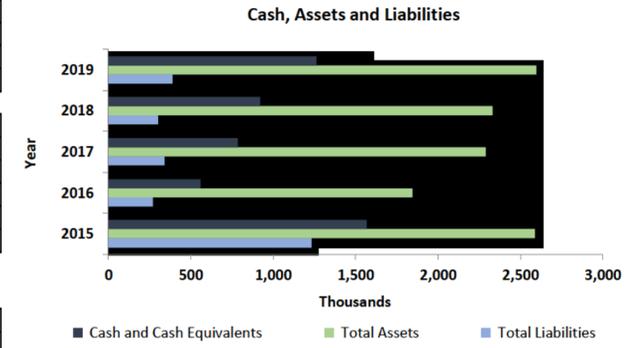
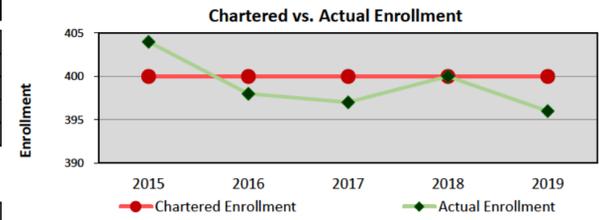
	2014-15	2015-16	2016-17	2017-18	2018-19
Accounts Payable and Accrued Expenses	126,333	50,547	73,464	58,715	66,774
Accrued Payroll and Payroll Taxes	207,417	207,107	245,987	242,523	322,435
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	897,711	13,234	20,812	-	-
Total Current Liabilities	1,231,461	270,888	340,263	301,238	389,209

Long-Term Liabilities

	2014-15	2015-16	2016-17	2017-18	2018-19
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-
Total Long-Term Liabilities	-	-	-	-	-
Total Liabilities	1,231,461	270,888	340,263	301,238	389,209

NET ASSETS

	2014-15	2015-16	2016-17	2017-18	2018-19
Unrestricted	1,357,963	1,573,977	1,876,020	2,032,110	2,208,457
Restricted	-	-	75,000	-	-
Total Net Assets	1,357,963	1,573,977	1,951,020	2,032,110	2,208,457
Total Liabilities and Net Assets	2,589,424	1,844,865	2,291,283	2,333,348	2,597,666



OPERATING REVENUE

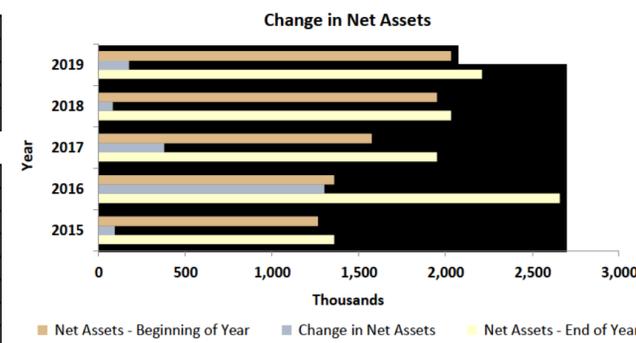
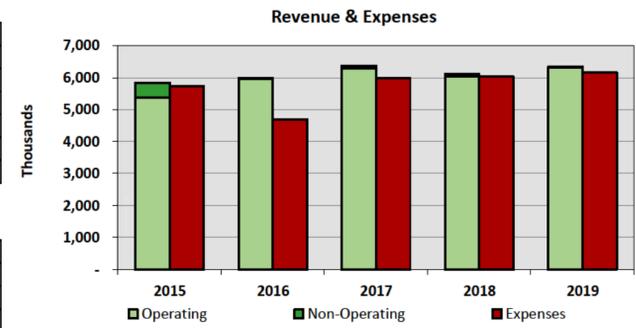
	2014-15	2015-16	2016-17	2017-18	2018-19
State and Local Per Pupil Revenue - Reg. Ed	4,944,199	4,941,225	4,986,482	5,405,679	5,552,131
State and Local Per Pupil Revenue - SPED	143,908	225,062	227,682	-	-
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	279,293	241,489	258,453	617,909	746,696
State and City Grants	-	155,038	407,952	-	-
Other Operating Income	10,706	403,015	404,778	4,808	3,110
Total Operating Revenue	5,378,106	5,965,829	6,285,347	6,028,396	6,301,937

EXPENSES

	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	3,618,594	3,838,945	3,984,688	4,013,277	3,945,824
Regular Education	-	-	-	192,539	279,250
Special Education	-	-	-	-	-
Other Expenses	963,253	859,657	869,208	864,112	918,213
Total Program Services	4,581,847	4,698,602	4,853,896	5,069,928	5,143,287
Supporting Services	1,161,205	0	1,127,054	953,169	1,013,966
Management and General	-	-	-	-	-
Fundraising	-	-	-	-	-
Total Support Services	1,161,205	0	1,127,054	953,169	1,013,966
Total Expenses	5,743,052	4,698,602	5,980,950	6,023,097	6,157,253
Surplus/Deficit from Operations	(364,946)	1,267,227	304,397	5,299	144,684

SUPPORT AND OTHER REVENUE

	2014-15	2015-16	2016-17	2017-18	2018-19
Interest and Other Income	14,786	25,862	-	-	-
Contributions and Grants	443,792	8,210	8,037	24,673	-
Fundraising Support	-	-	-	11,605	11,666
Other Support and Revenue	-	-	64,609	39,513	19,997
Total Support and Other Revenue	458,578	34,072	72,646	75,791	31,663
Change in Net Assets	93,632	1,301,299	377,043	81,090	176,347
Net Assets - Beginning of Year	1,264,331	1,357,963	1,573,977	1,951,020	2,032,110
Net Assets - End of Year	1,357,963	2,659,262	1,951,020	2,032,110	2,208,457



REVENUE & EXPENSE BREAKDOWN

	2014-15	2015-16	2016-17	2017-18	2018-19
Revenue - Per Pupil	13,312	14,990	15,832	15,071	15,914
Operating	13,312	14,990	15,832	15,071	15,914
Support and Other Revenue	1,135	86	183	189	80
Total Revenue	14,447	15,075	16,015	15,260	15,994
Expenses - Per Pupil	11,341	11,806	12,226	12,675	12,988
Program Services	11,341	11,806	12,226	12,675	12,988
Management and General, Fundraising	2,874	-	2,839	2,383	2,561
Total Expenses	14,215	11,806	15,065	15,058	15,549
% of Program Services	79.8%	100.0%	81.2%	84.2%	83.5%
% of Management and Other	20.2%	0.0%	18.8%	15.8%	16.5%
% of Revenue Exceeding Expenses	1.6%	27.7%	6.3%	1.3%	2.9%

FINANCIAL COMPOSITE SCORE

	2014-15	2015-16	2016-17	2017-18	2018-19
Composite Score	1.99	2.38	2.69	2.59	2.79
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Working Capital	507,974	784,675	1,222,793	1,479,903	1,828,621
Working Capital (Current) Ratio	1.4	3.9	4.6	5.9	5.7
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard				

DEBT TO ASSET

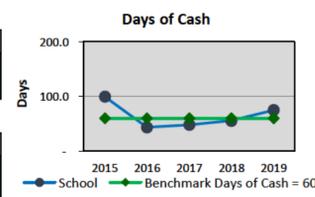
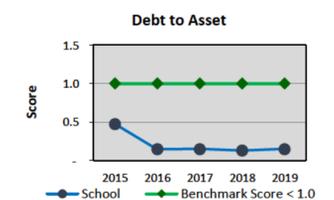
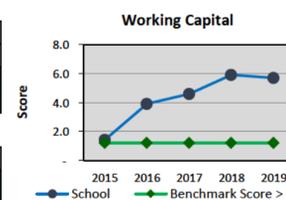
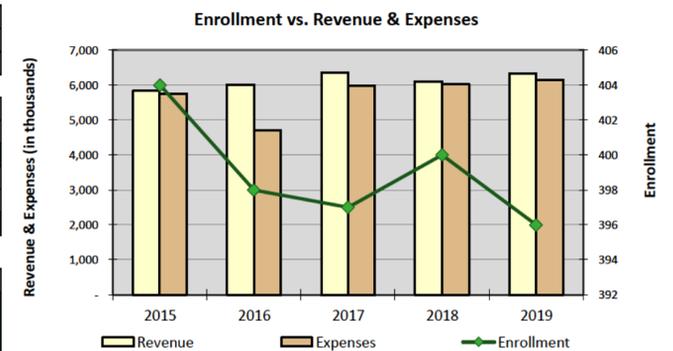
	2014-15	2015-16	2016-17	2017-18	2018-19
Debt to Asset Ratio	0.5	0.1	0.1	0.1	0.1
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard				

CASH POSITION

	2014-15	2015-16	2016-17	2017-18	2018-19
Days of Cash	99.6	43.5	48.0	55.7	75.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Meets Standard

TOTAL MARGIN

	2014-15	2015-16	2016-17	2017-18	2018-19
Total Margin Ratio	0.0	0.2	0.1	0.0	0.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard				





New York State Education Department

***Remote Renewal Site Visit Report for BoR-Authorized Charter Schools under the
2019 Charter School Performance Framework
2020-2021***

Urban Choice Charter School

Remote Renewal Site Visit Dates: November 30 - December 1, 2020

Date of Report: February 16, 2021

[Charter School Office](#)

89 Washington Avenue
Albany, New York 12234

charterschools@nysed.gov

518-474-1762

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Urban Choice Charter School
Board Chair	<ul style="list-style-type: none"> • Nelson Blish (until 12/31/2020) • Mubarak Bashir (as of 1/1/2021)
District of location	Rochester City School District
Opening Date	Fall 2005
Charter Terms	<ul style="list-style-type: none"> • Initial Term: January 11, 2005 - January 10, 2010 • First Renewal Term: January 12, 2010 - June 30, 2014 • Second Renewal Term: July 1, 2014 - June 30, 2017 • Third Renewal Term: July 1, 2017 - June 30, 2020 • Fourth Renewal Term: July 1, 2020 - June 30, 2021
Current Term Authorized Grades/ Approved Enrollment	K - Grade 8/ 400 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K- Grade 8/ 400 students
Comprehensive Management Service Provider	None
Facilities	1020 Maple Street, Rochester, New York 14611 - Private Space
Mission Statement	<i>To provide Rochester students with a safe, supportive and intellectually challenging environment. The central philosophy is that strong student-teacher relationships are essential to student motivation, engagement and achievement. This philosophy, in combination with authentic efforts at family involvement, and the effective teaching of a rich, rigorous and engaging curriculum will enable students to build a strong foundation for college and career readiness, exceed state achievement standards and defy the demographic challenges of poverty.</i>
Key Design Elements	<ul style="list-style-type: none"> • Rich, rigorous and engaging curriculum aligned to NYS Common Core • Extended learning opportunities • Authentic family involvement • Data-informed instruction • Focused professional development • School culture
Requested Revisions	To add a Comprehensive Management Service Provider, the Center for Educational Innovation, beginning in SY 2020-2021

Noteworthy:

When the school transitioned to remote learning in March 2020 in response to the COVID-19 pandemic, Urban Choice Charter School (UCCS) provided all students with computers to ensure everyone can access the academic program. Where necessary, UCCS arranged for internet access for households without that

¹ The information in this section was provided by the NYS Education Department Charter School Office.

resource. After the school's last renewal, as required by the renewal conditions, it began the process of engaging in robust turnaround efforts. These efforts are ongoing, and the school has made a number of key changes in terms of board governance; supports provided to leadership, staff and families; and the academic program.

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

COVID-19 PANDEMIC NOTE: As of the publication of this report, New York State is in the midst of responding to the COVID-19 pandemic. NYSED understands that these are not normal times and state assessments for Grades 3-8 as well as high school students were canceled for the 2019-2020 school year (see the applicable memos at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/law.html>). The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year, Benchmark 1 allows for the use of longitudinal data and NYSED has been continuing to monitor and evaluate schools through the lens of the Performance Framework during the current crisis as Board of Regents-authorized charter schools have been implementing robust continuity of learning plans and adhering to NYSED’s [Remote Monitoring and Oversight Plan](#). Therefore, NYSED will continue to use the Performance Framework and Board of Regents renewal policies to evaluate, in a summative manner, applicable charter schools for renewal recommendation determinations.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2020 to 2021
Grade Configuration	K - Grade 8
Total Approved Enrollment	400

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School²

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024	Year 4 2024 to 2025	Year 5 2025 to 2026
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	400	400	400	400	400

METHODOLOGY

A two-day remote renewal site visit was conducted at Urban Choice Charter School (UCCS) on November 30-December 1, 2020. The New York State Education Department’s Charter School Office (CSO) team

²This proposed chart was submitted by Urban Choice Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

conducted interviews with the board of trustees, school leadership team, student support team, student success team and teachers.

The team conducted ten remote classroom observations in K-Grade 8. The observations were approximately 20 minutes in length and conducted jointly with the two principals. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit and can be found in the [Renewal SV Protocol](#).

The documents and data reviewed by the team before, during, and after the site visit included the following:

- UCCS 2020-2021 organizational chart;
- A 2020-2021 master school schedule for in-person learning
- Board materials (roster, minutes, and strategic plan) and a narrative describing the board's self-evaluation process;
- Narrative describing the process used to evaluate school leadership;
- Spring 2020 NYSED CSO COVID-19 Parent Survey Results;
- Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and board by-laws;
- NYSED Attachment 1: Academic and Enrollment Data;
- NYSED Attachment 2: Fiscal Dashboard Data;
- Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;
- Admissions and Waitlist information;
- Faculty/Staff Roster;
- Fingerprint Clearance Certificates for all instructional and non-instructional staff;
- School-submitted Annual Reports during current charter term;
- School's Self-Evaluation Tool;
- Prior CSO monitoring reports (check-in, midterm, renewals);
- Spring 2020 Continuity of Learning Plan;
- UCCS 2020 renewal application;
- UCCS 2020 renewal conditions;
- UCCS 2020-2021 Reopening Plan August 3, 2020;
- UCCS website and Facebook page;
- September 2020 and October 2020 Board of Trustees data dashboards;
- Annual Reports 2017- 2018, 2018-2019, 2019-2020;
- April 2019 UCCS Mid-Term Site Visit Report;
- UCCS Social Emotional Mental Health Plan;
- UCCS Leadership Team Duties and Responsibilities 09/22/2020;
- UCCS / CEI Summer Institute Agenda;
- UCCS Professional Development Calendar Fall 2020; and
- UCCS Schedule Overview for Hybrid, In Person and Remote Learners.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from 11/30-12/1/2020 at UCCS see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2019 Charter School Performance Framework Rating³**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Falls Far Below
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Approaches
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Falls Far Below
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Approaches
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. . High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

³ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- UCCS is in year 15 of operation and serves students in K- Grade 8. During its current charter term, the school is rated in the following manner: meeting four benchmarks, approaching four benchmarks, and falling far below two benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Strengths:**
UCCS has met key fiscal benchmarks and demonstrates a stable financial condition. External audits show the school has adequate internal controls on its financial management procedures and the school has corrected a concern raised by the state comptroller's office regarding credit card use. UCCS is making progress toward complying with the key requirements of its one-year renewal including reconstituting the board of trustees, developing a one-year budget, requesting a weighted lottery for SWDs and ELLs, and contracting with a comprehensive management services provider.

- **Summary of Areas in Need of Improvement:**
The UCCS renewal application and supporting documents describe a variety of programs and practices that are core to its charter and mission, many of which have been suspended or deferred and for which the school has not developed or implemented alternatives over the months since the initial transition to remote learning. While the school acknowledges the tests used previously were not predictive of student achievement on the New York State tests, it has not yet implemented reliable and accurate measures of student progress toward the New York State standards (NYSLs). Lesson plans developed for the new ELA and math curricula describe strategies suited to in-person learning and as a result, UCCS teachers are not consistently able to engage students in lessons in the remote setting. The school provided data showing that participation in remote learning is well below its own target. School-wide family engagement activities described in the school's August reopening plan have been cancelled and, while teachers and staff communicate with families on a one-to-one basis, the school does not provide accurate, clear, and complete information on its website to inform the community about its programs and outcomes. The UCCS board has neglected to ensure that the school fulfills the commitments in the charter particularly those related to authentic family involvement and a rich, rigorous, and engaging curriculum in the remote learning environment. UCCS continues to enroll a lower percentage of SWD and ELLs than in the Rochester City School District (RCSD) and has made few modifications in its student recruitment strategies since the previous charter term. UCCS has failed to comply with Open Meetings Law requirements and state regulations to provide access for the public to its remote meetings. The school's board webpage does not contain up to date trustee information. "News" is likewise not current. At the time of the visit, the CSO team was assured that a new website manager had been engaged and updates would be made shortly. UCCS must also remedy deficiencies in the school's fingerprinting process prior to hiring new staff members.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Falls Far Below

Summative Evidence for Benchmark 1:

See Attachment 1 for data tables and additional academic information.

Note: State assessments were not administered in the 2019-2020 school year. As such, NYSED is not able to include results from that academic year in the analysis of this benchmark.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Approaches

<i>Element</i>	<i>Indicators</i>
<i>1. Curriculum</i>	<ul style="list-style-type: none"> a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
<i>2. Instruction</i>	<ul style="list-style-type: none"> a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
<i>3. Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
<i>4. Supports for Diverse Learners</i>	<ul style="list-style-type: none"> a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School/Middle School:

- ES:
 - K-Grade 2 ELA Success for All (SFA),
 - Grade 3-5 ELA – SFA (2019-2020); *Wit and Wisdom* (2020-2021)
 - K-Grade 2 – iReady math (2019-2020); *Eureka Math* (2020-2021)
 - Grade 3-5 Math – *Zearn* and iReady (2019-2020); *Eureka Math* (2020-2021)
 - K-Grade 5 Science – teacher created curriculum using resources embedded in the ELA materials and BOCES kits
 - K-Grade 5 Social Studies – teacher developed lessons embedded in the ELA curriculum materials
- MS:
 - Grades 6-8 ELA – SFA and iReady (2019-2020); *Wit and Wisdom* (2020-2021)
 - Grades 6-8 – *Zearn* and iReady Math (2019-2020); *Eureka math*(2020-2021)
 - Grades 6-8 Science – *Dimensions* and materials integrated into reading components of ELA materials
 - Grades 6-8 Social Studies – *American Journey* (McGraw Hill); embedded in ELA curriculum materials

Academic Program for Students with Disabilities (SWD) and English language learners (ELLs):

- SWDs:
 - Curriculum: For ELA, SFA (K-2); *Wit and Wisdom* (3-8); for math, *Eureka* (K-8)
 - Instruction: Four special education consultant teachers push into classrooms online and in-person; provide small group instruction and one-on-one additional support
- ELLs:
 - Curriculum: same as general education students
 - Instruction: ENL teacher pushes in to remote and in-person classrooms, reviews lesson plans to recommend strategies to support language acquisition and development

Summative Evidence for Benchmark 2:

1. Element: ***Curriculum:***

- **Indicator a:** At the start of the 2019-2020 school year, UCCS implemented the SFA curriculum for ELA in K-Grade 8 and has recently switched from *Zearn Math* to iReady as its mathematics program. In March 2020 when schools transitioned to remote learning, UCCS used the digital program, iReady, as the curriculum for both ELA and math. Following a curriculum audit by the newly hired comprehensive management services provider, UCCS began phasing out SFA and

adopted *Wit and Wisdom* for ELA at the start of the 2020-2021 academic year. In mathematics, UCCS has chosen *Eureka* as the core curriculum for all students. The school relies on iReady as a diagnostic and remediation option for both math and ELA. According to school documents, elementary teachers create their own science and social studies lessons integrating the science and social studies standards into the ELA program. K-5 teachers have access to BOCES science kits. Middle school teachers use *The American Journey* by McGraw Hill as a social studies text and have access to *Dimensions* for science. School leaders reported that the new curricula, *Wit and Wisdom* and *Eureka*, were selected because they align closely with the New York State tests. While the school's curriculum audit states that iReady will be used only as a diagnostic tool, a schedule provided to the site visit team indicates that iReady is the math and reading program for students when working remotely.

- **Indicator b:** Along with the adoption of new curricula for 2020-2021, UCCS revised its teaching assignments so that one teacher at each grade level is responsible for ELA and social studies, and the other teacher constructs lesson plans for math and science. This structure allows teachers to focus on the adoption of one new curriculum rather than having to build expertise in two new programs. Teachers share their lesson plans in the online database, Chalk, ensuring that the curriculum is consistent within the grade level. According to school documents and interviews, the principal responsible for each content area meets with their subject area teachers weekly to discuss implementation challenges and strategies.
- **Indicator c:** In focus group interviews, UCCS school leaders and staff explained that the school reviews iReady diagnostic data to identify student learning needs and Response to Intervention (RTI) and special education teachers use that information to design lessons to fill in gaps or to support new content. In addition, the iReady program tracks student progress and individualizes lesson content suited to each child. The school employs a teaching assistant for each K-4 classroom and four RTI teachers who provide in-class and pull-out lessons in small group and one-on-one sessions for both in-person and remote learning settings.
- **Indicator d:** As noted in the 2019 renewal report, UCCS has undertaken a number of curriculum transitions over the previous three years. UCCS contracted with a comprehensive management services provider for the 2020-2021 school year to oversee and manage several instructional and operational activities. The contracted provider completed a curriculum audit and recommended replacing SFA and iReady, the curricula used in 2019-2020, with *Wit and Wisdom* for ELA and *Eureka* for math. The curriculum audit considered the school's internal data as well as state assessment data and identified weak links between the existing curricula and the NYS Learning Standards (NYSLS). School leaders reported that the new programs have a clearer link to the state standards.

2. Element: **Instruction:**

- **Indicator a:** According to the renewal application, teachers are expected to use graphic organizers, standardized rubrics and predictable strategies to ensure high-quality instruction. In interviews, school leaders mentioned clear learning targets and frequent checks for understanding as strategies which should be evident in each class. In three of the 10 lessons observed by the renewal site visit team, teachers repeated the learning target and reminded students multiple times what they “needed to know” to complete the exit ticket at the conclusion of the lesson. Checks for understanding were infrequent in seven of the ten lessons despite regular mention in the lesson plans such as “engaging students in sharing. . .” or “use think-pair-share. . .” Lesson plans did not differentiate between in-person and remote environments and few teachers observed during the site visit were skillful in conducting checks for understanding in the 100% online setting.

- **Indicator b:** Across the 10 lessons observed for the renewal site visit there was little visible student engagement in learning; teaching assistants were reported to be supporting small break out groups remotely as well. Lesson plans describe strategies best suited to in-person instruction, and the team noted skillful orchestration of student interaction with the content in only three classes. In most of the classes, teacher talk dominated the lesson and, when asked to unmute or post a response in the chat window, only a few students complied. While the format limited the ability of the observers to see all students throughout the lesson, teachers' comments and the behaviors that could be observed reflected general lack of interest and involvement on the part of students. In the three instances where teachers orchestrated active engagement in the work, students remained attentive and appeared to be meeting the expected learning target. In lessons where teacher talk dominated the lesson, student learning was not evident. School leaders acknowledged the difficulty of judging student engagement in the online platform. They indicated that teachers assess the level of student engagement based on completion of the classwork assignments which are usually submitted the following day. When teachers assign asynchronous lessons, those recorded by a UCCS teacher or from the commercial provider affiliated with the school's curriculum (inSync), students may or may not view the recording and engagement can only be judged by the classwork submitted following the lesson.
- **Indicator c:** UCCS differentiates both curriculum and instruction through the deployment of support staff including four RTI teachers, four special education staff, and teaching assistants in each K- 4 classroom. The UCCS renewal application cites teachers' use of a "centers" approach and the use of SFA cooperative groups as common strategies for differentiating in-person instruction. However, the school is in the process of transitioning from SFA to a new curriculum and, in the remote learning environment, students circulating through centers is not a practical approach. School leaders explained that teaching assistants monitor students during remote lessons and identify those needing extra help. The teaching assistant was actively working with students in only one of the four K-4 classes observed for the site visit and not visible or inactive in the other two classes. School leaders explained that students are scheduled for RTI classes based on their iReady data. The site visit team observed two RTI lessons, neither of which provided the remedial content or targeted instruction described in the lesson plan. Most of the lesson plans provided for the site visit listed differentiation strategies for SWD and ELLs but the observed lessons presented no evidence of the use of those strategies.
- **Indicator d:** UCCS conducted two weeks of professional development training in August which was led by consultants from the comprehensive management services company and the curriculum materials publishers. In addition to an orientation to the new ELA and math curricula, the schedule for the August training included sessions in the Sheltered Instruction Observation Protocol (SIOP) to give teachers strategies to support ELLs. Sessions in culturally responsive classrooms and trauma-informed instruction were provided to improve teachers' ability to build relationships with students from diverse populations. Ongoing training is scheduled each Wednesday addressing curriculum implementation and support for struggling students, including SWDs and ELLs. The school recently hired a math coach to provide embedded training and support to teachers as they implement the new curriculum. School leaders reported they are in the process of hiring an ELA coach and, in the interim, rely on consultants provided by the comprehensive management services provider to help teachers implement *Wit and Wisdom* with fidelity. Teachers in the focus group praised the support from the coach and consultants and credited that support with fostering a sense of confidence in their use of the new curricula.

3. Element: **Assessment and Program Evaluation:**

- Indicator a:** In prior years, UCCS used both SFA and iReady assessments as diagnostic and benchmark measures to identify student strengths and needs. The school acknowledged these measures were not predictive of student performance on the New York State tests. As a result, the school considered other measures for the current school year. UCCS provided two assessment calendars: One calendar lists iReady, Fountas & Pinnell, IXL, ELA unit tests as well as quarterly sample NYS tests and the NWEA MAP as a summative assessment at the end of the year. A second calendar lists only SFA assessments, iReady, and curriculum assessments for ELA and math. In interviews, staff mentioned classroom assessments such as classwork and exit tickets as formative measures of student mastery of the skills and content. According to school leaders, UCCS has not developed procedures to ensure assessments completed remotely are administered with integrity to produce accurate measures of student achievement. For example, the October data dashboard provided to the board shows that not all students completed the interim assessments in reading and math, and, as a result, the school lacks an accurate profile of student strengths and needs. With the variety of assessments listed in school documents, it is unclear which measures the school relies on to assess the effectiveness of its educational programs and practices.
- Indicator b:** According to the renewal application and teacher and school leader focus group interviews, UCCS relies on iReady diagnostic data to group students for classroom instruction and intervention classes. Teachers use classroom formative assessments (exit tickets) and classwork to inform decisions whether to reteach content or move ahead with the curriculum scope and sequence. Teachers explained they know students are making progress based on the work they submit as well as teacher observations. Members of the student success team monitor referrals to the Help Zone to identify behaviors that interfere with academic progress and intervene with individual students. When instruction is conducted remotely, student success team members reported they visit the online classrooms to ensure that students follow remote behavior expectations and participate in the learning activities. According to interviews, UCCS uses the qualitative data around behavior and participation to address individual rather than school-wide concerns.
- Indicator c:** According to school documents, UCCS evaluates the academic program by monitoring quantitative data from SFA and iReady as well as state assessments. Academic results showing poor student performance led to the decision to change the ELA curriculum from the Engage NY modules in 2016-2017 to SFA in 2017 to the present and to *Wit and Wisdom* for 2020-2021. In mathematics, the school changed from *Zearn* math in 2018-2019 to iReady for 2019-2020 to *Eureka* for the current year. The curriculum audit completed by the comprehensive management services provider concluded that the curriculum in use previously did not closely align with the NYSLS, a factor they assert contributed to the low achievement of UCCS students. According to school leaders, the new curricula provide additional content and guidance for teachers to support SWD and ELLs.
- Indicator d:** The assessment calendar provided to the renewal site visit team lists iReady diagnostic and curriculum assessments as the primary tools to measure student achievement and progress. In the renewal documents, UCCS acknowledges that iReady is not an accurate predictor of student performance on the NYS tests. School leaders explained that the new curricula include assessments that align more closely with the rigor and format of the NYS tests. In addition, a second assessment calendar lists simulated NYS tests to be administered throughout the year to gauge student progress toward state targets. At the time of the renewal site visit, the school had not yet developed or administered an assessment aligned with the NYSLS and relied on the iReady diagnostic administered at the start of the school year. As noted previously, UCCS has not devised a strategy to ensure the accuracy and integrity of the results of achievement assessments that are completed remotely.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** According to renewal documents and interviews, UCCS uses an RTI process to identify students who may require evaluation for an educational disability. The student support services coordinator, RTI teachers and classroom teachers review student achievement data and develop a plan of intervention and support. The UCCS plan explains that students who do not demonstrate gains over several cycles of increasing levels of intervention may be referred to the Rochester City School District (RCSD) Committee on Special Education (CSE) for evaluation. School documents state that the school uses the Home Language Survey to identify students who are English language learners and administers the NYSESLAT to gauge students' progress toward English proficiency.
- **Indicator b:** As noted in previous sections of this report, UCCS documents and interviews indicate that the school deploys RTI teachers, special educators, and one English as a New Language (ENL) teacher to support the needs of SWD, ELLs and any student struggling to master the NYSLS. Four special educators, four RTI teachers and a teaching assistant in each K-4 classroom provide small group and one-on-one tutoring for students consistent with students' IEPs. With the adoption of the new curricula, school leaders indicated that RTI classes and tutoring sessions for SWD and ELLs are expected to follow the content and sequence outlined in the *Wit and Wisdom* and *Eureka* materials. However, the master school schedule provided to the site visit team indicates that students working remotely use iReady to supplement their reading and math programs. In addition to supports provided during the school year, the school offered a summer program conducted by the comprehensive management services provider that served 11 students with one-on-one tutoring. Many of the additional supports described in the school's renewal application, including community volunteers and middle schoolers working with elementary students in homework club, are not operating due to COVID-19 restrictions. The school has not developed alternative approaches to these programs that could provide supports to struggling students within the current limitations, with the exception of middle school students engaged in peer-to-peer tutoring.
- **Indicator c:** In the renewal application, UCCS reports that RTI teachers and classroom teachers meet bi-weekly to review student progress and plan differentiation and small group instruction. In the focus group interview, members of the student support team (RTI teachers, special educators and the ENL teacher) said they meet as a team weekly and they are learning the new curricula along with the general education teachers. Student support teachers explained they can access teachers' lesson plans on the Chalk database and use those as a guide for the grade-level content and skills standards their students are required to meet. The support teachers indicated they use the differentiation ideas in the new curricula to inform their plans for small group or individual tutoring sessions.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students’ social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Measures of Culture, Climate, and Student Engagement</i>	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁴</p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁵</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
2. <i>Behavior Management and Safety</i>	a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses

⁴ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRpriGuiderev3.6.18.pdf.

Element

Indicators

	<p>a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>3. <i>Family Engagement and Communication</i></p>	<p>a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
<p>4. <i>Social-Emotional and Mental Health Supports</i></p>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the</p>

educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

1. Element: *Measures of Culture, Climate, and Student Engagement:*

- **Indicator a:** According to the school’s documents, UCCS established an attendance team in 2018-2019 that was charged with monitoring attendance and offering incentives when absences persist. The attendance team refers chronic absentees to the student success team consisting of the counselors, dean, social worker and behavior interventionists to develop more intensive solutions and to monitor change. When students are accessing instruction remotely, UCCS counts students present if they log in to the online learning platform. UCCS staff noted that the original expectation was that students would log in by 8:30 AM, but adjusted the expectation to 11:30 AM to allow for occasional technical problems. According to the October data dashboard provided to the board, average attendance across the school was 80 percent in September and 76 percent in October. The school continues to address chronic absentees by individual consultation with families.
- **Indicator b:** In the renewal application, UCCS describes its use of the Help Zone and Alternative to Suspension (ATS) rooms to address student misbehavior and avoid extended separation from the school community. Teachers refer students to the Help Zone staffed by counselors from the Center for Youth to allow them to reflect on their behavior and redirect their energy in more productive ways. Students suspended for infractions of the code of conduct stay in school and complete their assignments under the guidance of a staff member. During the current remote and hybrid learning settings, the data dashboard shows 27 students were referred to the Help Zone in October 2020 and 2 students were assigned to ATS. In the focus group interview, UCCS staff reported that the primary behavior concern when students are learning remotely is engagement and participation with few instances of misbehavior among remote learners.
- **Indicator c:** According to the renewal application, UCCS implements Positive Behavioral Supports and Interventions (PBIS) to build a positive school culture and productive learning climate. However, in focus group interviews, staff reported that PBIS has not been implemented consistently this year. According to the school’s professional development calendar, one 90-minute professional development session provided an overview of PBIS to staff in September. School leaders noted that the focus has been on the new curricula rather than school-wide implementation of PBIS. Teachers are expected to award behavior incentive points using Class Dojo (K-4) and Kickboard (5-8). According to focus group interviews, the school uses the data from Class Dojo and Kickboard to monitor school climate and culture along with discipline referral patterns. However, staff indicated that Kickboard has not been put in place and the school did not provide sample Kickboard and Dojo reports as requested by the site visit team.

2. Element: *Behavior Management and Safety:*

- **Indicator a:** According to school documents, the UCCS 2019 Code of Conduct posted on the website serves as the school’s discipline policy and is implemented by school staff under the guidance of the student success team. The UCCS 2020-2021 Reopening Plan describes expectations for student behavior when they are participating in learning remotely. The code of conduct has not been formally updated to reflect the remote learning behavior expectations.

- **Indicator b:** The UCCS code of conduct describes a sequence of consequences for infractions moving from staff member actions to referrals for Help Zone or ATS placement. The school describes its behavioral interventions as a progression of steps rather than as a tiered process. Staff responsible for monitoring students' social and emotional development report they adapted their approach to accommodate the remote learning environment by continuing mandated and non-mandated counseling using video conferencing tools. Behavior interventionists reported they sit in on remote lessons and monitor student behavior. They indicated that the remote system allows them to visit more classes each day than when students are in the building. As noted previously, the student success team intervenes on a one-to-one basis when teachers identify a disengaged student and/or when team members notice a student in need.
- **Indicator c:** UCCS documents assign responsibility for maintaining a safe learning environment to the student success team. Teachers, school leaders, and staff described the responsiveness of the team to student challenges, whether academic, behavioral, or social-emotional. Discipline data presented on the board dashboard show few referrals to the Help Zone and ATS for the current year. Members of the student success team reported few instances of misbehavior during remote lessons, with more frequent concerns related to attendance and engagement.
- **Indicator d:** The UCCS Code of Conduct/Discipline Policy describes consequences for students who engage in practices prohibited by the Dignity for All Students Act (DASA) including bullying and harassment. The UCCS dean of students serves as the DASA coordinator. In their focus group interview, teachers indicated they were aware of the DASA coordinator and complimented the training provided during the summer session on culturally responsive teaching.
- **Indicator e:** Across the 10 classrooms observed during the remote site visit, the learning environments varied widely, with some well facilitated and students engaged in lesson activities and others interrupted by background activity. No intentional disruptions were noted but, in many instances, variations in teachers' skills using the online platform limited student opportunities for engagement with the content.

3. Element: *Family Engagement and Communication:*

- **Indicator a:** In the renewal application, UCCS lists several ways it communicates with parents, citing the newsletter, website, parent teacher conferences and family nights. In interviews, school leaders reported that in-person activities have not taken place due to COVID-19 restrictions and families have not responded to two invitations to participate in remote/online/video meetings. While the website includes a Google translate link to allow materials on the website to be translated into parents' preferred language, many documents on the website are out of date, inaccurate, or difficult to locate. School leaders reported they send letters to families across a range of topics from attendance to safety to technology; however, the school did not indicate whether the letters were sent in the family's preferred language. The school lists a parent and family involvement team and a community connections team designated as the groups responsible for outreach and communication, but school leaders reported these teams remain inactive. The recently hired family and community engagement coordinator has been quarantined due to COVID-19.
- **Indicator b:** According to the UCCS 2020-2021 Reopening Plan, the website, the newsletter, robocalls, email blasts, and social media are the primary means of communication across the school community. As mentioned previously, many website documents are out of date, inaccurate or missing. For example, the most recent newsletter posted on the website is from October 2019. UCCS leaders stated that teachers are expected to use Class Dojo and Kickboard to communicate with families about their child's behavior and achievement and teachers and staff

reported frequent use of Class Dojo. Members of the student success team indicated that training for Kickboard, the communication tool for Grades 5-8 teachers, had not been completed as planned. The UCCS Facebook page shows infrequent postings. The UCCS Reopening Plans states that special educators are expected to communicate daily with their students and their families; however, members of the student support team said they communicate with parents on average about once each week.

- **Indicator c:** While the school's documents state that UCCS surveys parents and families regularly, school leaders have relied on the NYSED survey administered in spring 2020 to gauge current family satisfaction. The UCCS 2020-2021 Reopening Plan states that the school will survey families prior to the start of the school year and school leaders explained that the scope of that survey focused on family preferences for hybrid or fully remote learning settings for their children. The 72 UCCS parent respondents on the Spring 2020 NYSED CSO COVID-19 Parent Survey expressed satisfaction with the support provided by the school during the transition to the remote or hybrid academic situations. Members of the student success team reported that alternative strategies to engage families that reflect in-person restrictions have not been developed and as a result, the school has not hosted community forums or family events since prior to March 2020. Board documents mention an annual climate survey, but members noted that the survey had not been completed.
- **Indicator d:** The 2019 UCCS complaint policy included in the family handbook posted on the website describes the sequence of steps to be followed when parents have a concern. The policy lists outdated contact information and provides no updates to address issues related to COVID-19 restrictions. According to school leaders and staff, the school responds promptly to family concerns and provides academic, behavioral, social-emotional, and technical help on a one-to-one basis when they are alerted to a concern. UCCS does not have a defined process to respond to community concerns.
- **Indicator e:** In the renewal application, UCCS states that it maintains positive and transparent communication with stakeholders. The school posts a link to the NYS Report Card on the website, but provides no other information about school performance or changes in school operations. The website includes no information for the community about the recent contract with the comprehensive management services provider. As noted previously, the website does not contain evidence of community/public access to remote board meetings. School leaders reported the recent hiring of the family and community engagement coordinator to fill a vacant position. However, that person has not been able to begin fulfilling the duties of that role due to health concerns.
- **Indicator f:** UCCS documents do not report whether they share their participation rate on NYS tests with the community or whether they show the comparison with RCSD. As noted above, the website includes a link to the NYS report card which does list participation rates for the school for the most recent state data available (2018-2019).

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** In the renewal application, UCCS lists *Character Counts* and *Getting Along Together* as programs used to support the social-emotional and mental health needs of all students. In focus group interviews, members of the student success team reported that the SFA program, *Getting Along Together*, is no longer in use. Success team members indicated their work is carried out on a one-to-one basis in the current hybrid and remote settings and there is no common program or curriculum. They reported that the daily morning meeting conducted by teachers both remotely and in-person serves as a means for engaging students in voicing concerns and sharing and resolving issues related to their social-emotional well-being.

- **Indicator b:** UCCS staff reported that they rely on teacher referrals to identify the social and emotional needs of students rather than a systematic school-wide data collection. Behavior referrals tracked on spreadsheets and reviewed by members of the student success team trigger intervention by a staff member to address the concern. Most common issues during both remote and hybrid learning include attendance and engagement/participation, particularly in remote lessons. In some instances, parents have reached out to staff for guidance and support when family-student interactions become unproductive. Patterns noted in behavior referrals from teachers are used to guide staff to intervene before issues become problematic.
- **Indicator c:** According to the renewal application, UCCS staff confer during team meetings to assess the impact of school-wide programs as well as individual interventions. Since staff carry out their work primarily one-to-one, the school does not cite any systematic data collection or uniform measure to gauge the effectiveness of the school's supports for students' social-emotional and mental health needs. Weekly meetings of staff supporting the academic, behavioral and social-emotional needs of students aids in the coordination and revision of services to improve outcomes for individuals.
- **Indicator d:** UCCS provided the agenda for the 10-day summer professional development program completed in August prior to school opening for the 2020-2021 school year. The agenda for the training included sessions on the content and delivery of the new ELA and math curricula, using iReady data to inform instruction, and ensuring rigor in instruction, as well as sessions addressing trauma-informed classrooms, culturally responsive teaching, and the growth mindset. Topics scheduled as professional development activities on each Wednesday afternoon during the school year include lesson planning and lesson study, data analysis, and the Danielson framework for teacher evaluation. Wednesday sessions also included introductions to the Sheltered Instruction Observation Protocol (SIOP), strategies to support ELLs, Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS), strategies specially designed to support students struggling to meet grade level expectations, including SWDs. School leaders reported that teachers requested more time to fully understand and practice new strategies between professional development sessions.
- **Indicator e:** In focus group interviews, UCCS staff reported that greater number of students are eligible for McKinney-Vento services than previously. Teachers identified the McKinney-Vento coordinator by name, and the UCCS social worker identified herself as filling that role. UCCS maintains communication with the homeless students and their families and provides references to community resources and transportation services as needed.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Summative Evidence for Benchmark 4:

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Urban Choice Charter School appears to be in very good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Urban Choice Charter School’s 2019-2020 composite score is 2.73.

**Composite Scores
2015-2016 to 2019-2020**

Year	Composite Score
2015-2016	2.38
2016-2017	2.69
2017-2018	2.59
2018-2019	2.79
2019-2020	2.73

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Urban Choice Charter School's 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

In 2019, the Office of the State Comptroller (OSC) conducted an audit (<https://www.osc.state.ny.us/localgov/audits/schools/2019/urban-choice-charter-2019-192.htm>) of the school with the objective of determining whether school officials ensured credit card purchases were adequately supported and for appropriate purposes. OSC found that internal controls regarding credit card use were not always followed and that 40 percent of credit card purchases were not adequately supported. OSC recommended that all credit card users follow the school's internal control policies, including preapproval of all purchases, and that all credit card claims be adequately supported prior to payment. The school's leadership agreed with the findings and took corrective action.

Additionally, in 2019, OSC conducted an audit (<https://www.osc.state.ny.us/local-government/audits/charter-school/2020/06/12/urban-choice-charter-school-information-technology-2019m-240>) of the school with the objective of determining whether leadership ensured that information technology (IT) assets were safeguarded. OSC found that a former employee's user account was used to process 510 financial transactions after her departure from the school; leadership did not adopt IT

policies; and IT users were not provided with IT security awareness training. OSC recommended that the school immediately disable user accounts of former employees and ensure all IT users have and use their own user accounts; adopt comprehensive IT policies and procedures; and provide employees with IT security awareness training. The school’s leadership agreed with the findings and took corrective action.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Falls Far Below

Element

Indicators

1. *Board Oversight and Governance*

- a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
- b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
- c. The board demonstrates active oversight of the charter school’s management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
- d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and charter.
- e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
- f. The board engages in ongoing professional development.
- g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school’s charter.
- h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

1. Element: **Board Oversight and Governance:**

- **Indicator a:** According to the UCCS renewal application, the board will assess its own performance annually in June using the McKinsey Non-Profit Board Assessment. In the focus group interview, board members recalled completing a self-assessment, although not the McKinsey form, but the members leading that effort have left the board and the remaining members could not recall the format or findings of that self-evaluation. Similarly, UCCS renewal documents state that the board will conduct an annual evaluation of the school leader. In the focus group, the board confirmed that the leader evaluation had been completed and a bonus awarded, but since departing board members led the evaluation process, the remaining members could not specify the criteria or standards used in judging the leader's performance. The UCCS renewal application notes that the board and school leader will develop a template by October 2020 for evaluating the performance of the comprehensive management services provider to be implemented in May 2021. The template was not completed as stated. Instead, board members said they will hire an outside contractor to evaluate the performance of the management company based on the terms of the provider's contract. However, as is applicable to this section, the UCCS board is undergoing a turnaround and capacity building is still ongoing.
- **Indicator b:** As a condition for its charter renewal in spring 2020, UCCS is in the process of reconstituting the board of trustees, replacing five of the eight members with new members recruited by the comprehensive management services provider. As of the date of the renewal visit, two new members were joining the four continuing members on the UCCS board. The new members include a parent representative, as defined in the board by-laws, and the CEO of the management company.
- **Indicator c:** According to school documents and interviews, the UCCS board oversees the school's operations through a monthly dashboard summarizing relevant academic and operational information and reports from school leaders on the progress of new initiatives. Sample dashboards for September and October 2020 include enrollment and waitlist, student and teacher demographics, attendance by grade, parent engagement activities completed, prior NYS test data, and current academic benchmark data. In the focus group, board members said that meetings are recorded; however, links for public access are not posted and the renewal site visit team was unable to determine how actively the board examines the educational program. The board's approval of the renewal application and supporting documents that present sometimes conflicting and occasionally confusing descriptions of the school's current programs and practices raises concerns about the board's ability to oversee the fulfillment of the commitments in the school's mission and key design elements, as well as effective oversight of the comprehensive management services provider.
- **Indicator d:** UCCS submitted an undated strategic plan detailing three core values and six strategic priorities aligned with the Charter School Performance Framework. The plan lists measures to be used to monitor progress toward goals within each of the priorities. However, no progress report was provided to indicate whether the school is meeting or approaching the targets listed under each priority. The renewal application states that the board will review its strategic plan every two years. During the current charter term, the board has focused on reconstituting its membership and establishing a relationship with the comprehensive management services provider, conditions of its most recent charter renewal.
- **Indicator e:** Minutes of board meetings record occasional review of school policies. In the renewal application, the school indicated that board policy review and updates will be conducted and coordinated by the comprehensive management services provider in the future. In the focus

group, board members clarified that the school's attorney will also share responsibility for monitoring changes in regulations that require changes in board policy.

- **Indicator f:** According to the renewal application, board professional development will be planned and conducted by the comprehensive management services provider. In the focus group, board members noted the first training session took place in November and was designed to orient new board members and establish subcommittees. Future sessions are planned to develop work plans for each subcommittee of the board. The board retreat intended to strengthen the board's ability to function effectively as a team was cancelled due to restrictions on in-person gatherings. The board and management company have not devised plans for board training to be conducted using video conferencing tools.
- **Indicator g:** The UCCS board has focused on some of the conditions of the short-term charter renewal and has not maintained compliance with its governance role and several of its legal obligations. For example, the board did not complete the annual performance evaluations for leaders, itself, or providers, although some plans were in place; it did not show any active oversight of the academic program in its meeting discussions; it did not conduct policy updates on a regular basis; and there was no ongoing board training for new or existing members. Over the course of several charter terms, the UCCS board has not taken effective action to ensure the enrollment of SWDs and ELLs at a level comparable to the district of location, as required by its charter. The board is in the process of reconstituting itself and has finalized an agreement with a comprehensive management services provider, two primary conditions for its renewal. The UCCS renewal application states that the comprehensive management services provider will assume responsibility for board training on governance and oversight and will establish a policy review process.
- **Indicator h:** In the focus group interview, board members indicated that the Charter School Performance Framework will be incorporated into the work plans for the board subcommittees to be developed over the coming months. No systematic review of the indicators in the Charter School Performance Framework is evident in board minutes over the past year.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Approaches

<i>Element</i>	<i>Indicators</i>
1. <i>School Leadership</i>	a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. <i>Professional Climate</i>	a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups. c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. d. The school has established procedures for effective collaboration among teachers. e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.

3. *Contractual Relationships (if applicable)*

- a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.
- b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

1. Element: *School Leadership:*

- **Indicator a:** The UCCS renewal application states that the school reorganized its leadership structure for 2020-2021 to improve instructional leadership. The reorganization consisted of assigning each of the two principals the responsibility for content areas, ELA/social studies or math/science, in addition to grade spans as in 2019-2020. As noted in a previous section of this report, teachers in Grades 1-5 were assigned responsibility for either ELA or math so they could focus on learning one new curriculum rather than two. In interviews, school leaders reported that this reorganization has allowed principals to meet weekly with their content area teachers to discuss successes and challenges related to implementation of the new programs. A chart prepared by the comprehensive management services provider in September lists the general scope of work for each member of the leadership team.
- **Indicator b:** The UCCS renewal application lists a daily bulletin from principals and weekly staff meetings as the primary vehicles for communication across the school. The application describes plans for grade-level team meetings to be coordinated by the comprehensive management services provider. In interviews, school leaders explained that grade-level team meetings have not begun and training to create professional learning teams (PLCs) described in the school’s renewal documents has not taken place. School leaders confirmed that teachers were not involved in decisions to selected new curricula and they described plans to communicate decisions and rationales for program changes in the future under the guidance of the comprehensive management services provider.
- **Indicator c:** According to the October 2020 data dashboard presented to the board of trustees, UCCS has no open staff positions although the August organizational chart shows that the family engagement position was unfilled. UCCS lists seven teachers without certification, and school documents report the steps being taken to ensure their qualification for their role. Nine of the classroom teachers and three teaching assistants are listed as “new hires” on the faculty and staff roster. Four teachers and two principals have been at the school for one year. The teacher retention rate for the 2019-2020 school year was 47%; business office was 100% (one person); and coaches 50%.
- **Indicator d:** The school’s renewal application and self-evaluation reflect the school’s review of its performance on the benchmarks and indicators in the Charter School Performance Framework. While the strategic plan submitted with the school’s renewal documents references the benchmarks, board minutes do not reflect a systematic review of the priorities and goals in the strategic plan as they relate to the Charter School Performance Framework.

2. Element: *Professional Climate:*

- **Indicator a:** UCCS provided a document updated in September 2020 listing the areas of responsibility for each member of the school leadership team. While the documents show some discrepancy from other documents, in interviews teachers and staff confirmed that principals are assigned to lead different content areas and the dean and members of the student success team manage issues related to student behavior, attendance and social-emotional well-being.
- **Indicator b:** UCCS employs four special educators and one ENL teacher along with four RTI teachers to serve the academic needs of SWD, ELLs and those not meeting grade-level expectations. The student support coordinator manages assignment of staff and oversees intervention supports as well as monitoring student progress to determine if an evaluation for special education services is needed. If evaluation is indicated, the student support coordinator will work with the RCDS CSE to complete the process. As noted under Benchmark 2, two weeks of training for staff was completed in August led by consultants from the comprehensive management service provider and curriculum materials publishers. The agenda for the summer sessions included professional development in the new curricula, use of iReady data, as well as trauma-informed teaching and culturally responsive classrooms. In the focus group interview, teachers described their training as positive and helpful. The school schedules professional development during the school year each Wednesday and continues curriculum implementation training among other topics during those sessions.
- **Indicator c:** According to school documents, UCCS appointed a director of operations in 2019-2020 to manage budget, facilities, and transportation as well as technology infrastructure. Communication between the school and staff and the school and community is the responsibility of the dean of students. As noted previously, materials on the school's website are incomplete, inaccurate and out of date and do not provide an accurate or complete description of the educational program at the school. School leaders reported they use email, robocalls, and the postal service to communicate important information to families. Teachers use Class Dojo and email to share individual student information and updates with families.
- **Indicator d:** For 2020-2021, UCCS offered families the option to have their children participate in learning fully remotely or in a hybrid setting, in person several days per week and remote on others. Teacher schedules provided for the renewal visit do not include common planning time for staff, although the school's renewal documents mention collaborative teacher meetings on Wednesdays. In focus group interviews, teachers confirmed they meet with their content area colleagues and the principal responsible for the content area each Wednesday. Meetings between the two teachers at each grade level occur informally. School documents mention training to develop professional learning communities but school leaders explained that training has been postponed to provide teachers time to become confident in the implementation of the new curricula.
- **Indicator e:** According to school documents, UCCS leaders evaluate teachers using the Danielson framework. Documents explain that teachers are evaluated three times each year. In the focus group interview, teachers reported they have not been formally evaluated at this point in the school year. Professional development calendars list a session on the Danielson model and one on developing SMART goals for teachers.
- **Indicator f:** While school documents state that teachers are surveyed regularly, school leaders indicated that, other than exit interviews when teachers depart, school leaders have not assessed teacher satisfaction in 2019-2020 or in 2020-2021. The UCCS renewal application states that school leaders are investigating options for purchasing a teacher satisfaction survey. In the focus group interviews, teachers and staff explained that school leaders solicit their feedback on

professional development sessions, but only certain staff are involved in educational and operational decisions.

3. Element: *Contractual Relationships*:

- **Indicator a:** In July 2020, UCCS finalized a contract with a company to serve as a comprehensive management services provider, a requirement of the 2020 charter renewal. The board is in the process of revising its by-laws and operational procedures to reflect the responsibilities to be carried out by the provider. In the focus group interview, board members indicated that, although the current contract extends only one year, the intention is to establish a long-term relationship with the comprehensive management services provider.
- **Indicator b:** UCCS documents state that the board and school leader will prepare an evaluation template by October 31, 2020 to evaluate the performance of the management services provider. In focus group interviews, board members and school leaders reported the template has not been completed. They indicated the criteria for assessing the contractor’s work will be linked to the deliverables in the negotiated service contract.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter, including in public-facing materials.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

1. Element: **Missions and Key Design Elements:**

- **Indicator a:** In interviews during the site visit, teachers, staff, school leaders and board described the key elements of the school's mission as including a safe and supportive environment for students and establishing strong relationships with students and their families, concepts that are central to the school's mission statement. Parents were not interviewed; and the site visit team could not determine what families understand the school's mission to be.
- **Indicator b:** The school has partially implemented its key design elements.
 - *Supportive educational environment:* The UCCS student success team and student support team oversee the school's programs and practices in support of students' social-emotional well-being and academic success. Of the 72 families completing the Spring 2020 NYSED COVID-19 survey, 96% agreed or strongly agreed that the school provided support for their child's at-home learning. In focus group interviews, UCCS teachers, leaders and staff cited a range of actions to support the needs of students as well as their families during multiple transitions.
 - *Rich, rigorous, engaging curriculum:* UCCS has adopted new curriculum materials for ELA and math for 2020-2021 in response to a curriculum audit completed by the comprehensive management services provider. Implementation of the new programs is in the early stages. Classrooms observed remotely during the renewal site visit showed few instances of students actively engaged in learning.
 - *Extended learning opportunities:* Since COVID-19 restrictions were instituted, UCCS has not continued the extended day programs previously in place. According to the renewal application, the school and its comprehensive management services provider will review and evaluate what was previously offered. The summer program run by the contractor provided the 11 participating students with one-on-one tutoring.
 - *Authentic family involvement:* In focus group interviews, school leaders reported that the family activities previously hosted by the school are not continuing due to

restrictions on in-person gatherings. The school recently filled the position of family and community engagement coordinator who has not yet initiated any activities. UCCS has not devised alternative approaches to engaging families that take advantage of the technology supported by the school. Members of the student support team reported that almost all families participated in the annual CSE meetings held virtually for the current year, a much higher percentage than when meetings were conducted in person. The October 2020 board data dashboard lists an orientation for 46 kindergartner families and 5 home visits as the only family involvement work this year.

- *Data informed instruction:* In focus group interviews, school leaders reported that iReady data is being used as a diagnostic tool to identify students for small group instruction. Teachers report using exit tickets to make decisions about the pacing of their curriculum. Teachers participated in iReady data use training during the summer professional development institute. However, as noted previously, the school has not established protocols to ensure that assessments completed remotely are yielding accurate and reliable measures of student achievement and progress.
- *Focused professional development:* The agenda for the 10-day summer professional development institute conducted by the comprehensive management services provider addressed a range of topics, but primarily focused on introducing the new ELA and math curricula. Additional topics were noted previously and included culturally responsive classrooms, trauma-informed teaching, and use of online resources for remote teaching.
- *School culture:* At the start of the 2020-2021 school year, UCCS surveyed families to ask their preference for a hybrid schedule, consisting of two days in--person and three days remote learning or all remote. At that time, 59% of families chose to continue their child's learning at home, and 41% opted to participate in the hybrid schedule. In focus group interviews, UCCS staff indicated that they attempt to strengthen the safe and supportive culture through the work of the student success team described in detail in Benchmark 3. The school has not completed a satisfaction survey of families, students or staff and does not have data to assess whether the school's culture meets its expectations.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

Summative Evidence for Benchmark 9:

1. Element: *Targets are not met:*

- **Indicator a:** According to the school’s October 2020 data dashboard, UCCS enrolls 98% of its chartered maximum. The school reports 43 (11%) SWDs, 11 (3%) ELLs and 383 (97%) economically disadvantaged (ED) students. Based on the most recent state data, UCCS remains well below the enrollment of SWDs and ELLs in RCSD. School reported data shows a decrease in the percentage enrolled for each group. The school has made no progress toward matching the proportion of these two populations with RCSD.
- **Indicator b:** UCCS has CSO approval to conduct a weighted lottery to improve the chances for ELLs and SWDs to be selected for admission. The school has submitted to CSO a draft board policy to reflect its implementation. Other strategies for recruiting students in these populations remain the same as for previous years. Annual reports for 2017, 2018, and 2019 list brochures and materials distribution, contacts with area agencies and day care centers, and participation in recruitment fairs in the region as the outreach strategies in use. The school’s website describes in broad terms the services it offers for SWDs, but the site includes no information on the programs offered to support ELLs.

- **Indicator c:** According to UCCS documents, the school uses its final enrollment figures to judge whether its recruitment strategies have been effective. The school does not have a process in place to distinguish which strategies are most helpful in encouraging enrollment of the special populations. UCCS staff reported their perception that word of mouth from existing families is helping publicize the school's programs to encourage applications to the school.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ol style="list-style-type: none">a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

1. Element: **Legal Compliance:**

- **Indicator a:** Meeting notices do not appear on the school’s website or on the school’s Facebook page as stated in the UCCS renewal application. In the focus group interview, board members indicated that they have not regularly reviewed and updated policies to acknowledge changes in school operations due to COVID-19, but noted the comprehensive management services provider contract assigns responsibility for oversight and update of policies to the outside contractor. Some of the school’s policies require revision to be fully legally compliant. School officials have not been complying with fingerprinting and clearance requirements for staff, a serious safety violation. The school must adopt a multi-step, comprehensive process to ensure that all school employees have fingerprint clearance prior to their start date at the school.
- **Indicator b:** UCCS has complied with the renewal conditions to reconstitute the board of trustees and hire a management services provider. The new board composition was being finalized at the time of the renewal site visit. UCCS provided a copy of the signed contract with the management

service provider dated July 2020. In 2019 the NYSED CSO required UCCS to undertake corrective action to increase the recruitment, enrollment and retention of English language learners and students with disabilities. As of the date of the renewal site visit, the school's efforts have not yet resulted in enrollment proportional to the district of location.

- **Indicator c:** The hiring process described in the renewal application indicates that if the individual has the correct certification for the position for which he/she is applying, they move forward in the process. However, if they do not, they are not considered. In contrast, a list showing teacher certification status prepared for the board identified seven teachers as uncertified, with only three meeting one of the exemption categories. No plan to ensure teachers are certified in accordance with applicable laws and regulations was provided.
- **Indicator d:** During the site visit, board members indicated that a number of changes in school operations as defined in the charter had not been submitted for CSO approval. They noted that the contract with the management services provider assigns responsibility for adherence to required approval processes to the contractor.
- **Indicator e:** The October 2020 board of trustees' dashboard lists enrollment at 98% of the maximum allowable students as outlined in the charter and as set forth in the charter agreement. Enrollment has consistently been at least 98% over the past four years.
- **Indicator f:** In the focus group interview during the renewal site visit, board members reported that their past practice was to consult with their legal counsel as the need arose. In April, the board's legal counsel began attending each board meeting to monitor compliance with legal and regulatory requirements. Board members also noted that the contract with the management service provider assigns responsibility for maintaining awareness of board responsibilities to the contracted provider.

Attachment 1: 2020-2021 Renewal Site Visit

Urban Choice Charter School

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

This school is designated as a school in need of Comprehensive Support and Improvement under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

This school does not outperform schools with similar grades and subgroup enrollment in ELA, math, or science.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency (Growth). See Table 1 below.

Table 1: Aggregate and Subgroup Standards-Bases Trending: Math and ELA - Target = 80%

Urban Choice CS		All Students	SWD	ELL	ED
ELA	2015-2016	39%	14%	.	39%
	2016-2017	29%	19%	.	30%
	2017-2018	30%	11%	.	30%
	2018-2019	30%	29%	0%	30%
Math	2015-2016	14%	14%	.	13%
	2016-2017	23%	12%	.	22%
	2017-2018	22%	9%	.	21%
	2018-2019	18%	18%	0%	15%

**See NOTES (1), (2), (3), and (4) below.*

2.b.i., 2.b.ii, 2.b.iii., and 2.b.iv Proficiency: See Figure 1, Table 2, Table 3, and Table 4 below.

Figure 1: Aggregate and Subgroup School Level Proficiency – Math, ELA, and Science Over Time Comparison to Rochester City School District



*See NOTES (1), (2), (5) and (6) below.

Table 2: Aggregate and Subgroup School Level Proficiency – Math, ELA, and Science

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	12%	5%	+7	31%	-19	16%	7%	+9	38%	-22	78%	44%	+34	78%	0
	2015-2016	25%	7%	+18	38%	-13	15%	7%	+8	39%	-24	67%	46%	+21	79%	-12
	2016-2017	21%	8%	+13	40%	-19	18%	8%	+10	40%	-22	70%	42%	+28	78%	-8
	2017-2018	22%	11%	+11	45%	-23	16%	11%	+5	45%	-29	58%	49%	+9	79%	-21
	2018-2019	18%	13%	+5	45%	-27	14%	13%	+1	47%	-33	38%	44%	-6	75%	-37
SWD	2014-2015	8%	1%	+7	7%	+1	8%	3%	+5	12%	-4	57%	29%	+28	53%	+4
	2015-2016	12%	1%	+11	9%	+3	9%	2%	+7	12%	-3	42%	31%	+11	56%	-14
	2016-2017	9%	1%	+8	11%	-2	6%	2%	+4	14%	-8	57%	26%	+31	53%	+4
	2017-2018	4%	2%	+2	16%	-12	4%	2%	+2	17%	-13	25%	33%	-8	57%	-32
	2018-2019	11%	3%	+8	15%	-4	8%	4%	+4	17%	-9	57%	28%	+29	52%	+5
ELL	2016-2017	0%	2%	-2	11%	-11	0%	3%	-3	18%	-18	.	.	.	.	.
	2017-2018	0%	7%	-7	26%	-26	0%	6%	-6	29%	-29	.	.	.	.	.
	2018-2019	8%	7%	+1	25%	-17	15%	8%	+7	32%	-17	.	.	.	.	.
ED	2014-2015	11%	4%	+7	21%	-10	14%	6%	+8	27%	-13	76%	43%	+33	69%	+7
	2015-2016	24%	6%	+18	27%	-3	14%	6%	+8	28%	-14	66%	44%	+22	71%	-5
	2016-2017	19%	6%	+13	29%	-10	16%	7%	+9	29%	-13	70%	40%	+30	69%	+1
	2017-2018	20%	10%	+10	35%	-15	14%	9%	+5	34%	-20	57%	47%	+10	71%	-14
	2018-2019	17%	11%	+6	36%	-19	13%	11%	+2	36%	-23	38%	43%	-5	67%	-29

*See NOTES (1), (2), (4), (5), and (6) below.

Table 3: Aggregate and Subgroup Grade Level Proficiency – Math, ELA, and Science

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2014-2015	17%	7%	+10	31%	-14	28%	13%	+15	42%	-14	.	.	.	.	.
	2015-2016	45%	8%	+37	42%	+3	36%	11%	+25	44%	-8	.	.	.	.	.
	2016-2017	40%	10%	+30	43%	-3	33%	14%	+19	48%	-15	.	.	.	.	.
	2017-2018	20%	17%	+3	51%	-31	29%	18%	+11	54%	-25	.	.	.	.	.
	2018-2019	16%	18%	-2	52%	-36	33%	22%	+11	55%	-22	.	.	.	.	.
Grade 4	2014-2015	15%	5%	+10	33%	-18	18%	9%	+9	43%	-25	84%	61%	+23	86%	-2
	2015-2016	32%	8%	+24	41%	-9	15%	11%	+4	45%	-30	78%	64%	+14	89%	-11
	2016-2017	28%	8%	+20	41%	-13	34%	8%	+26	43%	-9	82%	53%	+29	86%	-4
	2017-2018	29%	13%	+16	47%	-18	23%	13%	+10	48%	-25	75%	65%	+10	88%	-13
	2018-2019	35%	14%	+21	48%	-13	20%	14%	+6	50%	-30	63%	61%	+2	86%	-23
Grade 5	2014-2015	8%	4%	+4	30%	-22	15%	7%	+8	43%	-28	.	.	.	.	.
	2015-2016	11%	5%	+6	33%	-22	13%	5%	+8	40%	-27	.	.	.	.	.
	2016-2017	8%	6%	+2	35%	-27	17%	9%	+8	43%	-26	.	.	.	.	.
	2017-2018	21%	7%	+14	37%	-16	23%	11%	+12	44%	-21	.	.	.	.	.
	2018-2019	7%	11%	-4	38%	-31	4%	12%	-8	46%	-42	.	.	.	.	.
Grade 6	2014-2015	5%	4%	+1	31%	-26	9%	7%	+2	39%	-30	.	.	.	.	.
	2015-2016	20%	6%	+14	34%	-14	11%	7%	+4	40%	-29	.	.	.	.	.
	2016-2017	7%	5%	+2	32%	-25	5%	6%	-1	40%	-35	.	.	.	.	.
	2017-2018	29%	13%	+16	49%	-20	14%	9%	+5	44%	-30	.	.	.	.	.
	2018-2019	19%	14%	+5	47%	-28	16%	12%	+4	47%	-31	.	.	.	.	.
Grade 7	2014-2015	8%	3%	+5	29%	-21	9%	4%	+5	35%	-26	.	.	.	.	.
	2015-2016	17%	5%	+12	35%	-18	3%	4%	-1	36%	-33	.	.	.	.	.
	2016-2017	21%	7%	+14	42%	-21	6%	5%	+1	38%	-32	.	.	.	.	.
	2017-2018	.	6%	-6	40%	-40	.	6%	-6	41%	-41	.	.	.	.	.
	2018-2019	19%	10%	+9	40%	-21	8%	8%	0	43%	-35	.	.	.	.	.
Grade 8	2014-2015	23%	4%	+19	35%	-12	14%	1%	+13	22%	-8	81%	97%	-16	155%	-74
	2015-2016	27%	6%	+21	41%	-14	13%	1%	+12	24%	-11	55%	73%	-18	92%	-37
	2016-2017	22%	9%	+13	45%	-23	6%	1%	+5	22%	-16	55%	59%	-4	91%	-36
	2017-2018	31%	11%	+20	48%	-17	3%	1%	+2	30%	-27	39%	59%	-20	89%	-50
	2018-2019	11%	11%	0	48%	-37	.	2%	-2	33%	-33	6%	9%	-3	55%	-49

*See NOTES (1), (2), (4), (5), and (6) below.

Table 4: Aggregate and Subgroup Annual Regents Outcomes – Pre-High Schools

		All Students				ED			
		Charter Total Tested	Urban Choice CS	NYS	Differential to State	Charter Total Tested	Urban Choice CS	NYS	Differential to State
Living Environment	2016-2017	38	55%	87%	-32	37	57%	79%	-22
	2017-2018	36	39%	86%	-47	35	40%	77%	-37

*See NOTES (1), (2), (4), (5), and (7) below.

Indicator 3: High School Outcomes

(Not applicable to this charter school.)

Benchmark 9:

Indicator 1: All Schools

1.a.i. and 1.a.ii. Enrollment. See Tables 5 and 6 below.

Table 5: Aggregate Enrollment: Reported vs Contracted – Target = 100%

Urban Choice CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	400	398	100%
2016-2017	400	397	99%
2017-2018	400	400	100%
2018-2019	400	396	99%
2019-2020	400	392	98%

*See NOTES (11) below.

Table 6: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged

	SWD			ELL			ED		
	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District
2015-2016	14%	21%	-7	2%	15%	-13	79%	92%	-13
2016-2017	14%	22%	-8	5%	16%	-11	92%	91%	+1
2017-2018	12%	22%	-10	5%	17%	-12	91%	92%	-1
2018-2019	12%	23%	-11	4%	17%	-13	90%	91%	-1
2019-2020	13%	23%	-10	5%	17%	-12	99%	91%	+8

*See NOTES (1) and (5) below.

1.b.i. and 1.b.ii. Retention: See Table 7 below.

Table 7: Aggregate and Subgroup Retention

	All Students			SWD			ELL			ED		
	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District
2015-2016	84%	86%	-2	82%	89%	-7	100%	86%	+14	87%	87%	0
2016-2017	82%	86%	-4	84%	89%	-5	100%	86%	+14	82%	86%	-4
2017-2018	86%	87%	-1	87%	90%	-3	94%	87%	+7	87%	87%	0
2018-2019	90%	86%	+4	88%	89%	-1	83%	85%	-2	91%	86%	+5
2019-2020	85%	87%	-2	93%	90%	+3	100%	86%	+14	86%	87%	-1

*See NOTES (1) and (5) below.

***NOTES:**

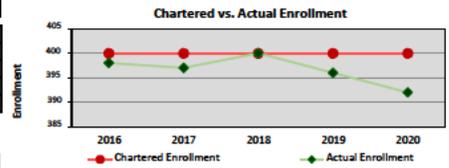
- (1) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (2) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (3) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (4) A "." in any table indicates that the data was suppressed according to standard NYSED business rules (N<5), no student sat for the exam, or the exam was not given.
- (5) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district and/or NYS.

- (6) *Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.*
- (7) *Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (8) *Data in the table above represents students who passed the ELA regents exam (or Regents approved equivalent exam) with a score of 75 or better and who also passed a Math Regents exam (or NYSED approved equivalent exam) with a score of 80 or above.*
- (9) *The 4- and 5-year graduation rates reported in the table above are as of August. The 6-year graduation rates are as of June.*
- (10) *Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (11) *Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year, 5-year, and 6-year graduation (includes August graduates).*

Charter School Fiscal Accountability Summary

URBAN CHOICE CHARTER SCHOOL

	2015-16	2016-17	2017-18	2018-19	2019-20
Grades Served	K-8	K-8	K-8	K-8	K-8
Maximum Chartered Grades Served	K-8	K-8	K-8	K-8	K-8
Chartered Enrollment	400	400	400	400	400
Maximum Chartered Enrollment	400	400	400	400	400
Actual Enrollment	398	397	400	396	392



Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

ASSETS

Current Assets

Cash and Cash Equivalents
Grants and Contracts Receivable
Prepaid Expenses
Other Current Assets

	2015-16	2016-17	2017-18	2018-19	2019-20
Cash and Cash Equivalents	559,769	786,281	919,532	1,264,633	2,150,201
Grants and Contracts Receivable	63,704	299,906	47,146	181,949	123,319
Prepaid Expenses	1,963	4,014	56,164	-	32,539
Other Current Assets	430,127	472,855	758,299	771,248	706,440

Total Current Assets

Non-Current Assets

Property, Building and Equipment, net
Restricted Cash
Security Deposits
Other Non-Current Assets

	2015-16	2016-17	2017-18	2018-19	2019-20
Property, Building and Equipment, net	679,302	618,227	442,207	289,836	152,466
Restricted Cash	75,000	75,000	75,000	75,000	75,000
Security Deposits	35,000	35,000	35,000	35,000	-
Other Non-Current Assets	-	-	-	-	-

Total Non - Current Assets

Total Assets

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Payroll Taxes
Due to Related Parties
Refundable Advances
Other Current Liabilities

	2015-16	2016-17	2017-18	2018-19	2019-20
Accounts Payable and Accrued Expenses	50,547	73,464	58,715	66,774	106,390
Accrued Payroll and Payroll Taxes	207,107	245,987	242,523	322,435	111,615
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	13,234	20,812	-	-	283,518

Total Current Liabilities

Long-Term Liabilities

Deferred Rent
Other Long-Term Liabilities

	2015-16	2016-17	2017-18	2018-19	2019-20
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	449,182

Total Long-Term Liabilities

Total Liabilities

NET ASSETS

Unrestricted

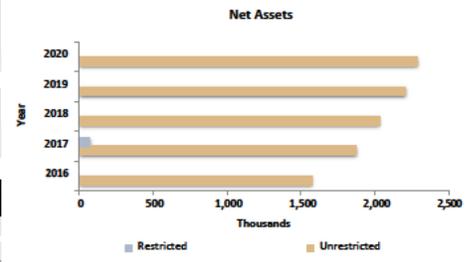
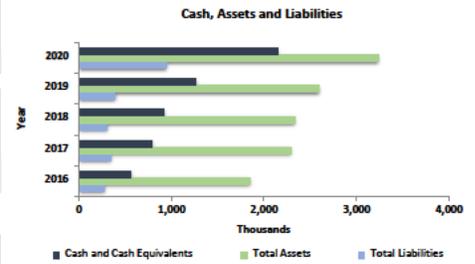
Restricted

	2015-16	2016-17	2017-18	2018-19	2019-20
Unrestricted	1,573,977	1,876,020	2,032,110	2,208,457	2,289,260
Restricted	-	75,000	-	-	-

Total Net Assets

Total Liabilities and Net Assets

	2015-16	2016-17	2017-18	2018-19	2019-20
Total Liabilities and Net Assets	1,844,865	2,291,283	2,333,348	2,597,666	3,239,965



OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income

	2015-16	2016-17	2017-18	2018-19	2019-20
State and Local Per Pupil Revenue - Reg. Ed	4,941,225	4,986,482	5,405,679	5,552,131	5,415,495
State and Local Per Pupil Revenue - SPED	225,062	227,682	-	-	228,285
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	241,489	258,453	617,909	746,696	42,261
State and City Grants	155,038	407,952	-	-	291,020
Other Operating Income	403,015	404,776	4,808	3,110	193,959

EXPENSES

Program Services

Regular Education
Special Education
Other Expenses

	2015-16	2016-17	2017-18	2018-19	2019-20
Regular Education	3,838,945	3,984,688	4,013,277	3,945,824	3,633,149
Special Education	-	-	192,539	279,250	310,014
Other Expenses	859,657	869,208	864,112	918,213	773,997

Total Program Services

Supporting Services

Management and General
Fundraising

	2015-16	2016-17	2017-18	2018-19	2019-20
Management and General	1,085,285	1,127,054	953,169	1,013,966	1,375,206
Fundraising	-	-	-	-	-

Total Support Services

Total Expenses

Surplus/Deficit from Operations

SUPPORT AND OTHER REVENUE

Interest and Other Income
Contributions and Grants
Fundraising Support
Other Support and Revenue

	2015-16	2016-17	2017-18	2018-19	2019-20
Interest and Other Income	25,862	-	-	-	-
Contributions and Grants	8,210	8,037	24,673	-	10,200
Fundraising Support	-	-	11,605	11,666	7,616
Other Support and Revenue	-	64,609	39,513	19,997	(15,647)

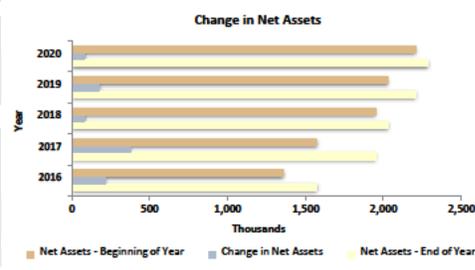
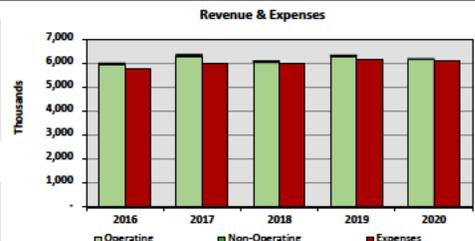
Total Support and Other Revenue

Change in Net Assets

Net Assets - Beginning of Year

Net Assets - End of Year

	2015-16	2016-17	2017-18	2018-19	2019-20
Change in Net Assets	1,357,963	1,573,977	1,951,020	2,032,110	2,208,457



REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue

	2015-16	2016-17	2017-18	2018-19	2019-20
Operating	14,990	15,832	15,071	15,914	15,742
Support and Other Revenue	86	183	189	80	6

Total Revenue

Expenses - Per Pupil

Program Services
Management and General, Fundraising

	2015-16	2016-17	2017-18	2018-19	2019-20
Program Services	11,806	12,226	12,675	12,988	12,034
Management and General, Fundraising	2,727	2,839	2,383	2,561	3,508

Total Expenses

% of Program Services

% of Management and Other

% of Revenue Exceeding Expenses

	2015-16	2016-17	2017-18	2018-19	2019-20
% of Program Services	81.2%	81.2%	84.2%	83.5%	77.4%
% of Management and Other	18.8%	18.8%	15.8%	16.5%	22.6%

FINANCIAL COMPOSITE SCORE

Composite Score

BENCHMARK and FINDING:

Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9

	2015-16	2016-17	2017-18	2018-19	2019-20
Composite Score	2.38	2.69	2.59	2.79	2.73

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio

	2015-16	2016-17	2017-18	2018-19	2019-20
Net Working Capital	784,675	1,222,793	1,479,903	1,828,621	2,510,976
Working Capital (Current) Ratio	3.9	4.6	5.9	5.7	6.0

BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

DEBT TO ASSET

Debt to Asset Ratio

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

	2015-16	2016-17	2017-18	2018-19	2019-20
Debt to Asset Ratio	0.1	0.1	0.1	0.1	0.3

CASH POSITION

Days of Cash

BENCHMARK and FINDING:

Ratio should be equal to or greater than 60 days

	2015-16	2016-17	2017-18	2018-19	2019-20
Days of Cash	35.3	48.0	55.7	75.0	128.8

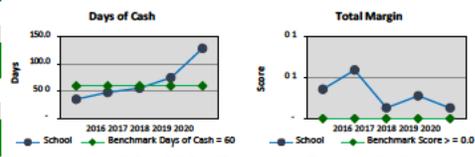
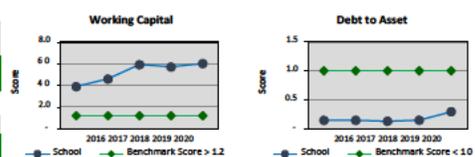
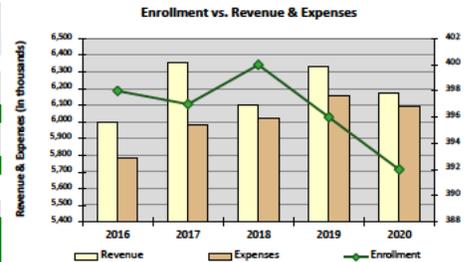
TOTAL MARGIN

Total Margin Ratio

BENCHMARK and FINDING:

Ratio should be equal to or greater than 0.0

	2015-16	2016-17	2017-18	2018-19	2019-20
Total Margin Ratio	0.0	0.1	0.0	0.0	0.0



UCCS Response to NYSED Renewal Site Visit Report
Date of Report: February 16, 2021
Date of Response by UCCS: February 23, 2021

Summary

NYSED conducted a remote site visit to Urban Choice Charter School (UCCS) on November 30–December 1, 2020 as part of UCCS’s charter renewal process. The resulting report, dated February 16, 2021, cites a number of deficiencies that UCCS has subsequently resolved. UCCS prepared this response in order to document those resolutions as well as provide additional context to concerns that NYSED raised in regard to remote instruction. This report directly addresses the “Summary of Areas in Need of Improvement” included in the “Summary of Findings” provided on page 9 of the NYSED report. Attached are documents referenced below. Attached is an annotated version of the NYSED site visit report that highlights specific items and provides additional information.

The UCCS renewal application and supporting documents describe a variety of programs and practices that are core to its charter and mission, many of which have been suspended or deferred and for which the school has not developed or implemented alternatives over the months since the initial transition to remote learning.

Please see responses to the specific program and practice changes cited by NYSED, below.

While the school acknowledges the tests used previously were not predictive of student achievement on the New York State tests, it has not yet implemented reliable and accurate measures of student progress toward the New York State standards (NYSLs).

UCCS contracted with a comprehensive support services organization, the Center for Educational Innovation (CEI), in July 2020. One of the first steps taken by CEI was to conduct a comprehensive curriculum audit and review of all assessments—benchmark, diagnostic, formative and summative. As a result of this audit, UCCS proposed in our renewal application several significant changes to our curriculum and assessment program, which are being implementing for SY2020-2021:

1. **Math Curriculum** – UCCS shifted from iReady as the core math curriculum to Eureka Math. Eureka Math aligns with NYSLs and provides mid-unit and end-of-unit assessments that help monitor student progress towards meeting grade-level standards. At the time of the site visit, staff was using the new curriculum and preparing assessments, which have since been conducted and are being used to differentiate instruction and provide appropriate interventions.
2. **iReady for Supplemental Learning & Assessment** – UCCS continues to use iReady as a supplemental learning tool (in addition to Eureka Math). It is an online learning system that is useful during the remote and hybrid learning taking place under COVID. Students and teachers are familiar with the system, allowing for easier transition to remote use, particularly for younger students, and has made it possible to provide targeted interventions and enrichment during remote instruction. In terms of assessment, at the opening of the school year, UCCS implemented benchmark assessments through iReady in order to establish a baseline of student learning loss from spring to fall 2020 (UCCS used the iReady assessment at the end of spring 2020 as part of its SY2019-2020 curriculum and assessment plan). The continued use of iReady for benchmark assessments and monitoring during SY2020-2021 is intended to provide continuity of comparison data (student progress over time) and is used in addition to the new mid-unit and end-of-unit assessments that are aligned with the new curriculum. *Again, iReady is used to supplement, not supplant the new curriculum and assessments. Please see attached SY2020-2021 assessment calendar.*
3. **ELA Curriculum** – UCCS shifted from Success for All (SFA) to Wit and Wisdom for our ELA curriculum in grades 1-8 (SFA is still used in grades K-2 to support development of foundational skills). Wit and Wisdom aligns with NYSLs and provides mid-unit and end-of-unit assessments that help monitor student progress towards meeting grade-level standards. At the time of the site visit, staff

was using the new curriculum and preparing assessments, which have since been conducted and are being used to differentiate instruction, provide appropriate interventions.

4. **Success for All Assessment** – UCCS is using SFA as kindergarten as the core curriculum and Wit and Wisdom as a supplement for SY2020-2021; UCCS will transition to Wit and Wisdom as primary and SFA as supplementary in SY2021-2022. We are also using SFA and Geodes to supplement Wit and Wisdom in grades 1-2 as SFA and Geodes helps students develop their foundational skills. UCCS is using SFA assessments in grades K-2 during SY2020-2021 in order to: a) establish a baseline of student learning loss from spring to fall 2020 for grades 1-2 (UCCS used the SFA assessment at the end of spring 2020 as part of its SY2019-2020 curriculum and assessment plan); b) monitoring progress in grades K-2 during SY2020-2021 in addition to the new mid-unit and end-of-unit assessments that are aligned with Wit and Wisdom. *Again, SFA is used to supplement, not supplant the new curriculum and assessments. Please see attached SY2020-2021 assessment calendar.*

Lesson plans developed for the new ELA and math curricula describe strategies suited to in-person learning and as a result, UCCS teachers are not consistently able to engage students in lessons in the remote setting.

The shift to remote learning has been challenging for UCCS, as it has been for teachers across the country. We have created systems and strategies to support teachers; these systems and strategies are based on evidence-based practices.

First, UCCS adopted a new lesson planning tool, Chalk, for SY2020-2021 as a means to improve curriculum alignment (horizontally and vertically), provide a system for review and approval of teacher-development lessons and assessments, improve differentiation of instruction based on documented student needs, and support our school-wide RtI approach. Chalk has helped UCCS implement a number of strategies recommended for school-wide remote learning, including creating lesson plans based on common templates, sharing lesson plans among teachers regularly to support collaboration and communication that typically takes place during common planning time, posting lesson plans to LMS (e.g. Google Classroom) to make learning plans apparent to students and families, providing teachers with regular and consistent feedback on lesson plans through the Chalk platform so that teachers can make quick and appropriate modifications, and integrating checks-for-understanding as well as periodic assessments into lesson plans.¹

Second, for video conference-based instruction, UCCS teachers work with their teaching assistants to use break-out rooms for small group instruction, one-on-one support, and instructional interventions. During the NYSED site visit, the monitors were not able to participate in “live” online classes due to NYSED scheduling issues. UCCS provided recordings of sample “live” online classes for NYSED to review. Unfortunately, this mode of review limits the reviewer’s experience to the main “classroom” only, not the breakout rooms. Because of this, the NYSED reviewers had only a partial understanding of how UCCS teachers and teaching assistants have modified instruction for remote learning.

Third, teachers engage in direct communication with students and parents about student learning through ClassDojo, emails, phone calls and text messages. This individualized instructional work is critical to the success of remote learning and does not show up in “artifacts” of instruction such as lesson plans and recorded Zoom sessions, which NYSED reviewed. “Observing” instruction in remote environments is not a straightforward task; UCCS recognizes this and is using frequent student learning assessments as a means to monitor instructional effectiveness (see attached assessment calendar).

The school provided data showing that participation in remote learning is well below its own target.

UCCS has a target of 95% attendance as part of our charter. Prior to COVID, our school achieved 90-95% attendance for SY2019-2020. Like the rest of the country, when COVID required an immediate shift to remote learning, our attendance dropped in April but rebounded by the end of the school year. This Fall, UCCS averaged 77% attendance from September-December, which is well below our target but on par with peer

¹ <https://www.chalk.com/resources/how-to-use-chalk-to-support-educators-as-schools-transition/>

schools in Rochester. As a point of comparison, during the first three weeks of school, both UCCS and the Rochester City School District reported an 80% attendance rate.² A national review of attendance data by the online math curriculum Zearn notes a disproportionate impact of remote learning on attendance among economically-disadvantaged students (90% of UCCS students come from economically-disadvantaged families). Referencing an across-the-board attendance drop in March, Zearn noted that “participation rates for low-income communities never recovered, lagging behind normal by about 40 percent at the end of the spring. November data show Zearn logins in low-income communities remain about 15 percent below normal.”³ Based on this data, UCCS’s modified target during remote learning would be closer to 80% attendance.

We provide this data as context. UCCS remains dedicated to achieving our 95% attendance target. However, it is important to assess our performance in meeting this target relative to the extraordinary circumstances of teaching remotely during the pandemic.

School-wide family engagement activities described in the school’s August reopening plan have been cancelled and, while teachers and staff communicate with families on a one-to-one basis, the school does not provide accurate, clear, and complete information on its website to inform the community about its programs and outcomes.

UCCS did not cancel August reopening meetings with parents. We held the online meetings but few parents attended. This low attendance rate made us aware, early on, that traditional forms of parent/family engagement such as large-group information meetings will not be effective during the pandemic.

UCCS engaged a new website developer to overhaul our website so that our staff can directly edit and update content (currently, we are reliant upon a vendor to make updates). This will resolve the issue of maintaining up-to-date information on the website.

However, it is important to note that over 90% of our families are economically disadvantaged. Recent research confirms what we have known: families living in poverty are significantly less likely to use web-based information for communication as they have less and/or slower Internet access (e.g. cellular rather than broadband and mobile devices rather than computers).⁴ Recognizing this, UCCS uses other forms of communication that are more effective, including direct communication between teachers and parents such as phone calls, text messages and home visits. This approach is backed up by national research:

“Teachers and school staff are going into homes to meet parents, rather than expecting parents to take time away from family and work to visit the school. Buoyed by promising research, the Flamboyant Foundation, based in Washington, D.C., partnered with teams in 10 cities to expand family engagement strategies, including home visits. A Johns Hopkins study⁵ found students in the families who received home visits had 24 percent fewer absences and were more likely to read at or above grade level than students from similar families who did not receive visits.”⁶

UCCS teachers actively maintain regular communication with parents:

- All UCCS teachers maintain daily contact logs to record communications with parents, including class-wide communication via Dojo (see above), direct calls and texts to parents, as well as group and direct emails to discuss specific student issues, concerns and successes.
- K-4 teachers use ClassDojo intensely during the remote period to provide positive behavioral feedback. ClassDojo is an online behavior management system intended to foster positive student behaviors and classroom culture. Students earn 'Dojo Points' based on their classroom conduct, and teachers use Class Dojo to keep parents up to date on student progress and classroom happenings. On

² <https://www.rochesterfirst.com/news/education/tracking-school-attendance-in-the-city-of-rochester-as-pandemic-wages-on/>

³ <https://www.edweek.org/leadership/opinion-remote-learning-cuts-into-attendance-here-are-remedies/2020/12>

⁴ <https://thejournal.com/articles/2020/05/14/poverty-race-linked-to-lack-of-internet-for-students.aspx>

⁵ http://www.pthvp.org/wp-content/uploads/2016/09/JHU-STUDY_FINAL-REPORT.pdf

⁶ <https://hechingerreport.org/what-the-research-says-about-the-best-way-to-engage-parents/>

average, UCCS teachers issue a schoolwide total of 700 messages weekly and during the remote period make approximately 120 student awards for positive behavior monthly.

- Grades 5-8 teachers use Kickboard intensely during the remote period as well. Normally, teachers use Kickboard to collect, analyze and share data regarding their students’ academic and behavioral performance. This profile typically includes grades, standards mastery, reading growth, prescribed interventions, rubric observations, attendance, and student behavior and character strengths. During COVID, UCCS modified the positive behaviors to reflect the remote learning conditions. Behaviors include: consistency of engagement, online class participation, completion of daily work requirements, completion of all other daily assignments and homework (noted by subject area). In total, teachers document on average over 1,000 positive behaviors monthly in Kickboard during the remote learning period.

While this direct mode of parent engagement is less visible during a site visit, it is more robust and effective. For context, it is important to note how parents and students experienced remote learning in NYS across-the-board and compare those experiences to those reported by UCCS parents in the NYSED Charter School Office (CSO) parent survey conducted at the end of SY2019-2020.

NYS Remote Learning Challenge	UCCS Performance
In one study, almost 60% of families in NYS who earn below \$49,999 annually reported that teachers used paper materials for remote learning during the pandemic (as opposed to only 16% of families earning over \$100,000 annually). ⁷	<ul style="list-style-type: none"> • 97% of parents reported that their child had access to a tech device for school when needed; 93% reported using a Chromebook provided by UCCS. • 90% of parents reported that their child received an even mix of live and pre-recorded online instruction. • 55% of parents reported that their child received 3-6 hours of live or pre-recorded online instruction daily
A number of surveys conducted nationwide have shown that even when students are connected to online learning, economically-disadvantaged students are more likely to be assigned review material, rather than learning new concepts. ⁸	<ul style="list-style-type: none"> • 87% of UCCS parents reported that their child was learning new content during the remote period. • 73% of parents agreed that teachers provided students with challenging schoolwork.
A poll of NYS parents conducted in April found that 89% of parents indicated that they were concerned their children will fall behind academically as a result of coronavirus school closures. ⁹	<ul style="list-style-type: none"> • Only 31% of UCCS parents expressed concern about that their child would need to academic support to "catch-up" next year (SY 2020-21) because of the situation.
More than one in four parents statewide said they did not know how to use the distance learning software provided by their schools. ¹⁰	<ul style="list-style-type: none"> • While 48% of parents expressed some level of difficulty in using remote learning platforms, 96% of parents reported that the school provided them with help to support their child’s remote learning.
When asked what would be helpful to improve remote learning for their children, the highest-scoring item at 95% was “providing parents with regular contact with or access to their child’s teacher.” ¹¹	<ul style="list-style-type: none"> • 60% of UCCS parents reported that their child’s teacher was in contact with them daily and 18% reported communications a few times a week.

At the end of SY2019-2020, Curriculum Associates named UCCS a *Distinguished School for Remote Learning Success* based on the level of consistent and quality student engagement with their personalized instructional tools in iReady. In the data provided by Curriculum Associates (see chart below), it is important to note that while Curriculum Associates defined “connected” as a student using iReady for at least 4 of the first 10 weeks of school closures, the 90.7% of UCCS students “connected” during the period used iReady for a median of 9 weeks.

⁷ https://www2.census.gov/programs-surveys/demo/tables/hhp/2020/wk5/educ2_week5.xlsx

⁸ Hamilton, L. S., Grant, D., Kaufman, J. H., Diliberti, M., Schwartz, H. L., Hunter, G. P., & Young, C. J. (2020). COVID-19 and the State of K–12 Schools: Results and technical documentation from the spring 2020 American educator panels COVID-19 Surveys. Rand Corporation. https://www.rand.org/pubs/research_reports/RRA168-1.html

⁹ Global Strategy Group. (2020, April 6). Parent’s survey identifies key needs for New York families navigating new reality. Global Strategy Group. <https://s3-us-east-2.amazonaws.com/edtrustmain/wpcontent/uploads/sites/5/2020/04/07121352/Coronavirus-Parent-Poll.pdf>

¹⁰ *Ibid.*

¹¹ *Ibid.*

Urban Choice Charter School *i-Ready* Personalized Instruction Usage Data (2019–2020 SY)

	% Students Connected*	Median # of Weeks	Median # of Lessons Completed	Median Total # of Time-on-Task Minutes	Lesson Pass Rate
<i>i-Ready</i> Usage (Reading and Mathematics)	90.70%	9	51	2065	74.20%

*Students were defined as “connected” if they used *i-Ready* in at least four distinct weeks during the first 10 weeks of school closures (March 15–May 22).

The UCCS board has neglected to ensure that the school fulfills the commitments in the charter particularly those related to authentic family involvement and a rich, rigorous, and engaging curriculum in the remote learning environment.

As required by NYSED, UCCS reconstituted 60% of its board of trustees between August-December 2020. During this period, UCCS also began its contract with the Center for Educational Innovation (CEI) as a comprehensive support organization. As the UCCS board transitioned, CEI helped the new board and staff make the following changes to address deficiencies found during our last renewal process:

- **Modified Parent Engagement** – As described above, UCCS has modified our family engagement work to better meet the needs of our families during the pandemic. The school leadership team recommended to the Board the systems and strategies described above (implementation of Chalk for online lesson planning, collaboration and sharing; use of direct communication strategies to engage families; increased use of web-based student support tools such as ClassDojo and Kickboard; etc.), and the Board has supported these changes in a timely fashion by allocating budget and human resources appropriately.
- **ELA and Math Curriculum Changes** – As described above, UCCS is transitioning our ELA and math curricula to achieve better alignment with the NYSLS. CEI provided extensive direct training to our teachers on the new curricula first in August pre-service professional development (PD) sessions and ongoing through weekly PD trainings. The Board, again, reviewed and approved these changes and allocated budget and human resources to support implementation.
- **Intensive Board Training** – Starting in November, once 50% of the Board was reconstituted, CEI began providing direct and intensive training to the UCCS Board in order to help them build capacity and effectively govern the school. By the end of December the required 60% reconstitution of the Board was complete and since that time, CEI has delivered six training sessions, helped reorganize the Board leadership, put in place monitoring tools such as a school performance “dashboard” that is presented at monthly meetings, and restructuring of Board committees to better align with the school’s improvement plan. (Please see attached “UCCS Board Training Calendar” for a summary of board training sessions.)

UCCS continues to enroll a lower percentage of SWD and ELLs than in the Rochester City School District (RCSD) and has made few modifications in its student recruitment strategies since the previous charter term.

The UCCS Board approved a change to its Enrollment and Admissions Policy at its February 12, 2021 meeting. This policy, if approved by NYSED, will provide for a weighted lottery designed to increase enrollment of SWD and ELLs. (Please see attached “UCCS Enrollment and Admissions Policy, February 11, 2021 DRAFT.”) Should this policy be approved by NYSED, the weighted lottery will be implemented in 2021 for enrollments into SY2021-2022.

UCCS has failed to comply with Open Meetings Law requirements and state regulations to provide access for the public to its remote meetings.

UCCS partially complied with Open Meetings Law requirements and state regulations by announcing its monthly board meetings via the website. However, we failed to include Zoom location information once these meetings shifted to remote formats under COVID. We have rectified the situation with the new website.

The school's board webpage does not contain up to date trustee information. "News" is likewise not current. At the time of the visit, the CSO team was assured that a new website manager had been engaged and updates would be made shortly.

UCCS engaged a new web developer in fall 2020 to overhaul our website so that our staff can directly edit and update content (currently, we are reliant upon a vendor to make updates). This will resolve the issue of maintaining up-to-date information on the website.

UCCS must also remedy deficiencies in the school's fingerprinting process prior to hiring new staff members.

In December 2020, the UCCS Board modified its hiring procedures such that all newly-hired staff must have fingerprint clearance documented through NYSED prior to commencement of work. In cases where a staff member's fingerprint clearance is pending with NYSED, the Board can issue a 20-day waiver to this policy.

ATTACHMENTS

1. Annotated version of NYSED Site Visit Report – highlights specific sections of the report and provides additional information/clarifications.
2. SY2020-2021 Assessment Calendar as of February 12, 2021
3. UCCS Board Training Calendar as of February 12, 2021
4. UCCS Enrollment and Admissions Policy, February 11, 2021 DRAFT – approved at February 12, 2021 Board meeting and submitted to NYSED for approval.



New York State Education Department

***Remote Renewal Site Visit Report for BoR-Authorized Charter Schools under the
2019 Charter School Performance Framework
2020-2021***

Urban Choice Charter School

Remote Renewal Site Visit Dates: November 30 - December 1, 2020

Date of Report: February 16, 2021

[Charter School Office](#)
89 Washington Avenue
Albany, New York 12234
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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Urban Choice Charter School
Board Chair	<ul style="list-style-type: none"> • Nelson Blish (until 12/31/2020) • Mubarak Bashir (as of 1/1/2021)
District of location	Rochester City School District
Opening Date	Fall 2005
Charter Terms	<ul style="list-style-type: none"> • Initial Term: January 10, 2005 - January 9, 2010 • First Renewal Term: January 10, 2010 - June 30, 2014 • Second Renewal Term: July 1, 2014 - June 30, 2017 • Third Renewal Term: July 1, 2017 - June 30, 2020 • Fourth Renewal Term: July 1, 2020 - June 30, 2021
Current Term Authorized Grades/ Approved Enrollment	K - Grade 8/ 400 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K- Grade 8/ 400 students
Comprehensive Management Service Provider	None
Facilities	1020 Maple Street, Rochester, New York 14611 - Private Space
Mission Statement	<i>To provide Rochester students with a safe, supportive and intellectually challenging environment. The central philosophy is that strong student-teacher relationships are essential to student motivation, engagement and achievement. This philosophy, in combination with authentic efforts at family involvement, and the effective teaching of a rich, rigorous and engaging curriculum will enable students to build a strong foundation for college and career readiness, exceed state achievement standards and defy the demographic challenges of poverty.</i>
Key Design Elements	<ul style="list-style-type: none"> • Rich, rigorous and engaging curriculum aligned to NYS Common Core • Extended learning opportunities • Authentic family involvement • Data-informed instruction • Focused professional development • School culture
Requested Revisions	To add a Comprehensive Management Service Provider, the Center for Educational Innovation, beginning in SY 2020-2021

Noteworthy:

When the school transitioned to remote learning in March 2020 in response to the COVID-19 pandemic, Urban Choice Charter School (UCCS) provided all students with computers to ensure everyone can access the academic program. Where necessary, UCCS arranged for internet access for households without that

¹ The information in this section was provided by the NYS Education Department Charter School Office.

resource. After the school's last renewal, as required by the renewal conditions, it began the process of engaging in robust turnaround efforts. These efforts are ongoing, and the school has made a number of key changes in terms of board governance; supports provided to leadership, staff and families; and the academic program.

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, or
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

COVID-19 PANDEMIC NOTE: As of the publication of this report, New York State is in the midst of responding to the COVID-19 pandemic. NYSED understands that these are not normal times and state assessments for Grades 3-8 as well as high school students were canceled for the 2019-2020 school year (see the applicable memos at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/law.html>). The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year, Benchmark 1 allows for the use of longitudinal data and NYSED has been continuing to monitor and evaluate schools through the lens of the Performance Framework during the current crisis as Board of Regents-authorized charter schools have been implementing robust continuity of learning plans and adhering to NYSED’s [Remote Monitoring and Oversight Plan](#). Therefore, NYSED will continue to use the Performance Framework and Board of Regents renewal policies to evaluate, in a summative manner, applicable charter schools for renewal recommendation determinations.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2020 to 2021
Grade Configuration	K - Grade 8
Total Approved Enrollment	400

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School²

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024	Year 4 2024 to 2025	Year 5 2025 to 2026
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	400	400	400	400	400

METHODOLOGY

A two-day remote renewal site visit was conducted at Urban Choice Charter School (UCCS) on November 30-December 1, 2020. The New York State Education Department’s Charter School Office (CSO) team

² This proposed chart was submitted by Urban Choice Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

conducted interviews with the board of trustees, school leadership team, student support team, student success team and teachers.

The team conducted ten remote classroom observations in K-Grade 8. The observations were approximately 20 minutes in length and conducted jointly with the two principals. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit and can be found in the [Renewal SV Protocol](#).

The documents and data reviewed by the team before, during, and after the site visit included the following:

- UCCS 2020-2021 organizational chart;
- A 2020-2021 master school schedule for in-person learning
- Board materials (roster, minutes, and strategic plan) and a narrative describing the board's self-evaluation process;
- Narrative describing the process used to evaluate school leadership;
- Spring 2020 NYSED CSO COVID-19 Parent Survey Results;
- Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and board by-laws;
- NYSED Attachment 1: Academic and Enrollment Data;
- NYSED Attachment 2: Fiscal Dashboard Data;
- Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;
- Admissions and Waitlist information;
- Faculty/Staff Roster;
- Fingerprint Clearance Certificates for all instructional and non-instructional staff;
- School-submitted Annual Reports during current charter term;
- School's Self-Evaluation Tool;
- Prior CSO monitoring reports (check-in, midterm, renewals);
- Spring 2020 Continuity of Learning Plan;
- UCCS 2020 renewal application;
- UCCS 2020 renewal conditions;
- UCCS 2020-2021 Reopening Plan August 3, 2020;
- UCCS website and Facebook page;
- September 2020 and October 2020 Board of Trustees data dashboards;
- Annual Reports 2017- 2018, 2018-2019, 2019-2020;
- April 2019 UCCS Mid-Term Site Visit Report;
- UCCS Social Emotional Mental Health Plan;
- UCCS Leadership Team Duties and Responsibilities 09/22/2020;
- UCCS / CEI Summer Institute Agenda;
- UCCS Professional Development Calendar Fall 2020; and
- UCCS Schedule Overview for Hybrid, In Person and Remote Learners.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from 11/30-12/1/2020 at UCCS see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2019 Charter School Performance Framework Rating³**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Falls Far Below
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Approaches
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Falls Far Below
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Approaches
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. . High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

³ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- UCCS is in year 15 of operation and serves students in K- Grade 8. During its current charter term, the school is rated in the following manner: meeting four benchmarks, approaching four benchmarks, and falling far below two benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Strengths:**
UCCS has met key fiscal benchmarks and demonstrates a stable financial condition. External audits show the school has adequate internal controls on its financial management procedures and the school has corrected a concern raised by the state comptroller's office regarding credit card use. UCCS is making progress toward complying with the key requirements of its one-year renewal including reconstituting the board of trustees, developing a one-year budget, requesting a weighted lottery for SWDs and ELLs, and contracting with a comprehensive management services provider.

- **Summary of Areas in Need of Improvement:**
The UCCS renewal application and supporting documents describe a variety of programs and practices that are core to its charter and mission, many of which have been suspended or deferred and for which the school has not developed or implemented alternatives over the months since the initial transition to remote learning. While the school acknowledges the tests used previously were not predictive of student achievement on the New York State tests, it has not yet implemented reliable and accurate measures of student progress toward the New York State standards (NYSLs). Lesson plans developed for the new ELA and math curricula describe strategies suited to in-person learning and as a result, UCCS teachers are not consistently able to engage students in lessons in the remote setting. The school provided data showing that participation in remote learning is well below its own target. School-wide family engagement activities described in the school's August reopening plan have been cancelled and, while teachers and staff communicate with families on a one-to-one basis, the school does not provide accurate, clear, and complete information on its website to inform the community about its programs and outcomes. The UCCS board has neglected to ensure that the school fulfills the commitments in the charter particularly those related to authentic family involvement and a rich, rigorous, and engaging curriculum in the remote learning environment. UCCS continues to enroll a lower percentage of SWD and ELLs than in the Rochester City School District (RCSD) and has made few modifications in its student recruitment strategies since the previous charter term. UCCS has failed to comply with Open Meetings Law requirements and state regulations to provide access for the public to its remote meetings. The school's board webpage does not contain up to date trustee information. "News" is likewise not current. At the time of the visit, the CSO team was assured that a new website manager had been engaged and updates would be made shortly. UCCS must also remedy deficiencies in the school's fingerprinting process prior to hiring new staff members.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Falls Far Below

Summative Evidence for Benchmark 1:

See Attachment 1 for data tables and additional academic information.

Note: State assessments were not administered in the 2019-2020 school year. As such, NYSED is not able to include results from that academic year in the analysis of this benchmark.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Approaches

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	<ul style="list-style-type: none"> a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. <i>Instruction</i>	<ul style="list-style-type: none"> a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School/Middle School:

- ES:
 - K-Grade 2 ELA Success for All (SFA),
 - Grade 3-5 ELA – SFA (2019-2020); *Wit and Wisdom* (2020-2021)
 - K-Grade 2 – iReady math (2019-2020); *Eureka Math* (2020-2021)
 - Grade 3-5 Math – *Zearn* and iReady (2019-2020); *Eureka Math* (2020-2021)
 - K-Grade 5 Science – teacher created curriculum using resources embedded in the ELA materials and BOCES kits
 - K-Grade 5 Social Studies – teacher developed lessons embedded in the ELA curriculum materials
- MS:
 - Grades 6-8 ELA – SFA and iReady (2019-2020); *Wit and Wisdom* (2020-2021)
 - Grades 6-8 – *Zearn* and iReady Math (2019-2020); *Eureka math* (2020-2021)
 - Grades 6-8 Science – *Dimensions* and materials integrated into reading components of ELA materials
 - Grades 6-8 Social Studies – *American Journey* (McGraw Hill); embedded in ELA curriculum materials

Academic Program for Students with Disabilities (SWD) and English language learners (ELLs):

- SWDs:
 - Curriculum: For ELA, SFA (K-2); *Wit and Wisdom* (3-8); for math, *Eureka* (K-8)
 - Instruction: Four special education consultant teachers push into classrooms online and in-person; provide small group instruction and one-on-one additional support
- ELLs:
 - Curriculum: same as general education students
 - Instruction: ENL teacher pushes in to remote and in-person classrooms, reviews lesson plans to recommend strategies to support language acquisition and development

Summative Evidence for Benchmark 2:

1. Element: **Curriculum:**
 - **Indicator a:** At the start of the 2019-2020 school year, UCCS implemented the SFA curriculum for ELA in K-Grade 8 and has recently switched from *Zearn Math* to iReady as its mathematics program. In March 2020 when schools transitioned to remote learning, UCCS used the digital program, iReady, as the curriculum for both ELA and math. Following a curriculum audit by the newly hired comprehensive management services provider, UCCS began phasing out SFA and

adopted *Wit and Wisdom* for ELA at the start of the 2020-2021 academic year. In mathematics, UCCS has chosen *Eureka* as the core curriculum for all students. The school relies on iReady as a diagnostic and remediation option for both math and ELA. According to school documents, elementary teachers create their own science and social studies lessons integrating the science and social studies standards into the ELA program. K-5 teachers have access to BOCES science kits. Middle school teachers use *The American Journey* by McGraw Hill as a social studies text and have access to *Dimensions* for science. School leaders reported that the new curricula, *Wit and Wisdom* and *Eureka*, were selected because they align closely with the New York State tests.¹ While the school's curriculum audit states that iReady will be used only as a diagnostic tool, a schedule provided to the site visit team indicates that iReady is the math and reading program for students when working remotely.

- **Indicator b:** Along with the adoption of new curricula for 2020-2021, UCCS revised its teaching assignments so that one teacher at each grade level is responsible for ELA and social studies, and the other teacher constructs lesson plans for math and science. This structure allows teachers to focus on the adoption of one new curriculum rather than having to build expertise in two new programs. Teachers share their lesson plans in the online database, Chalk, ensuring that the curriculum is consistent within the grade level. According to school documents and interviews, the principal responsible for each content area meets with their subject area teachers weekly to discuss implementation challenges and strategies.
- **Indicator c:** In focus group interviews, UCCS school leaders and staff explained that the school reviews iReady diagnostic data to identify student learning needs and Response to Intervention (RTI) and special education teachers use that information to design lessons to fill in gaps or to support new content. In addition, the iReady program tracks student progress and individualizes lesson content suited to each child. The school employs a teaching assistant for each K-4 classroom and four RTI teachers who provide in-class and pull-out lessons in small group and one-on-one sessions for both in-person and remote learning settings.
- **Indicator d:** As noted in the 2019 renewal report, UCCS has undertaken a number of curriculum transitions over the previous three years. UCCS contracted with a comprehensive management services provider for the 2020-2021 school year to oversee and manage several instructional and operational activities. The contracted provider completed a curriculum audit and recommended replacing SFA and iReady, the curricula used in 2019-2020, with *Wit and Wisdom* for ELA and *Eureka* for math. The curriculum audit considered the school's internal data as well as state assessment data and identified weak links between the existing curricula and the NYS Learning Standards (NYSLS). School leaders reported that the new programs have a clearer link to the state standards.

2. Element: **Instruction:**

- **Indicator a:** According to the renewal application, teachers are expected to use graphic organizers, standardized rubrics and predictable strategies to ensure high-quality instruction. In interviews, school leaders mentioned clear learning targets and frequent checks for understanding as strategies which should be evident in each class. In three of the 10 lessons observed by the renewal site visit team, teachers repeated the learning target and reminded students multiple times what they "needed to know" to complete the exit ticket at the conclusion of the lesson.² Checks for understanding were infrequent in seven of the ten lessons despite regular mention in the lesson plans such as "engaging students in sharing. . ." or "use think-pair-share. . ."³ Lesson plans did not differentiate between in-person and remote environments and few teachers observed during the site visit were skillful in conducting checks for understanding in the 100% online setting.

Summary of Comments on NYSED Charter School Office Site Visit Report

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T Number: 1 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 12:59:26 PM

iReady is only used for targeted remediation above and beyond the regular curriculum. During the site visit, UCCS was in 100% remote instruction.

T Number: 2 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 12:59:56 PM

Teaching assistants were in breakout rooms facilitating small group instruction, which attends to checks for understanding.

T Number: 3 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:00:10 PM

UCCS was in 100% remote instruction at the time of the site visit.

- Indicator b:** Across the 10 lessons observed for the renewal site visit there was little visible student engagement in learning; teaching assistants were reported to be supporting small break out groups remotely as well. Lesson plans describe strategies best suited to in-person instruction, and the team noted skillful orchestration of student interaction with the content in only three classes. In most of the classes, teacher talk dominated the lesson and, when asked to unmute or post a response in the chat window, only a few students complied. While the format limited the ability of the observers to see all students throughout the lesson, teachers' comments and the behaviors that could be observed reflected general lack of interest and involvement on the part of students. In the three instances where teachers orchestrated active engagement in the work, students remained attentive and appeared to be meeting the expected learning target. In lessons where teacher talk dominated the lesson, student learning was not evident. School leaders acknowledged the difficulty of judging student engagement in the online platform. They indicated that teachers assess the level of student engagement based on completion of the classwork assignments which are usually submitted the following day. When teachers assign asynchronous lessons, those recorded by a UCCS teacher or from the commercial provider affiliated with the school's curriculum (inSync), students may or may not view the recording and engagement can only be judged by the classwork submitted following the lesson.
- Indicator c:** UCCS differentiates both curriculum and instruction through the deployment of support staff including four RTI teachers, four special education staff, and teaching assistants in each K- 4 classroom. The UCCS renewal application cites teachers' use of a "centers" approach and the use of SFA cooperative groups as common strategies for differentiating in-person instruction.² However, the school is in the process of transitioning from SFA to a new curriculum and, in the remote learning environment, students circulating through centers is not a practical approach. School leaders explained that teaching assistants monitor students during remote lessons and identify those needing extra help. The teaching assistant was actively working with students in only one of the four K-4 classes observed for the site visit and not visible or inactive in the other two classes. School leaders explained that students are scheduled for RTI classes based on their iReady data. The site visit team observed two RTI lessons, neither of which provided the remedial content or targeted instruction described in the lesson plan. Most of the lesson plans provided for the site visit listed differentiation strategies for SWD and ELLs but the observed lessons presented no evidence of the use of those strategies.
- Indicator d:** UCCS conducted two weeks of professional development training in August which was led by consultants from the comprehensive management services company and the curriculum materials publishers. In addition to an orientation to the new ELA and math curricula, the schedule for the August training included sessions in the Sheltered Instruction Observation Protocol (SIOP) to give teachers strategies to support ELLs. Sessions in culturally responsive classrooms and trauma-informed instruction were provided to improve teachers' ability to build relationships with students from diverse populations. Ongoing training is scheduled each Wednesday addressing curriculum implementation and support for struggling students, including SWDs and ELLs. The school recently hired a math coach to provide embedded training and support to teachers as they implement the new curriculum. School leaders reported they are in the process of hiring an ELA coach and, in the interim, rely on consultants provided by the comprehensive management services provider to help teachers implement *Wit and Wisdom* with fidelity. Teachers in the focus group praised the support from the coach and consultants and credited that support with fostering a sense of confidence in their use of the new curricula.

3. Element: *Assessment and Program Evaluation*:

I Number: 1 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:01:03 PM

S Author: UCCS Notes Subject: Sticky Note Date: 2/23/21, 1:01:14 PM

Recognizing the challenges of large group instruction over video conference format, UCCS teachers work with their teaching assistants to use breakout rooms for small group instruction and student interaction.

I Number: 2 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:02:16 PM

For the classes observed, the teaching assistants were in breakout rooms facilitating small group instruction. Maintaining clear instructional leadership in remote learning is critical to an effective learning environment. To support this, teaching assistants only use the chat feature (a support communication) rather than interrupting or talking over the teacher. This allows students to maintain focus on the teacher as classroom leader. Therefore, describing the teaching assistants as "not visible or inactive" is not accurate.

- Indicator a:** In prior years, UCCS used both SFA and iReady assessments as diagnostic and benchmark measures to identify student strengths and needs. The school acknowledged these measures were not predictive of student performance on the New York State tests. As a result, the school considered other measures for the current school year. UCCS provided two assessment calendars: One calendar lists iReady, Fountas & Pinnell, IXL, ELA unit tests as well as quarterly sample NYS tests and the NWEA MAP as a summative assessment at the end of the year. A second calendar lists only SFA assessments, iReady, and curriculum assessments for ELA and math. In interviews, staff mentioned classroom assessments such as classwork and exit tickets as formative measures of student mastery of the skills and content. According to school leaders, UCCS has not developed procedures to ensure assessments completed remotely are administered with integrity to produce accurate measures of student achievement.¹ For example, the October data dashboard provided to the board shows that not all students completed the interim assessments in reading and math, and, as a result, the school lacks an accurate profile of student strengths and needs. With² the variety of assessments listed in school documents, it is unclear which measures the school relies on to assess the effectiveness of its educational programs and practices.
- Indicator b:** According to the renewal application and teacher and school leader focus group interviews, UCCS relies on iReady diagnostic data to group students for classroom instruction and intervention classes. Teachers use classroom formative assessments (exit tickets) and classwork to inform decisions whether to reteach content or move ahead with the curriculum scope and sequence. Teachers explained they know students are making progress based on the work they submit as well as teacher observations. Members of the student success team monitor referrals to the Help Zone to identify behaviors that interfere with academic progress and intervene with individual students. When instruction is conducted remotely, student success team members reported they visit the online classrooms to ensure that students follow remote behavior expectations and participate in the learning activities. According to interviews, UCCS uses the qualitative data around behavior and participation to address individual rather than school-wide concerns.
- Indicator c:** According to school documents, UCCS evaluates the academic program by monitoring quantitative data from SFA and iReady as well as state assessments. Academic results showing poor student performance led to the decision to change the ELA curriculum from the Engage NY modules in 2016-2017 to SFA in 2017 to the present and to *Wit and Wisdom* for 2020-2021. In mathematics, the school changed from *Zearn* math in 2018-2019 to iReady for 2019-2020 to *Eureka* for the current year. The curriculum audit completed by the comprehensive management services provider concluded that the curriculum in use previously did not closely align with the NYSLS, a factor they assert contributed to the low achievement of UCCS students. According to school leaders, the new curricula provide additional content and guidance for teachers to support SWD and ELLs.
- Indicator d:** The assessment calendar provided to the renewal site visit team lists iReady diagnostic and curriculum assessments as the primary tools to measure student achievement and progress. In the renewal documents, UCCS acknowledges that iReady is not an accurate predictor of student performance on the NYS tests. School leaders explained that the new curricula include assessments that align more closely with the rigor and format of the NYS tests. In addition, a second assessment calendar lists simulated NYS tests to be administered throughout the year to gauge student progress toward state targets.³ At the time of the renewal site visit, the school had not yet developed or administered an assessment aligned with the NYSLS and relied on the iReady diagnostic administered at the start of the school year.⁴ As noted previously, UCCS has not devised a strategy to ensure the accuracy and integrity of the results of achievement assessments that are completed remotely.

I Number: 1 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:03:09 PM

UCCS use Go Guardian, which allows teachers to view what each student's computer desktop is showing. They can watch each child's screen simultaneously. There is not technology that we are aware of that maintains privacy and monitors physical environment during remote learning.

I Number: 2 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:03:47 PM

UCCS provided an assessment calendar in fall 2020 to the CSO. This calendar has been updated twice since September and all updates have been provided to the CSO. Data from all formative assessments are used to monitor student progress; we cross-reference grades, mid-module and end-of-module assessments along with other formative assessment tools such as iReady in order to monitor efficacy of grading and various progress measures.

I Number: 3 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:04:29 PM

We have conducted mid-module and end-of-module assessments that are aligned with the NYSLs across ELA and math. Documentation of the assessments can be provided to the CSO upon request.

I Number: 4 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:04:49 PM

See note above regarding use of Go Guardian to monitor student computer desktops.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** According to renewal documents and interviews, UCCS uses an RTI process to identify students who may require evaluation for an educational disability. The student support services coordinator, RTI teachers and classroom teachers review student achievement data and develop a plan of intervention and support. The UCCS plan explains that students who do not demonstrate gains over several cycles of increasing levels of intervention may be referred to the Rochester City School District (RCS D) Committee on Special Education (CSE) for evaluation. School documents state that the school uses the Home Language Survey to identify students who are English language learners and administers the NYSESLAT to gauge students' progress toward English proficiency.
- **Indicator b:** As noted in previous sections of this report, UCCS documents and interviews indicate that the school deploys RTI teachers, special educators, and one English as a New Language (ENL) teacher to support the needs of SWD, ELLs and any student struggling to master the NYSLS. Four special educators, four Rti teachers and a teaching assistant in each K-4 classroom provide small group and one-on-one tutoring for students consistent with students' IEPs. With the adoption of the new curricula, school leaders indicated that RTI classes and tutoring sessions for SWD and ELLs are expected to follow the content and sequence outlined in the *Wit and Wisdom* and *Eureka* materials.¹ However, the master school schedule provided to the site visit team indicates that students working remotely use iReady to supplement their reading and math programs. In addition to supports provided during the school year, the school offered a summer program conducted by the comprehensive management services provider that served 11 students with one-on-one tutoring. Many of the additional supports described in the school's renewal application, including community volunteers and middle schoolers working with elementary students in homework club, are not operating due to COVID-19 restrictions.² The school has not developed alternative approaches to these programs that could provide supports to struggling students within the current limitations, with the exception of middle school students engaged in peer-to-peer tutoring.
- **Indicator c:** In the renewal application, UCCS reports that RTI teachers and classroom teachers meet bi-weekly to review student progress and plan differentiation and small group instruction. In the focus group interview, members of the student support team (RTI teachers, special educators and the ENL teacher) said they meet as a team weekly and they are learning the new curricula along with the general education teachers. Student support teachers explained they can access teachers' lesson plans on the Chalk database and use those as a guide for the grade-level content and skills standards their students are required to meet. The support teachers indicated they use the differentiation ideas in the new curricula to inform their plans for small group or individual tutoring sessions.

I Number: 1 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:05:37 PM

Students are provided live instruction during remote learning; iReady is used as a supplement for targeted remediation.

I Number: 2 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:06:05 PM

UCCS has grouped middle school students for peer-to-peer tutoring that can take place remotely.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Measures of Culture, Climate, and Student Engagement	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside.⁴</p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside.⁵</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
2. Behavior Management and Safety	<p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses</p>

⁴ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

<u>Element</u>	<u>Indicators</u>
	<p>a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
3. <i>Family Engagement and Communication</i>	<p>a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
4. <i>Social-Emotional and Mental Health Supports</i>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the</p>

educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

1. Element: ***Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** According to the school’s documents, UCCS established an attendance team in 2018-2019 that was charged with monitoring attendance and offering incentives when absences persist. The attendance team refers chronic absentees to the student success team consisting of the counselors, dean, social worker and behavior interventionists to develop more intensive solutions and to monitor change. When students are accessing instruction remotely, UCCS counts students present if they log in to the online learning platform. UCCS staff noted that the original expectation was that students would log in by 8:30 AM, but adjusted the expectation to 11:30 AM to allow for occasional technical problems. According to the October data dashboard provided to the board, average attendance across the school was 80 percent in September and 76 percent in October. The school continues to address chronic absentees by individual consultation with families.
- **Indicator b:** In the renewal application, UCCS describes its use of the Help Zone and Alternative to Suspension (ATS) rooms to address student misbehavior and avoid extended separation from the school community. Teachers refer students to the Help Zone staffed by counselors from the Center for Youth to allow them to reflect on their behavior and redirect their energy in more productive ways. Students suspended for infractions of the code of conduct stay in school and complete their assignments under the guidance of a staff member. During the current remote and hybrid learning settings, the data dashboard shows 27 students were referred to the Help Zone in October 2020 and 2 students were assigned to ATS. In the focus group interview, UCCS staff reported that the primary behavior concern when students are learning remotely is engagement and participation with few instances of misbehavior among remote learners.
- **Indicator c:** According to the renewal application, UCCS implements Positive Behavioral Supports and Interventions (PBIS) to build a positive school culture and productive learning climate. However, in focus group interviews, staff reported that PBIS has not been implemented consistently this year. According to the school’s professional development calendar, one 90-minute professional development session provided an overview of PBIS to staff in September. School leaders noted that the focus has been on the new curricula rather than school-wide implementation of PBIS. Teachers are expected to award behavior incentive points using Class Dojo (K-4) and Kickboard (5-8). According to focus group interviews, the school uses the data from Class Dojo and Kickboard to monitor school climate and culture along with discipline referral patterns. However, staff indicated that Kickboard has not been put in place and the school did not provide sample Kickboard and Dojo reports as requested by the site visit team.

2. Element: ***Behavior Management and Safety:***

- **Indicator a:** According to school documents, the UCCS 2019 Code of Conduct posted on the website serves as the school’s discipline policy and is implemented by school staff under the guidance of the student success team. The UCCS 2020-2021 Reopening Plan describes expectations for student behavior when they are participating in learning remotely. The code of conduct has not been formally updated to reflect the remote learning behavior expectations.

 Number: 1 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:08:00 PM

Both systems have been in place since SY2019-2020 and UCCS has reported on data from both systems to the CSO as part of its renewal application, specifically in the UCCS submission of Benchmark 1 data in October 2020.

- **Indicator b:** The UCCS code of conduct describes a sequence of consequences for infractions moving from staff member actions to referrals for Help Zone or ATS placement. The school describes its behavioral interventions as a progression of steps rather than as a tiered process. Staff responsible for monitoring students' social and emotional development report they adapted their approach to accommodate the remote learning environment by continuing mandated and non-mandated counseling using video conferencing tools. Behavior interventionists reported they sit in on remote lessons and monitor student behavior. They indicated that the remote system allows them to visit more classes each day than when students are in the building. As noted previously, the student success team intervenes on a one-to-one basis when teachers identify a disengaged student and/or when team members notice a student in need.
 - **Indicator c:** UCCS documents assign responsibility for maintaining a safe learning environment to the student success team. Teachers, school leaders, and staff described the responsiveness of the team to student challenges, whether academic, behavioral, or social-emotional. Discipline data presented on the board dashboard show few referrals to the Help Zone and ATS for the current year. Members of the student success team reported few instances of misbehavior during remote lessons, with more frequent concerns related to attendance and engagement.
 - **Indicator d:** The UCCS Code of Conduct/Discipline Policy describes consequences for students who engage in practices prohibited by the Dignity for All Students Act (DASA) including bullying and harassment. The UCCS dean of students serves as the DASA coordinator. In their focus group interview, teachers indicated they were aware of the DASA coordinator and complimented the training provided during the summer session on culturally responsive teaching.
 - **Indicator e:** Across the 10 classrooms observed during the remote site visit, the learning environments varied widely, with some well facilitated and students engaged in lesson activities and others interrupted by background activity. No intentional disruptions were noted but, in many instances, variations in teachers' skills using the online platform limited student opportunities for engagement with the content.
3. Element: ***Family Engagement and Communication:***
- **Indicator a:** In the renewal application, UCCS lists several ways it communicates with parents, citing the newsletter, website, parent teacher conferences and family nights. In interviews, school leaders reported that in-person activities have not taken place due to COVID-19 restrictions and families have not responded to two invitations to participate in remote/online/video meetings. While the website includes a Google translate link to allow materials on the website to be translated into parents' preferred language, many documents on the website are out of date, inaccurate, or difficult to locate. School leaders reported they send letters to families across a range of topics from attendance to safety to technology; however, the school did not indicate whether the letters were sent in the family's preferred language. The school lists a parent and family involvement team and a community connections team designated as the groups responsible for outreach and communication, but school leaders reported these teams remain inactive. The recently hired family and community engagement coordinator has been quarantined due to COVID-19.
 - **Indicator b:** According to the UCCS 2020-2021 Reopening Plan, the website, the newsletter, robocalls, email blasts, and social media are the primary means of communication across the school community. As mentioned previously, many website documents are out of date, inaccurate or missing. For example, the most recent newsletter posted on the website is from October 2019. UCCS leaders stated that teachers are expected to use Class Dojo and Kickboard to communicate with families about their child's behavior and achievement and teachers and staff

reported frequent use of Class Dojo. Members of the student success team indicated that training for Kickboard, the communication tool for Grades 5-8 teachers, had not been completed as planned. The UCCS Facebook page shows infrequent postings. The UCCS Reopening Plans states that special educators are expected to communicate daily with their students and their families; however, members of the student support team said they communicate with parents on average about once each week.

- **Indicator c:** While the school's documents state that UCCS surveys parents and families regularly, school leaders have relied on the NYSED survey administered in spring 2020 to gauge current family satisfaction. The UCCS 2020-2021 Reopening Plan states that the school will survey families prior to the start of the school year and school leaders explained that the scope of that survey focused on family preferences for hybrid or fully remote learning settings for their children. The 72 UCCS parent respondents on the Spring 2020 NYSED CSO COVID-19 Parent Survey expressed satisfaction with the support provided by the school during the transition to the remote or hybrid academic situations. Members of the student success team reported that alternative strategies to engage families that reflect in-person restrictions have not been developed and as a result, the school has not hosted community forums or family events since prior to March 2020. Board documents mention an annual climate survey, but members noted that the survey had not been completed.
 - **Indicator d:** The 2019 UCCS complaint policy included in the family handbook posted on the website describes the sequence of steps to be followed when parents have a concern. The policy lists outdated contact information and provides no updates to address issues related to COVID-19 restrictions. According to school leaders and staff, the school responds promptly to family concerns and provides academic, behavioral, social-emotional, and technical help on a one-to-one basis when they are alerted to a concern. UCCS does not have a defined process to respond to community concerns.
 - **Indicator e:** In the renewal application, UCCS states that it maintains positive and transparent communication with stakeholders. The school posts a link to the NYS Report Card on the website, but provides no other information about school performance or changes in school operations. The website includes no information for the community about the recent contract with the comprehensive management services provider. As noted previously, the website does not contain evidence of community/public access to remote board meetings. School leaders reported the recent hiring of the family and community engagement coordinator to fill a vacant position. However, that person has not been able to begin fulfilling the duties of that role due to health concerns.
 - **Indicator f:** UCCS documents do not report whether they share their participation rate on NYS tests with the community or whether they show the comparison with RCSD. As noted above, the website includes a link to the NYS report card which does list participation rates for the school for the most recent state data available (2018-2019).
4. Element: ***Social-Emotional and Mental Health Supports:***
- **Indicator a:** In the renewal application, UCCS lists *Character Counts* and *Getting Along Together* as programs used to support the social-emotional and mental health needs of all students. In focus group interviews, members of the student success team reported that the SFA program, *Getting Along Together*, is no longer in use. Success team members indicated their work is carried out on a one-to-one basis in the current hybrid and remote settings and there is no common program or curriculum. They reported that the daily morning meeting conducted by teachers both remotely and in-person serves as a means for engaging students in voicing concerns and sharing and resolving issues related to their social-emotional well-being.

Number: 1 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:09:30 PM

Not conducted in Fall 2020 since NYSED had just conducted a survey in spring 2020. Next implementation of the climate survey will take place in May 2021. Please see UCCS's summary response to the site visit report for highlights from the CSO parent survey.

- **Indicator b:** UCCS staff reported that they rely on teacher referrals to identify the social and emotional needs of students rather than a systematic school-wide data collection. Behavior referrals tracked on spreadsheets and reviewed by members of the student success team trigger intervention by a staff member to address the concern. Most common issues during both remote and hybrid learning include attendance and engagement/participation, particularly in remote lessons. In some instances, parents have reached out to staff for guidance and support when family-student interactions become unproductive. Patterns noted in behavior referrals from teachers are used to guide staff to intervene before issues become problematic.
- **Indicator c:** According to the renewal application, UCCS staff confer during team meetings to assess the impact of school-wide programs as well as individual interventions. Since staff carry out their work primarily one-to-one, the school does not cite any systematic data collection or uniform measure to gauge the effectiveness of the school's supports for students' social-emotional and mental health needs. Weekly meetings of staff supporting the academic, behavioral and social-emotional needs of students aids in the coordination and revision of services to improve outcomes for individuals.
- **Indicator d:** UCCS provided the agenda for the 10-day summer professional development program completed in August prior to school opening for the 2020-2021 school year. The agenda for the training included sessions on the content and delivery of the new ELA and math curricula, using iReady data to inform instruction, and ensuring rigor in instruction, as well as sessions addressing trauma-informed classrooms, culturally responsive teaching, and the growth mindset. Topics scheduled as professional development activities on each Wednesday afternoon during the school year include lesson planning and lesson study, data analysis, and the Danielson framework for teacher evaluation. Wednesday sessions also included introductions to the Sheltered Instruction Observation Protocol (SIOP), strategies to support ELLs, Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS), strategies specially designed to support students struggling to meet grade level expectations, including SWDs. School leaders reported that teachers requested more time to fully understand and practice new strategies between professional development sessions.
- **Indicator e:** In focus group interviews, UCCS staff reported that greater number of students are eligible for McKinney-Vento services than previously. Teachers identified the McKinney-Vento coordinator by name, and the UCCS social worker identified herself as filling that role. UCCS maintains communication with the homeless students and their families and provides references to community resources and transportation services as needed.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Urban Choice Charter School appears to be in very good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Urban Choice Charter School's 2019-2020 composite score is 2.73.

Composite Scores
2015-2016 to 2019-2020

Year	Composite Score
2015-2016	2.38
2016-2017	2.69
2017-2018	2.59
2018-2019	2.79
2019-2020	2.73

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Urban Choice Charter School's 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

In 2019, the Office of the State Comptroller (OSC) conducted an audit (<https://www.osc.state.ny.us/localgov/audits/schools/2019/urban-choice-charter-2019-192.htm>) of the school with the objective of determining whether school officials ensured credit card purchases were adequately supported and for appropriate purposes. OSC found that internal controls regarding credit card use were not always followed and that 40 percent of credit card purchases were not adequately supported. OSC recommended that all credit card users follow the school's internal control policies, including preapproval of all purchases, and that all credit card claims be adequately supported prior to payment. The school's leadership agreed with the findings and took corrective action.

Additionally, in 2019, OSC conducted an audit (<https://www.osc.state.ny.us/local-government/audits/charter-school/2020/06/12/urban-choice-charter-school-information-technology-2019m-240>) of the school with the objective of determining whether leadership ensured that information technology (IT) assets were safeguarded. OSC found that a former employee's user account was used to process 510 financial transactions after her departure from the school; leadership did not adopt IT

policies; and IT users were not provided with IT security awareness training. OSC recommended that the school immediately disable user accounts of former employees and ensure all IT users have and use their own user accounts; adopt comprehensive IT policies and procedures; and provide employees with IT security awareness training. The school's leadership agreed with the findings and took corrective action.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<p>a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.</p> <p>b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.</p> <p>c. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.</p> <p>d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter.</p> <p>e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.</p> <p>f. The board engages in ongoing professional development.</p> <p>g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter.</p> <p>h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>

Summative Evidence for Benchmark 6:

1. Element: *Board Oversight and Governance*:

- **Indicator a:** According to the UCCS renewal application, the board will assess its own performance annually in June using the McKinsey Non-Profit Board Assessment. In the focus group interview, board members recalled completing a self-assessment, although not the McKinsey form, but the members leading that effort have left the board and the remaining members could not recall the format or findings of that self-evaluation. Similarly, UCCS renewal documents state that the board will conduct an annual evaluation of the school leader. In the focus group, the board confirmed that the leader evaluation had been completed and a bonus awarded, but since departing board members led the evaluation process, the remaining members could not specify the criteria or standards used in judging the leader's performance. The UCCS renewal application notes that the board and school leader will develop a template by October 2020 for evaluating the performance of the comprehensive management services provider to be implemented in May 2021. The template was not completed as stated. Instead, board members said they will hire an outside contractor to evaluate the performance of the management company based on the terms of the provider's contract. However, as is applicable to this section, the UCCS board is undergoing a turnaround and capacity building is still ongoing.
- **Indicator b:** As a condition for its charter renewal in spring 2020, UCCS is in the process of reconstituting the board of trustees, replacing five of the eight members with new members recruited by the comprehensive management services provider. As of the date of the renewal visit, two new members were joining the four continuing members on the UCCS board. The new members include a parent representative, as defined in the board by-laws, and the CEO of the management company.
- **Indicator c:** According to school documents and interviews, the UCCS board oversees the school's operations through a monthly dashboard summarizing relevant academic and operational information and reports from school leaders on the progress of new initiatives. Sample dashboards for September and October 2020 include enrollment and waitlist, student and teacher demographics, attendance by grade, parent engagement activities completed, prior NYS test data, and current academic benchmark data. In the focus group, board members said that meetings are recorded; however, links for public access are not posted and the renewal site visit team was unable to determine how actively the board examines the educational program.² The board's approval of the renewal application and supporting documents that present sometimes conflicting and occasionally confusing descriptions of the school's current programs and practices raises concerns about the board's ability to oversee the fulfillment of the commitments in the school's mission and key design elements, as well as effective oversight of the comprehensive management services provider.
- **Indicator d:**³ UCCS submitted an undated strategic plan detailing three core values and six strategic priorities aligned with the Charter School Performance Framework. The plan lists measures to be used to monitor progress toward goals within each of the priorities. However, no progress report was provided to indicate whether the school is meeting or approaching the targets listed under each priority.⁴ The renewal application states that the board will review its strategic plan every two years. During the current charter term, the board has focused on reconstituting its membership and establishing a relationship with the comprehensive management services provider, conditions of its most recent charter renewal.
- **Indicator e:** Minutes of board meetings record occasional review of school policies. In the renewal application, the school indicated that board policy review and updates will be conducted and coordinated by the comprehensive management services provider in the future. In the focus

Number: 1 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:11:05 PM

Evaluation of the CEO was completed in July 2020 using the Marzano Framework (see email from Hurley Wicorek to McCarthy dated July 28, 2020) and attached report. In the August 2020 renewal application, the Board named the Open Schools Rubric to evaluate the CEO going forward. This tool was recommended by CEI, reviewed by the CEO and former Board Chair; the new tool better aligns with the unique functions of a charter school CEO. The CEO will evaluate the two principals using the Marzano Framework, which is better aligned with their roles as instructional leaders.

The Board will conduct its first self-evaluation using the new rubric (The McKinsey Nonprofit Board Self Evaluation Tool) in 2021; this new evaluation tool was identified for use in the August 2020 renewal application. Prior to naming this tool, the Board did not have a formal means of guiding self evaluation.

The Board will conduct its first evaluation of CEI (charter management organization) in spring 2021 using an evaluation tool approved at the February 11, 2021 Board meeting. No evaluation was due last year as the contract began in July 2020.

The Board added plans to evaluate other key service providers (finance and HR) as part of the August 2020 renewal application; these evaluations were added in recognition of a prior absence of formal evaluation for key service providers. The first evaluations will be conducted in spring 2021.

Number: 2 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:11:25 PM

CEI began formal training for the newly reconstituted Board on December 17, 2020 and as of February 12, 2021 has held four training sessions on: 1) Overview of BoT Responsibilities re NYS charter law, the school's charter and bylaws; 2) Governance vs Day-to-Day Leadership/relationship between the BoT and school leadership team; 3) Overview of Performance Evaluation plans per the August 2020 renewal application; 4) Deeper Dive into the Board's Self-Evaluation Tool and Process. CEI will continue to provide at least 4 more trainings over the coming two months as well as individualized support for the Board Chair and committees.

Number: 3 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:11:54 PM

The document did not have the date present in the footer. It is updated quarterly along with the School Improvement Plan that is monitored by the comprehensive management services provider. The version provided at the site visit was from September 2020 and notes in the far right column status of progress related to targets, which were set in 2019.

Number: 4 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:12:29 PM

The CEI BoT training series will culminate in a BoT retreat in June 2021 where members will review the strategic plan established in 2019, measure growth in all areas, and establish a new two-year strategic plan that is aligned with the new BoT self-evaluation tool and UCCS's school improvement plan.

group, board members clarified that the school's attorney will also share responsibility for monitoring changes in regulations that require changes in board policy.

- **Indicator f:** According to the renewal application, board professional development will be planned and conducted by the comprehensive management services provider. In the focus group, board members noted the first training session took place in November and was designed to orient new board members and establish subcommittees. Future sessions are planned to develop work plans for each subcommittee of the board. The board retreat intended to strengthen the board's ability to function effectively as a team was cancelled due to restrictions on in-person gatherings. The board and management company have not devised plans for board training to be conducted using video conferencing tools.
- **Indicator g:** The UCCS board has focused on some of the conditions of the short-term charter renewal and has not maintained compliance with its governance role and several of its legal obligations. For example, the board did not complete the annual performance evaluations for leaders, itself, or providers, although some plans were in place; it did not show any active oversight of the academic program in its meeting discussions; it did not conduct policy updates on a regular basis; and there was no ongoing board training for new or existing members. Over the course of several charter terms, the UCCS board has not taken effective action to ensure the enrollment of SWDs and ELLs at a level comparable to the district of location, as required by its charter. The board is in the process of reconstituting itself and has finalized an agreement with a comprehensive management services provider, two primary conditions for its renewal. The UCCS renewal application states that the comprehensive management services provider will assume responsibility for board training on governance and oversight and will establish a policy review process.
- **Indicator h:** In the focus group interview, board members indicated that the Charter School Performance Framework will be incorporated into the work plans for the board subcommittees to be developed over the coming months. No systematic review of the indicators in the Charter School Performance Framework is evident in board minutes over the past year.

Number: 1 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:13:14 PM

All BoT training provided by CEI occurs via Zoom (started December 17, 2021). Sessions are recorded by UCCS's CEO and a Google Drive folder maintains copies of all slide decks and related materials for BoT members to access after the trainings.

Number: 2 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:13:46 PM

Evaluation of the CEO was completed in July 2020 using the Marzano Framework (see email from Hurley Wiecek to McCarthy dated July 28, 2020) and attached report. In the August 2020 renewal application, the Board named the Open Schools Rubric to evaluate the CEO going forward. This tool was recommended by CEI, reviewed by the CEO and former Board Chair; the new tool better aligns with the unique functions of a charter school CEO. The CEO will evaluate the two principals using the Marzano Framework, which is better aligned with their roles as instructional leaders.

The Board will conduct its first self-evaluation using the new rubric (The McKinsey Nonprofit Board Self Evaluation Tool) in 2021; this new evaluation tool was identified for use in the August 2020 renewal application. Prior to naming this tool, the Board did not have a formal means of guiding self evaluation.

The Board will conduct its first evaluation of CEI (charter management organization) in spring 2021 using an evaluation tool approved at the February 11, 2021 Board meeting. No evaluation was due last year as the contract began in late spring 2020.

The Board added plans to evaluate other key service providers (finance and HR) as part of the August 2020 renewal application; these evaluations were added in recognition of a prior absence of formal evaluation for key service providers. The first evaluations will be conducted in spring 2021.

Number: 3 Author: UCCS Notes Subject: Highlight Date: 2/23/21, 1:14:23 PM

Board training began formally on December 17, 2020, after new board members had joined. To date (February 12, 2021), the Board has engaged in 4 training sessions and is scheduled to engage in at least 4 more over the coming two months.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.</p> <p>b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</p> <p>c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.</p> <p>d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>
2. <i>Professional Climate</i>	<p>a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</p> <p>b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups.</p> <p>c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</p> <p>d. The school has established procedures for effective collaboration among teachers.</p> <p>e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</p> <p>f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</p>

Element

Indicators

3. <i>Contractual Relationships (if applicable)</i>	a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures. b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.
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Summative Evidence for Benchmark 7:

1. Element: *School Leadership:*

- **Indicator a:** The UCCS renewal application states that the school reorganized its leadership structure for 2020-2021 to improve instructional leadership. The reorganization consisted of assigning each of the two principals the responsibility for content areas, ELA/social studies or math/science, in addition to grade spans as in 2019-2020. As noted in a previous section of this report, teachers in Grades 1-5 were assigned responsibility for either ELA or math so they could focus on learning one new curriculum rather than two. In interviews, school leaders reported that this reorganization has allowed principals to meet weekly with their content area teachers to discuss successes and challenges related to implementation of the new programs. A chart prepared by the comprehensive management services provider in September lists the general scope of work for each member of the leadership team.
- **Indicator b:** The UCCS renewal application lists a daily bulletin from principals and weekly staff meetings as the primary vehicles for communication across the school. The application describes plans for grade-level team meetings to be coordinated by the comprehensive management services provider. In interviews, school leaders explained that grade-level team meetings have not begun and training to create professional learning teams (PLCs) described in the school’s renewal documents has not taken place. School leaders confirmed that teachers were not involved in decisions to selected new curricula and they described plans to communicate decisions and rationales for program changes in the future under the guidance of the comprehensive management services provider.
- **Indicator c:** According to the October 2020 data dashboard presented to the board of trustees, UCCS has no open staff positions although the August organizational chart shows that the family engagement position was unfilled. UCCS lists seven teachers without certification, and school documents report the steps being taken to ensure their qualification for their role. Nine of the classroom teachers and three teaching assistants are listed as “new hires” on the faculty and staff roster. Four teachers and two principals have been at the school for one year. The teacher retention rate for the 2019-2020 school year was 47%; business office was 100% (one person); and coaches 50%.
- **Indicator d:** The school’s renewal application and self-evaluation reflect the school’s review of its performance on the benchmarks and indicators in the Charter School Performance Framework. While the strategic plan submitted with the school’s renewal documents references the benchmarks, board minutes do not reflect a systematic review of the priorities and goals in the strategic plan as they relate to the Charter School Performance Framework.

2. Element: *Professional Climate:*

- **Indicator a:** UCCS provided a document updated in September 2020 listing the areas of responsibility for each member of the school leadership team. While the documents show some discrepancy from other documents, in interviews teachers and staff confirmed that principals are assigned to lead different content areas and the dean and members of the student success team manage issues related to student behavior, attendance and social-emotional well-being.
- **Indicator b:** UCCS employs four special educators and one ENL teacher along with four RTI teachers to serve the academic needs of SWD, ELLs and those not meeting grade-level expectations. The student support coordinator manages assignment of staff and oversees intervention supports as well as monitoring student progress to determine if an evaluation for special education services is needed. If evaluation is indicated, the student support coordinator will work with the RCDS CSE to complete the process. As noted under Benchmark 2, two weeks of training for staff was completed in August led by consultants from the comprehensive management service provider and curriculum materials publishers. The agenda for the summer sessions included professional development in the new curricula, use of iReady data, as well as trauma-informed teaching and culturally responsive classrooms. In the focus group interview, teachers described their training as positive and helpful. The school schedules professional development during the school year each Wednesday and continues curriculum implementation training among other topics during those sessions.
- **Indicator c:** According to school documents, UCCS appointed a director of operations in 2019-2020 to manage budget, facilities, and transportation as well as technology infrastructure. Communication between the school and staff and the school and community is the responsibility of the dean of students. As noted previously, materials on the school's website are incomplete, inaccurate and out of date and do not provide an accurate or complete description of the educational program at the school. School leaders reported they use email, robocalls, and the postal service to communicate important information to families. Teachers use Class Dojo and email to share individual student information and updates with families.
- **Indicator d:** For 2020-2021, UCCS offered families the option to have their children participate in learning fully remotely or in a hybrid setting, in person several days per week and remote on others. Teacher schedules provided for the renewal visit do not include common planning time for staff, although the school's renewal documents mention collaborative teacher meetings on Wednesdays. In focus group interviews, teachers confirmed they meet with their content area colleagues and the principal responsible for the content area each Wednesday. Meetings between the two teachers at each grade level occur informally. School documents mention training to develop professional learning communities but school leaders explained that training has been postponed to provide teachers time to become confident in the implementation of the new curricula.
- **Indicator e:** According to school documents, UCCS leaders evaluate teachers using the Danielson framework. Documents explain that teachers are evaluated three times each year. In the focus group interview, teachers reported they have not been formally evaluated at this point in the school year. Professional development calendars list a session on the Danielson model and one on developing SMART goals for teachers.
- **Indicator f:** While school documents state that teachers are surveyed regularly, school leaders indicated that, other than exit interviews when teachers depart, school leaders have not assessed teacher satisfaction in 2019-2020 or in 2020-2021. The UCCS renewal application states that school leaders are investigating options for purchasing a teacher satisfaction survey. In the focus group interviews, teachers and staff explained that school leaders solicit their feedback on

professional development sessions, but only certain staff are involved in educational and operational decisions.

3. Element: ***Contractual Relationships:***

- **Indicator a:** In July 2020, UCCS finalized a contract with a company to serve as a comprehensive management services provider, a requirement of the 2020 charter renewal. The board is in the process of revising its by-laws and operational procedures to reflect the responsibilities to be carried out by the provider. In the focus group interview, board members indicated that, although the current contract extends only one year, the intention is to establish a long-term relationship with the comprehensive management services provider.
- **Indicator b:** UCCS documents state that the board and school leader will prepare an evaluation template by October 31, 2020 to evaluate the performance of the management services provider. In focus group interviews, board members and school leaders reported the template has not been completed. They indicated the criteria for assessing the contractor's work will be linked to the deliverables in the negotiated service contract.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter, including in public-facing materials.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

1. Element: *Missions and Key Design Elements:*

- **Indicator a:** In interviews during the site visit, teachers, staff, school leaders and board described the key elements of the school's mission as including a safe and supportive environment for students and establishing strong relationships with students and their families, concepts that are central to the school's mission statement. Parents were not interviewed; and the site visit team could not determine what families understand the school's mission to be.
- **Indicator b:** The school has partially implemented its key design elements.
 - *Supportive educational environment:* The UCCS student success team and student support team oversee the school's programs and practices in support of students' social-emotional well-being and academic success. Of the 72 families completing the Spring 2020 NYSED COVID-19 survey, 96% agreed or strongly agreed that the school provided support for their child's at-home learning. In focus group interviews, UCCS teachers, leaders and staff cited a range of actions to support the needs of students as well as their families during multiple transitions.
 - *Rich, rigorous, engaging curriculum:* UCCS has adopted new curriculum materials for ELA and math for 2020-2021 in response to a curriculum audit completed by the comprehensive management services provider. Implementation of the new programs is in the early stages. Classrooms observed remotely during the renewal site visit showed few instances of students actively engaged in learning.
 - *Extended learning opportunities:* Since COVID-19 restrictions were instituted, UCCS has not continued the extended day programs previously in place. According to the renewal application, the school and its comprehensive management services provider will review and evaluate what was previously offered. The summer program run by the contractor provided the 11 participating students with one-on-one tutoring.
 - *Authentic family involvement:* In focus group interviews, school leaders reported that the family activities previously hosted by the school are not continuing due to

restrictions on in-person gatherings. The school recently filled the position of family and community engagement coordinator who has not yet initiated any activities. UCCS has not devised alternative approaches to engaging families that take advantage of the technology supported by the school. Members of the student support team reported that almost all families participated in the annual CSE meetings held virtually for the current year, a much higher percentage than when meetings were conducted in person. The October 2020 board data dashboard lists an orientation for 46 kindergartner families and 5 home visits as the only family involvement work this year.

- *Data informed instruction:* In focus group interviews, school leaders reported that iReady data is being used as a diagnostic tool to identify students for small group instruction. Teachers report using exit tickets to make decisions about the pacing of their curriculum. Teachers participated in iReady data use training during the summer professional development institute. However, as noted previously, the school has not established protocols to ensure that assessments completed remotely are yielding accurate and reliable measures of student achievement and progress.
- *Focused professional development:* The agenda for the 10-day summer professional development institute conducted by the comprehensive management services provider addressed a range of topics, but primarily focused on introducing the new ELA and math curricula. Additional topics were noted previously and included culturally responsive classrooms, trauma-informed teaching, and use of online resources for remote teaching.
- *School culture:* At the start of the 2020-2021 school year, UCCS surveyed families to ask their preference for a hybrid schedule, consisting of two days in-person and three days remote learning or all remote. At that time, 59% of families chose to continue their child's learning at home, and 41% opted to participate in the hybrid schedule. In focus group interviews, UCCS staff indicated that they attempt to strengthen the safe and supportive culture through the work of the student success team described in detail in Benchmark 3. The school has not completed a satisfaction survey of families, students or staff and does not have data to assess whether the school's culture meets its expectations.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

Summative Evidence for Benchmark 9:

1. Element: *Targets are not met:*

- **Indicator a:** According to the school’s October 2020 data dashboard, UCCS enrolls 98% of its chartered maximum. The school reports 43 (11%) SWDs, 11 (3%) ELLs and 383 (97%) economically disadvantaged (ED) students. Based on the most recent state data, UCCS remains well below the enrollment of SWDs and ELLs in RCSD. School reported data shows a decrease in the percentage enrolled for each group. The school has made no progress toward matching the proportion of these two populations with RCSD.
- **Indicator b:** UCCS has CSO approval to conduct a weighted lottery to improve the chances for ELLs and SWDs to be selected for admission. The school has submitted to CSO a draft board policy to reflect its implementation. Other strategies for recruiting students in these populations remain the same as for previous years. Annual reports for 2017, 2018, and 2019 list brochures and materials distribution, contacts with area agencies and day care centers, and participation in recruitment fairs in the region as the outreach strategies in use. The school’s website describes in broad terms the services it offers for SWDs, but the site includes no information on the programs offered to support ELLs.

- **Indicator c:** According to UCCS documents, the school uses its final enrollment figures to judge whether its recruitment strategies have been effective. The school does not have a process in place to distinguish which strategies are most helpful in encouraging enrollment of the special populations. UCCS staff reported their perception that word of mouth from existing families is helping publicize the school's programs to encourage applications to the school.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ol style="list-style-type: none">a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

1. Element: *Legal Compliance*:

- **Indicator a:** Meeting notices do not appear on the school's website or on the school's Facebook page as stated in the UCCS renewal application. In the focus group interview, board members indicated that they have not regularly reviewed and updated policies to acknowledge changes in school operations due to COVID-19, but noted the comprehensive management services provider contract assigns responsibility for oversight and update of policies to the outside contractor. Some of the school's policies require revision to be fully legally compliant. School officials have not been complying with fingerprinting and clearance requirements for staff, a serious safety violation. The school must adopt a multi-step, comprehensive process to ensure that all school employees have fingerprint clearance prior to their start date at the school.
- **Indicator b:** UCCS has complied with the renewal conditions to reconstitute the board of trustees and hire a management services provider. The new board composition was being finalized at the time of the renewal site visit. UCCS provided a copy of the signed contract with the management

service provider dated July 2020. In 2019 the NYSED CSO required UCCS to undertake corrective action to increase the recruitment, enrollment and retention of English language learners and students with disabilities. As of the date of the renewal site visit, the school's efforts have not yet resulted in enrollment proportional to the district of location.

- **Indicator c:** The hiring process described in the renewal application indicates that if the individual has the correct certification for the position for which he/she is applying, they move forward in the process. However, if they do not, they are not considered. In contrast, a list showing teacher certification status prepared for the board identified seven teachers as uncertified, with only three meeting one of the exemption categories. No plan to ensure teachers are certified in accordance with applicable laws and regulations was provided.
- **Indicator d:** During the site visit, board members indicated that a number of changes in school operations as defined in the charter had not been submitted for CSO approval. They noted that the contract with the management services provider assigns responsibility for adherence to required approval processes to the contractor.
- **Indicator e:** The October 2020 board of trustees' dashboard lists enrollment at 98% of the maximum allowable students as outlined in the charter and as set forth in the charter agreement. Enrollment has consistently been at least 98% over the past four years.
- **Indicator f:** In the focus group interview during the renewal site visit, board members reported that their past practice was to consult with their legal counsel as the need arose. In April, the board's legal counsel began attending each board meeting to monitor compliance with legal and regulatory requirements. Board members also noted that the contract with the management service provider assigns responsibility for maintaining awareness of board responsibilities to the contracted provider.

Urban Choice Charter School Assessment Calendar 2020 - 2021

	Assessment Name	Grades Assessed	Start Date	End Date	Remote/In-Person	Semester
QUARTER 1	I-Ready Diagnostic (Baseline)	K-8	9/22/20	9/29/20	R	1
	Success for All	K-2	9/29/20	10/2/20	IP	1
	Eureka Math Module 1	2	10/01/20	10/01/20	R	1
	Eureka Math Module 1	3 & 8	10/08/20	10/08/20	R	1
	Eureka Math Module 1	5	10/13/20	10/13/20	R	1
	Eureka Math Module 1	4	10/16/20	10/16/20	R	1
	Eureka Math Module 2	2	10/16/20	10/16/20	R	1
	Eureka Math Module 1	6 & 7	10/22/20	10/23/20	R	1
	Eureka Math Module 2	4	10/27/20	10/27/20	R	1
	Success for All	K-2	11/02/20 11/05/20	11/03/20 11/06/20	R	1
	ELA-Wit & Wisdom Module 1	1-8	11/02/20 11/05/20	11/03/20 11/06/20	R	1
	QUARTER 2	Eureka Math Module 1	K-1	11/13/20	11/13/20	R	1
Eureka Math Module 2		8	11/13/20	11/13/20	R	1
Eureka Math Module 2		3	11/20/20	11/20/20	R	1
Eureka Math Module 2		6	11/24/20	11/24/20	R	1
Eureka Math Module 3		2	11/24/20	11/24/20	R	1
Success for All		K-2	12/1/20	12/4/20	IP	1
Eureka Math Module 2		5 & 8	12/03/20	12/03/20	R	1
Eureka Math Module 2		K	12/08/20	12/08/20	R	1
Eureka Math Module 3		8	12/11/20	12/11/20	R	1
Eureka Math Module 3		3 & 6	1/08/21	1/08/21	R	1
Eureka Math Module 2		1	1/15/21	1/15/21	R	1
Eureka Math Module 3		4 & 5	1/15/21	1/15/21	R	1
Eureka Math Module 3	7	1/28/21	1/28/21	R	1	
Eureka Math Module 4	2	1/28/21	1/28/21	R	1	

	Success for All	K-2	2/01/21 2/04/21	2/02/21 2/05/21	IP	1
	ELA-Wit & Wisdom Module 2	1-8	2/01/21 2/04/21	2/02/21 2/05/21	R	1
QUARTER 3	I-Ready Midyear Assessment	K-8	2/08/21 2/11/21	2/09/21 2/12/21	R	2
	Eureka Math Module 3	K & 1	2/23/21	2/23/21	R	2
	Eureka Math Module 4	3 & 4	2/23/21	2/23/21	R	2
	Eureka Math Module 4	8	2/26/21	2/26/21	R	2
	Midyear Mock ELA Assessments	3-8	2/24/21	2/26/21	R & IP	1
	Success for All	K-2	3/08/21	3/12/21	R	2
	Midyear Mock Math Assessments	3-8	3/10/21	3/12/21	R & IP	1
	Eureka Math Module 4	7	3/18/21	3/18/21	R	2
	Eureka Math Module 5	2	3/18/21	3/18/21	R	2
	Eureka Math Module 4	5 & 6	3/18/21	3/18/21	R	2
	Eureka Math Module 5	8	3/18/21	3/18/21	R	2
	Eureka Math Module 5	3	4/09/21	4/09/21	R	2
	Success for All	K-2	4/12/21 4/15/21	4/13/21 4/16/21	IP	2
	ELA-Wit & Wisdom Module 3	1-8	4/12/21 4/15/21	4/13/21 4/16/21	R	2
	Eureka Math Module 4	1	4/19/21	4/19/21	R	2
	NYS ELA Predictive	3-8	4/20/21	4/22/21	R	2
QUARTER 4	Eureka Math Module 5	7	4/29/21	4/29/21	R	2
	Eureka Math Module 6	2, 3, 8	4/29/21	4/29/21	R	2
	NYS Math Predictive	3-8	5/04/21	5/06/21	R	2
	Eureka Math Module 4	K	5/14/21	5/14/21	R	2
	Eureka Math Module 5	5 & 6	5/14/21	5/14/21	R	2
	Eureka Math Module 5	1	5/19/21	5/19/21	R	2
	NYS Science Predictive	4 & 8	5/26/21	5/27/21	R	2
	Eureka Math Module 5	K	6/04/21	6/04/21	R	2

Eureka Math Module 6	4	6/04/21	6/04/21	R	2
Eureka Math Module 7	2	6/04/21	6/04/21	R	2
NYS Science Written Predictive	4 & 8	6/07/21	6/07/21	R	2
I-Ready End-of-Year Assessment	K-8	6/08/21	6/14/21	R	2
Success for All	K-2	6/15/21	6/21/21	IP	2
ELA-Wit & Wisdom Module 4	1-8	6/15/21	6/21/21	R	2
Eureka Math Module 6	1 5-7	6/22/21 6/23/21	6/22/21 6/23/21	R	2
Eureka Math Module 7	3 & 4 8	6/22/21 6/23/21	6/22/21 6/23/21	R	2
Eureka Math Module 8	2	6/22/21	6/22/21	R	2



Urban Choice Charter School Board Training Calendar

Training provided by Center for Educational Innovation

UPDATED: 02.12.21

NOVEMBER 18, 2020

Introductions, review of training plan, topics and schedule

Topic: Review of the Board responsibilities according to its charter, NYS regulations and by-laws

- Accountability to charter authorizer (NYSED)
- General NYS regulations
- Specific accountability measures included in the school's charter
- Roles and responsibilities outlined in the school's charter by-laws
- **Governance and/vs Day-to-Day School Leadership**
- Financial Responsibilities

DECEMBER 17, 2020 -

Topic: Board and School Leaders - Roles & Responsibilities

- **Governance and/vs Day-to-Day School Leadership**
- Performance monitoring
- Reporting to charter authorizer (NYSED)

JANUARY 21, 2021

- The Board's responsibility in reviewing school leadership, educational partner and other partnerships
- Evaluation of the School Leader
- Self Evaluation of the Board
- Evaluation of other Partners

JANUARY 28, 2021

Topic: Review of Evaluation Tools

- Conducting School Leader Performance Reviews
 - Review of the Evaluation Tool
- Self Evaluation of the Board of Trustees
 - Review of the Evaluation Tool

FEBRUARY 4, 2021

Topic: Deeper Dive on the BoT Self-Evaluation tool

FEBRUARY 18, 2021

Topic: Deeper Dive on the CEO Evaluation Tool

FEBRUARY 25, 2021

Topic: Role of Educational Services Partner (CEI)

- Review of charter renewal plan approved by authorizer, MOU and Partnership Expectations
- Support and/vs monitoring
- Roles and relationships of/among CEI - Board - School Leaders

MARCH 11, 2021

Topic: Personnel Planning for 2021-2022 School Year

- Identifying personnel needs - timing, roles and responsibilities
- Hiring early to secure top teachers/staff
- Online job fairs during Coronavirus closures

MARCH 25, 2021-

Topic: Charter Performance Goals, Monitoring and Planning for the 2021-2022 SY

- Review of current charter goals (from approved charter renewal)
 - Purpose and goals of performance reviews
- Processes and timing for monitoring progress towards goals
- Goal Setting and Planning for the Spring Retreat for the 2021-2022 SY

ADDITIONAL TRAINING SESSIONS: To be determined after completion of Series 1

**Urban Choice Charter School
Enrollment and Admissions Policy
February 11, 2021**

Enrollment:

Urban Choice Charter School is a free, public school that enrolls students in grades K-8. Students who will turn five years old on or before December 1st of the school year for which enrollment is sought may submit an application. When the school is fully enrolled, Urban Choice maintains a waitlist. Both the applications and the waitlist are kept for one year.

Application Period and Process:

Applications may be submitted after January 1st for the upcoming school year. Applications are accepted year-round through:

- Applying online through Rochester’s charter school common application at: <https://goodschoolsroc.org> or <https://urbanchoicecharter.org>; or
- Calling the main office at (585) 288-5702 and completing the application with a trained staff member over the phone or making an appointment to complete the application in-person at the school.

Occasionally Urban Choice has seats available at some grade levels during the course of the academic year and the school shall use the applicable grade-level waitlist if one exists (as described below) or continually recruit and enroll students in order to fill any such seats.

Enrollment Lottery:

Generally, Urban Choice seats are very limited and the number of students who apply is greater than the number of seats available. When this occurs, the school holds a lottery in accordance with its Charter. In order to participate in the lottery, applications must be completed online or received by Urban Choice by April 1st. If the number of applications submitted by April 1st exceeds Urban Choice’s enrollment capacity, a lottery will occur.

The lottery is a random selection process conducted using technology-based software and overseen by a neutral third party to assign seats as described below. By March 15th, the date, time and location of the lottery shall be posted in the same manner in which the school posts notices of regularly scheduled Board of Trustee meetings and in accordance with State regulations.¹

During any school closure period pursuant to an Executive Order of the Governor related to the COVID-19 crisis, the lottery will be held remotely by videoconferencing and the public shall

¹ Notice of the date, time and place of the lottery, shall be consistent with [Public Officers Law §104](#), and the lottery shall occur in accordance with section 119.5 of the Commissioner’s Regulations

have an opportunity to view it live. In this event, the notice of the lottery will also be posted on the school's website and the videoconference shall be recorded and later transcribed.

Enrollment Preferences:

Upon timely receipt the required paperwork where applicable (e.g., birth certificate, custodial paperwork, and/or other school records establishing designation into one or more of the categories below) students will be given admissions preference in the following order:

1. *Returning Students:* Kindergarten through eighth grade students who are currently enrolled in Urban Choice are automatically given a seat for the upcoming school year.
2. *Siblings:* Brothers and sisters of currently enrolled students have second priority. "Siblings" is defined as two or more children who are related either (1) by birth by means of the same father or mother; or (2) by legal adoption.
3. *City of Rochester Residents:* Eligible children whose primary residence is the within City boundaries have third priority.
4. *Non-City of Rochester Residents:* Eligible children whose primary residence is outside the City boundaries have fourth priority.

Weighted Lottery:

Urban Choice is committed to enrolling students with disabilities² and English language learners³ commensurate with K-8 enrollment percentages in the Rochester City School District. In addition to targeted outreach and recruitment efforts, the school uses a weighted lottery for the applicants with disabilities or who are English language learners in order to increase those students' chances of being randomly selected for an available seat.

To identify as many students with disabilities and English language learner applicants as possible, Urban Choice shall include the following on its application:

Optional Application Questions: Urban Choice is committed to enrolling students with disabilities and English language learners, and answering the following questions helps the school identify eligible students. *You are not required to answer* these questions but doing so may provide the school with information that may increase your child's chances of being admitted.

1. Does your child currently have an Individualized Education Plan (IEP)? [Y/N]
2. Does your child receive special education services (such as specially designed instruction or special class programs, speech and language, or occupational or physical therapy) through the Committee on Special Education (CSE) process? [Y/N]
3. If your child is currently in pre-k or not yet enrolled in kindergarten, does your child currently receive early intervention services (such as special education, speech and language, occupational or physical therapy) through the Committee on Preschool Special Education (CPSE) process? [Y/N/Not Applicable]
4. Does your child currently receive services related to being an English language learner? [Y/N]
5. Does your child speak a language other than English at home most of the time? [Y/N]
6. Is your child's native language a language *other than* English? [Y/N]

² "Students with disabilities" means students who are classified under the Individuals with Disabilities in Education Act (IDEA).

³ "English language learners" means students identified as such based on a NYSITELL assessment.

7. Is your child currently in a Spanish-speaking pre-K program or daycare center? [Y/N]
8. Is your child is still learning to speak English? [Y/N]

If you answered “yes” to any of the questions and you are offered a seat through the lottery or waitlist process, you will be required to provide appropriate documentation related to your answers prior to your child’s enrollment. If a seat is offered based on insufficient information, the offer will be rescinded, and the seat will be offered to the next student on the waitlist.

Prior to April 1st each year, the school identifies targets for enrollment of students with disabilities and English language learners, and applies weights based on gaps between the actual current enrollment and the targets for each of the two subgroups. The targets are established by the enrollment and retention targets set forth in the NYSED Charter Schools Office performance framework (<http://www.p12.nysed.gov/psc/regentoversightplan/section3/PerformanceFramework2019.pdf>).

If the school is more than 5% below the target for a subgroup, a weight of two will be applied. If the school is more than 15% below the target for a subgroup, a weight of three will be applied. If the school is more than 25% below the target for a subgroup, a weight of four will be applied. Students who meet both subgroup criteria will be awarded no more than a weight of four:

Difference between Actual and Target Enrollment	Weight Applied
Actual subgroup enrollment is between > 5% and 10% below the target	2 x 1 lottery entry
Actual subgroup enrollment is between >10% and 15% below the target	3 x 1 lottery entry
Actual subgroup enrollment is between > 15% below the target	4 x 1 lottery entry

Waitlist:

During the lottery process, names will continue to be drawn in the same manner and applying the same preferences and weights after all available seats have been filled in order to form nine numbered waitlists, one for each grade level. These waitlists will be the only official, legal document identifying the names of students by grade level with applications to Urban Choice pending acceptance for the subsequent school year, or when vacancies arise. The waitlist expires annually immediately prior to the next year’s lottery drawing.

Whenever a vacancy occurs after the lottery, Urban Choice shall follow the waitlist order and notify a parent via email and/or text message that a seat has become available and is being offered to the student. In addition, the school may contact the parent via phone call. A parent has three business days from the time of the first notification as recorded by the school to accept the seat by contacting the school per the instructions in the offer. A parent may request and the school may grant an extension of no more than two additional business days in order for the parent to make a final decision regarding acceptance. If a parent declines the offer, the student is determined to not be eligible, or the school does not receive a response from the parent within three business days, the seat shall be offered to the next student on the waitlist.

Non-Discrimination Statement:

All recruitment, application and enrollment materials, including Urban Choice’s website, paper applications, and the online enrollment system shall contain the following non-discrimination statement:

Urban Choice shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. Urban Choice may not require any action by a student or family (such as an admission test, interview essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission.

Cit:
N.Y. Public Officers Law 104
8 N.Y.C.R.R. 119.5



CHARTER SCHOOL OFFICE
ROOM 5N EB Mezzanine, 89 WASHINGTON AVENUE, ALBANY NY, 12234
Tel. 518/474-1762; Fax 518/473-4502; charterschools@nysed.gov

February 2, 2023

SENT VIA EMAIL AND US MAIL

Lynn McCarthy, Chief Executive Officer
Urban Choice Charter School
1020 Maple St
Rochester, NY 14611

Dear Ms. McCarthy:

Thank you for welcoming David Frank and me into Urban Choice Charter School (“Urban Choice”) on Friday, January 27, 2023. We appreciate the time you and your leadership team took to accompany us to the 11 classrooms and the “Pup Den” student support space. We also appreciate you, Amy Rawleigh-Schiavi, and Carl Parris spending time with us at the conclusion of our visit to debrief and discuss what we saw with Ms. Rawleigh-Schiavi as we went from class to class. As mentioned onsite, we took this opportunity to conduct an unannounced visit pursuant to [the NYSED Charter School Monitoring Plan](#) in order to observe teaching and learning at Urban Choice as part of the school’s renewal process.

After orienting you and your team to the purpose and scope of our visit, Ms. Rawleigh-Schiavi accompanied us in classrooms at the elementary and middle school level. In conversations with Ms. Rawleigh-Schiavi, Mr. Parris, and Michael Samuel, it was conveyed to us that two of the school’s priorities were to develop a stronger culture and climate at Urban Choice and find teachers to fill vacancies. In walking the halls and observing classrooms, it did appear that Urban Choice students were aware of school behavioral and classroom management expectations. Students appear ready to learn and responsive to teacher requests. However, we consistently saw teaching that did not conform to the processes and procedures set forth in the school’s charter or expectations voiced by school leadership. For example, we observed:

- A lack of a sense of urgency in many of the classes we observed. For example, at the beginning of the school day we observed a yoga lesson taking over 15-20 minutes when the posted class schedule showed students in a math block or a teacher allowing students to pick teams for close to 10 minutes also during a math block.
- Adults in classrooms without any clear role or purpose. Teaching assistants consistently appeared to not support instruction or classroom management and their purpose was not well understood. In multiple classrooms, when the lead teacher needed to step out of the room, instruction stopped, and the teaching assistant stood silently until the teacher returned.

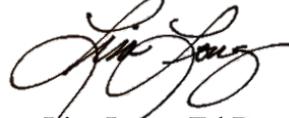
- A teacher using YouTube to teach numerical division concepts and then needing to use a calculator to check student work, demonstrating that the concept was not understood by the teacher.
- In numerous instances, teachers asking students to display their work on the chalkboard at the front of the room. In all observed cases, the student, not the teacher, explained their work and in some instances, when multiple students were asked to display their work at the chalkboard, once one student completed the problem, the teacher stopped the other student from working and had them sit down without demonstrating understanding of the concept or lack thereof.
- Many lessons that appeared to be far below grade level. For example, in 5th grade classes, students were engaged in basic multiplication exercises (i.e., flash cards with $4*11$, $6*3$, or $2*12$). Based on New York State Standards, these concepts are taught in the 3rd grade. When asked, students told us that these concepts were also covered in the 4th grade.
- Notebooks in student cubbies that universally contained no writing or showed any use at all.
- Students who were often seen to be engaged in work without supports or scaffolds. For example, we observed a student who was asked to engage in long division exercises when the student stated they did not understand basic math (i.e., the 4th grade student was unable to subtract 12 from 13) while the adult in the room was socializing with another student who the adult stated did not belong in that space. In another instance, 6th grade students were engaged in writing activities on a worksheet where basic spelling and grammar rules were not evident. This is not to place any blame on the student, but rather to demonstrate that at no time in either of these observations were adults or systems in place to help support student growth and learning.

Although school leadership stated that coaching occurs, the quality and unevenness of teaching observed provided no evidence to show that such coaching was efficacious or effective. A theme of teacher turnover and shortages was repeatedly mentioned, but we observed many adults in the building and in classrooms with no apparent purpose or function. As mentioned above, it was difficult to discern the role of teaching assistants. Although every class observed had a teaching assistant, the instruction provided in the school did not appear to be designed to properly utilize the availability of these potential teaching and learning resources. We did not observe any small group instruction, breakout groups, teaching assistants conferencing with students, or other strategies to utilize these adults in any productive way that would benefit students, many of whom appeared to be struggling with the concepts being discussed in the classroom. Although, as mentioned above, in many instances those concepts were far below the students' grade level.

In summary, in the great majority of classrooms observed over the three hours we spent in the school, in multiple cases, we saw little evidence of academic rigor or supports in place to scaffold teaching to conform to effective practices. Although school leadership stated that the school was "five months into a three-year turnaround plan," despite the school being in its 18th year of operation, little evidence of academic impact could be observed. Although, as stated above, the school did appear to be safe and orderly. Tellingly, a clear vision of exemplary teaching was not shared or observed.

We left Urban Choice with a clear vision of the promise and possibility inherent in your students, but we were left with serious concerns that the school has the capacity, will, or skill to best serve its students and meet the standards for renewal set forth in the Education Law and Charter School Performance Framework for Board of Regents-authorized charter schools. We will continue to have conversation with you, the school's leadership team, and board of trustees. We will be in touch regarding next steps and welcome you reaching out with any comments or questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lisa Long', written in a cursive style.

Lisa Long, Ed.D.
Executive Director

cc: Angelique Johnson-Dingle
David Frank
Karonne Jarrett Watson
Barbara Moscinski
Susan Gibbons
Amy Rawleigh-Schiavi
Carl Parris
Mubarak Bashir

SENT VIA EMAIL AND US MAIL

Lisa Long, Ed.D.
Executive Director
The New York State Education Department
Charter School Office
Room 5N EB Mezzanine
89 Washington Avenue
Albany, NY 12234

Dear Dr. Long:

I am writing in response to your February 3, 2023, letter to express grave concern for the misinformation contained therein and to question the purpose of such tactic immediately prior to a renewal recommendation. One can only deduce that the purpose of your visit and letter is to discredit your colleagues' teaching and learning findings from their November renewal site visit¹ and pave the way for a non-renewal recommendation to the Board of Regents.

On January 27, 2023, you and David Frank made an unannounced visit to Urban Choice. You signed in at 9:30 and signed out at 12:30. You observed ten classrooms and a de-escalation room, each for ten minutes or less. While NYSED is of course welcome at a charter school at any time, a high-stakes, two-hour surprise visit is not contemplated by your Monitoring Plan. Rather, it is the renewal site visit that is to "supplement and validate...information collected over the charter term by the CSO. *This information* is used to inform the action taken by the Board of Regents to approve, modify or disapprove the charter school's request for renewal."²

You were escorted on those visits by Principal Amy Schiavi, who has more than 25 years of experience as teacher, instructional leader, principal, and principal supervisor in urban education. Ms. Schiavi spends the vast majority of her time in classrooms providing coaching and feedback related to best instructional practices. Ms. Schiavi is widely respected in Western New York as an instructional expert. Your recitation of what was occurring in classrooms is almost entirely contradicted by Ms. Schiavi's contemporaneous notes as follows:

- At no time during any of the classroom visits did you ask to see lesson plans, ask what you should expect to see during the visit/lesson, ask follow-up questions, or have any discussion following a visit about anything related to what was occurring in the classroom with Ms. Schiavi. Had you made any one of these inquiries, you could have had at least some basis upon which to draw your conclusions.
- The 15-minute yoga lesson you criticize was actually a planned part of a 90-minute math block, held for the purpose of helping students re-focus. Had you inquired, you would have understood that these 15-minute lessons are strategically allocated throughout the week based on SWIS data which identifies the times and classes where students are struggling with behavioral regulation.

¹ Relevant portions of the draft renewal site visit report are attached. (Note: factual corrections to the report have not yet been made.)

² See p.1 2022-23 Monitoring Plan



- The ten-minute math team selection exercise, which you suggest was problematic, was intentionally built into the lesson (also during a 90-minute math block) which included a learning objective related to collaborative decision-making and team building. Had you inquired, you would have learned there was a debrief with the students about what they had learned about team building as a result of that exercise.
- With respect to the role of the teaching assistants, your letter states they did not have a clear role or purpose and that their purpose was not well understood. While you may not have understood their purpose based on a ten-minute observation with no context, a review of the observations indicates that, in five of ten classes, the teaching assistants were in fact being utilized appropriately while you were in the classroom.
- Your statement, “In multiple classrooms, when the lead teacher needed to step out of the room, instruction stopped, and the teaching assistant stood silently until the teacher returned” is entirely inaccurate. There was *only one* instance where a teacher stepped out of a room: it was for 20 seconds to redirect a student without embarrassing him in front of the class, and it was during a transition moment for the students in the classroom, so there was nothing for the teaching assistant to be doing in that moment.
- No teacher used YouTube to teach a lesson; a YouTube video was used to reinforce a previously taught concept. This in no way “demonstrates that the concept was not understood by the teacher” – had you inquired about what was happening in the classroom, this information would have been provided to you.
- I am at a loss to understand why students displaying and explaining their work is problematic for you.
- You express concern that another student was stopped by the teacher while doing math at the board. The student was stopped because (1) it was an intentional part of the lesson plan; and (2) after you exited the room, the student completed the problem and the teacher subsequently checked for understanding. Again, neither you nor Mr. Frank made any inquiry about what you were observing.
- You state lessons “appeared far below grade level” but you never reviewed any lesson plan. Your example (5th grade students reviewing multiplication facts) occurred during a transition period in the midst of a 90-minute math block. You additionally criticize the school based on a student’s report that math facts were also reviewed in 4th grade. *Reviewing math facts is best practice.* You failed to inquire as to whether UCCS 3rd graders are learning math facts (which they are) and a review of this 5th grade lesson plan would have shown you that the review was in preparation for a standing Friday math competition where the students do double-digit math problems, something they look forward to every week.
- Your criticism, “Notebooks in cubbies that universally contained no writing or showed any use at all” is baffling. You asked a student what the notebooks were used for, and the student replied, “we aren’t using them right now.” *The cubbies are where the students keep notebooks purchased in the beginning of the year that are not yet being used.* If you wanted to see data folios, they were located by the window and teacher’s desk in that classroom. Couching the location of

unused notebooks as an example of a lack of instruction is irresponsible.

- You state you and Mr. Frank “observed a student who was asked to engage in long division exercises when the student stated they did not understand basic math...” You fail to mention that the student was not in a classroom; the student had just entered the de-escalation room because he needed an emotional/behavioral break and, without letting him take that break, you approached him and asked him to do his math work. Of course, his response was that he didn’t understand: No student who is in the midst of struggling with emotional regulation is going to be open to learning math in that moment.
- Further, the “adult in the room socializing with another student” was the SEL coach; and the student who “did not belong in that space” sometimes comes to that room to get special jobs to do as a reward. Again, your observation is baseless, and you and Mr. Frank made no inquiry as to what was in fact happening.
- The sixth graders engaged in writing on a “worksheet where basic spelling and grammar rules were not evident” were completing a graphic organizer as a pre-writing activity as part of the writing process. It is best practice *not* to apply grammar and spelling rules at that point in the writing process.
- You state there is “a lack of sense of urgency in many of the classes” you observed. This statement is both subjective and inflammatory. The statement is designed to evoke a sense of lack of caring, or a lack of understanding that students need to learn. If your intent was to comment on pacing, you would have needed information about what was happening in the classrooms in order to make that judgment.
- You conclude that the quality of the coaching is not producing results, yet you have no baseline data upon which to draw any comparisons whatsoever.
- You erroneously state you saw no scaffolded instruction, and no “small group instruction, breakout groups, teaching assistants conferencing with students, or other strategies to utilize these adults...” yet all of these things were happening when you observed a 1st grade classroom.

While you provided no feedback during your time at UCCS, Mr. Frank made the following comments:

- “I want to remind you that we are not here to be social work agencies. We are driven on results and that’s what matters.”
- “I saw some really good teaching and some really bad teaching.”³
- “It’s obvious the students are happy here and feel safe.”
- “The middle school was very orderly, not what I remember of middle school.”

³ Respectfully, it is my understanding that Mr. Frank has virtually no teaching experience, is not a certificated teacher, and has not been formally trained as an instructional expert.

- “It took a lot for the board to let CEI go.”
- “I don’t want to get into a statistical analysis right now, but I’ll leave this data for you.” (This was not done.)
- “I want to keep this positive. I’ll take it back to Susan. Expect your report at the beginning of next week.”
- “You know what you can do for me? Show me results. I need results.”

I hope this information helps clarify for you the misrepresentations made in your letter. I respectfully request you correct the errors contained in your letter so that the Board of Regents has an accurate and objective assessment upon which to base its renewal determination. Given the dire consequences of a nonrenewal decision on UCCS’s students and families, NYSED’s care and concern for students and attention to detail is of utmost importance.

Regards,



Lynn McCarthy, CEO

Cc: Wade Norwood
Angelique Johnson-Dingle
David Frank
Barbara Moscinski
Susan Gibbons
Amy Rawleigh-Schiavi
Carl Parris
Mubarak Bashir
Kirsten Barclay

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Approaches

<i>Element</i>	<i>Indicators</i>
<i>1. Curriculum</i>	<ul style="list-style-type: none"> a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
<i>2. Instruction</i>	<ul style="list-style-type: none"> a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
<i>3. Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
<i>4. Supports for Diverse Learners</i>	<ul style="list-style-type: none"> a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School/Middle School:

- ES:
 - K-Grade 5 ELA = *Wit and Wisdom*
 - K-Grade 5 Math = *Eureka Math*
 - K-Grade 5 Social Studies = teacher developed curriculum integrated with ELA
 - K-Grade 4 Science = BOCES 4 Science instructional kits
 - K-Grade 5 = *Magnetic Reading*
- MS:
 - Grades 6-8 ELA = *Wit and Wisdom*
 - Grades 6-8 Math = *Eureka Math*
 - Grades 6-8 Social Studies = teacher developed curriculum integrated with ELA
 - Grades 5-8 Science = Amplify science and ELS and ILS investigations

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs):

- SWD:
 - Curriculum: For ELA, *Wit and Wisdom* (K-Grade 8); for math, *Eureka* (K- Grade 8)
 - Instruction: UCCS assigns six special education teachers to a grade level as integrated co-teachers (ICOT) who plan lessons for the grade level and provide in-class support to students in compliance with their Individualized Education Program (IEP). One special educator is assigned as a consultant teacher for Grades seven and eight.
- ELLs:
 - Curriculum: Same as general education students *Wit and Wisdom* for ELA, *Eureka Math* for mathematics, with modifications provided by the ICOT
 - Instruction: Each of the two English as a New Language (ENL) teachers works in classrooms and also provides instruction in small group pull-out sessions. ENL teachers use the program, *Team Toolkits: Teaching Els for Academic Mastery* with their students in the pull-out lessons.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has remained as Approaches due to a lack of significant improvement in instructional practices.

1. Element: ***Curriculum:***

- **Indicator a:** In the renewal application, UCCS reports that the documented curricula in ELA and mathematics are products produced by Great Minds and aligned with the Next Generation New York State Learning Standards (NYSLS). *Wit and Wisdom* is the ELA curriculum in K- Grade 8 and

Eureka Math is used as the K-Grade 8 mathematics curriculum. In focus group interviews, school leaders reported that *Magnetic Reading* from iReady was added to the ELA curriculum this year for Grades 3-5 after being piloted in the 2021-2022 school year by the K - Grade 2 teachers. *Magnetic Reading* focuses on phonics and phonemic skills. The renewal application states that the school uses teacher-developed social studies curriculum integrated with the ELA curriculum. For science, UCCS uses the BOCES 4 Science Instructional kits for K- Grade 4 and *Amplify Science* for grades 5-8. Additional science content is taught through the ELA curriculum, similar to the integration of social studies concepts and skills.

- **Indicator b:** According to the renewal application and meeting calendars provided by the school, regularly scheduled weekly grade level team meeting time enables classroom teachers and their co-teachers and teaching assistants to collaborate on lesson planning and implementation to ensure horizontal alignment. Teachers use a common lesson plan format and preserve and share their plans using the *Chalk* tool as a curriculum repository. School leaders provided a calendar of weekly meetings including the instructional leadership team and the student success team. In focus group interviews, members of the diverse learners' team reported they also meet monthly to discuss student progress and develop intervention strategies. Teachers in the focus groups noted that they meet with special educators (SPED) and English as a New Language (ENL) staff as needed before or after school and during the weekly grade level team meetings.
- **Indicator c:** In the renewal application and interviews with the instructional leaders and members of the diverse learners' team, UCCS described a change in service model for SWD from a consultant teacher model to ICOT in K-Grade 6 to enable SPED teachers to work in classrooms to differentiate instruction within daily classroom activities. In the focus group interview, instructional leaders explained that the core curricula, *Wit and Wisdom* and *Eureka Math*, include suggested modifications to support struggling or excelling students, which teachers can incorporate into their lessons. The UCCS lesson plan template provided to the site visit team includes prompts for teachers to enter specific adjustments to the learning activities for SWD and ELL. Guided by suggestions for differentiation and modification provided in the curriculum materials, teachers are expected to plan and execute lessons suited to each student's needs. In the focus group interview, instructional leaders reported that they monitor differentiation as part of their classroom observation process. They noted that teachers' groupings and lesson designs are informed by regular review of data from the iReady tool as well as exit tickets and observations during lessons.
- **Indicator d:** In the focus group interview, instructional leaders reported that, while they have not conducted an extensive curriculum audit as was completed at the start of the charter term, the principal gathers evidence of curriculum implementation and effectiveness during classroom walkthroughs. The principal described her intention to use those observations to evaluate the effectiveness of the curricula and revise it as indicated. School leaders mentioned that the school is in its third year of implementation of *Wit and Wisdom* and *Eureka Math*. Leaders expressed their expectation that full and consistent implementation will lead to improved outcomes. School leaders cited internal data from iReady showing improving rates of growth as evidence of the quality of the curricula.

2. Element: **Instruction:**

- **Indicator a:** Descriptions of high-quality instructional practices varied across focus group and renewal documents. In the renewal application, UCCS defined three common instructional practices: co-teaching, collaborative groups, and cooperative learning. In the focus group during the site visit, the instructional leadership team mentioned standards-aligned learning objectives and student engagement as their expected instructional practices. On the 2022 CSO Teacher

Survey (20 of 36 expected responses for a 56 percent response rate), 13 of the 20 teachers responding agreed that school staff have a shared understanding of high-quality instruction that supports all learners. However, between the prior survey conducted in 2021 and the 2022 school year, it is uncertain whether the current staff have the same understanding of high-quality instructional practices as the percent agreeing dropped from 64% to 56%. The five teachers in the focus group explained that they are expected to follow the instructional guidelines in the core curriculum. Across the 10 classes observed by the site visit team, each class had a standards-aligned learning target phrased as an “I can. . .” statement, although not all the learning activities observed matched the standards listed in the lesson plans.

- **Indicator b:** Across the ten classes observed by the site visit team, instructional delivery varied in its ability to foster engagement with all students. In the focus group, school leaders reported that teachers are expected to develop strong relationships with their students and to work with them to set personal learning targets and goals. Student engagement varied across the lessons, with students in some classes eagerly engaged in lesson activities while in others, students were obedient but passive as the teacher conducted the whole-class activity, waiting for help from the teacher or other adults in the class. In the focus group, school leaders reported that the core curricula expose students to grade level material; however, iReady data provided by the school shows 72 percent of UCCS students performing below grade level in ELA and 78 percent below grade level in math.
- **Indicator c:** UCCS uses the iReady diagnostic tool to create a personal learning pathway for each student as one element of its approach to differentiating instruction and ensure equity and access for all students. In the renewal application, the school states that teachers use checks for understanding within the lesson and exit tickets at the conclusion of the class to assess students’ attainment of the lesson objective. Those observations, in addition to data meetings examining the results of the iReady diagnostic assessment, are to be used to provide modification to lessons detailed in the core curricula. In the focus group, instructional leaders explained that teachers follow the core curricula for grade level content and skills and use time allocated in the WIN (“what I need”) class period later in the day to provide remediation or enrichment using the online iReady math and reading curricula. In the teacher focus group, teachers gave examples of their strategy for using the exit tickets to adjust their lesson plans to support student success. Special education services are provided through the ICOT model as described above for K-Grade 5 and one consultant teacher serves SWD in Grades 7 and 8. The two ENL teachers work both within classes and in small group pull out sessions with the 15 ELL students at the school. Each K-Grade 6 class is also assigned a teaching assistant who assists with curriculum delivery.
- **Indicator d:** UCCS provides staff with professional development opportunities during the summer pre-opening institute as well as during the school year. The school submitted a calendar of professional development activities for the summer and the coming year that includes sessions focused on core content in ELA and math as well as on school culture practices such as restorative justice. The school employs two content area coaches, one for ELA and one for mathematics, who work with teachers daily to provide training in the implementation of the core curricula. In the focus group, the coaches reported that their support and modeling is particularly helpful to the many new teachers in the building.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** UCCS submitted an annual assessment calendar listing summative and formative assessments to be administered throughout the year. The school lists the iReady diagnostic as a ‘summative’ assessment, although iReady is not recognized as a measure of and is not predictive of mastery of the NYSLS. The calendar lists the standards-aligned curriculum module assessments

in both ELA and math as 'formative' along with exit tickets and running records. Also on the calendar are teacher developed project-based assessments scheduled for the end of the school year, but in focus group interviews and renewal documents the school acknowledges that training in project-based learning is postponed until implementation of the core curriculum is well established.

- **Indicator b:** UCCS teachers use iReady results and curriculum-based tests and quizzes as the quantitative data to inform instruction supplemented with qualitative measures such as student engagement, persistence and attendance according to the renewal application. In focus group interviews, teachers and instructional leaders described structured data conversations around iReady results during weekly grade level team meetings. Sample agendas and minutes from grade level meetings confirm that diagnostic data from iReady is the focus of discussion rather than the standards-aligned measures from the NYS tests and curriculum-based assessments. In the focus group, the instructional leaders explained that, while the core curriculum addresses grade level standards, the iReady results inform remediation needs. The baseline iReady data provided to the site visit team for 2021-2022 shows 42 percent of students three or more grade levels below in ELA and 43 percent three or more grade levels below in math. The school did not report whether data conversations were conducted through the first year of the charter term (2021-2022) or whether data conversations focused on NYS tests or standards-aligned curriculum-based assessments are planned.
 - **Indicator c:** In the renewal application, the school reports that it will use protocols described in the Data Wise Improvement Process from Harvard University to guide discussions about the effectiveness of instruction at the classroom and grade level as well as school level. However, other documents provided to the site visit team mention the use of Atlas data protocols and it is unclear from the sample minutes provided which method is guiding the team's conversations. In the focus group, the instructional leadership team reported they collect both quantitative data from assessments and classroom walkthroughs, along with qualitative data on attendance to monitor not only the implementation of the core curriculum but also its effectiveness. In response to feedback from staff and observations by school leaders, the school added *Magnetic Reading* as an additional resource in phonics and phonemic awareness for K - Grade 5.
 - **Indicator d:** According to the assessment calendar submitted with the renewal documents and reports from the leadership focus groups, UCCS relies on iReady to assess student progress toward the NYSLS. On the assessment calendar provided, iReady is labeled "predictive" despite limited evidence that UCCS students' iReady results are correlated with their NYS test results. The assessment calendar also lists the standards-aligned assessments from the core curricula as tools for determining whether students have met grade level learning standards but at the time of the site visit, teachers were just starting to prepare for the first end-of-module curriculum assessments.
4. Element: ***Supports for Diverse Learners:***
- **Indicator a:** In the renewal application and the diverse learners team focus group, UCCS reports that the coordinator of student support services follows approved procedures and coordinates with the Rochester City School District (RCS D) Committee on Special Education (CSE) to collect data and monitor the process to identify students in need of special education services. The school reports that it administers the home language survey and identifies those needing English language learning support. At the time of the visit the school was serving 15 ELLs and 24 SWDs according to the October dashboard presented to the board of trustees.
 - **Indicator b:** According to the renewal application, UCCS transitioned to the ICOT model in the current school year (2022-2023) from the consultant teacher model to serve SWDs in the

classroom. In the ICOT model, as described above, one special educator is assigned to one of each pair of classrooms in K- Grade 6 and plans lessons along with the general education teacher. Members of the diverse learners focus group explained that the ICOT provides modifications and additions to the lesson plan to serve the specific needs of the students not only in the classroom where s/he is assigned, but for both classes in the grade. In grades seven and eight, one special educator provides services in a consulting teacher role for special education students in those two grades. In the focus group interviews with school leaders and the diverse learners' team, UCCS reported that they have added a second English as a New Language (ENL) teacher to support students, reducing the caseload for each teacher to seven to one. In addition to the special education teachers and ENL teachers, the school employs 14 teaching assistants and assigns one to each K-Grade 5 classroom, one in Grade 6 and one in Grade 8. The school's website lists an opening for a second teaching assistant in Grade six. Teaching assistants support small group instruction, as well as provide individual student support within the classroom. According to interviews with teachers and school leaders, the teaching assistants participate in planning and professional development to better enable them to support the academic program.

- **Indicator c:** Focus group interviews and documents submitted for the renewal cite a regular schedule of weekly meetings among grade level teachers including the ICOT and teaching assistants to communicate and coordinate lesson planning and student support. ENL teachers reported they push-in to classes to work with their students and provide feedback and suggestions on classroom lessons through the *Chalk* online lesson repository. Student progress is tracked by the iReady tool when students work on remediation lessons during the WIN class period. According to teachers and instructional leaders in focus group interviews, teachers, teaching assistants, special educators and ENL teachers supplement the regularly scheduled grade level team meetings with ad hoc conversations before and after school.

From: [Lisa Long](#)
To: [Lynn McCarthy](#)
Cc: [David Frank](#); [Carl Parris](#); mubarak.b81@gmail.com; [Amy Rawleigh-Schiavi](#); [Susan Gibbons](#); [Barbara Moscinski](#); [Barclay, Kirsten](#); [Mubarak Bashir](#); wade.norwood@commongroundhealth.org; [Karonne Jarrett Watson](#)
Subject: RE: Response
Date: Monday, February 13, 2023 8:48:50 AM
Attachments: [image001.png](#)

Dear Ms. McCarthy:

Thank you for your letter and comments. The visit by David Frank and me to Urban Choice on January 27th was in the context of the renewal recommendation that the New York State Education Department must make to the Board of Regents later this school year. Department staff sought more context regarding the school's teaching and learning given the school's long-term academic performance and other NYSED Charter School Performance Framework benchmark area trends that do not meet the required standards.

Pursuant to state law, student performance is one of the metrics used to evaluate charter schools. Regarding this metric, Urban Choice Charter School is one of 10 charter schools located within the Rochester CSD with results from the administration of the New York State Grades 3-8 Assessments. In ELA proficiency, eight (8) charter schools outperform Urban Choice and in math proficiency, Urban Choice is the poorest performing charter school in Rochester. Of the 282 charter schools in the state with results from the 2022 administration of the New York State Grades 3-8 Assessments, in ELA proficiency, 278 schools outperformed Urban Choice and in math proficiency, 276 schools outperformed Urban Choice. Unfortunately, these academic trends long predate the pandemic.

We appreciate you sharing your perceptions of what was occurring in the classrooms visited. However, the three hours we spent at Urban Choice on this visit, the conversations we had with students, and our site visit observations complement and confirm what was found on the longer renewal site visit and other visits conducted during or before the pandemic. Observations from these visits coupled with the many other data points collected as part of the New York State Education Department's monitoring and oversight of Urban Choice Charter School across all ten performance framework benchmarks cumulatively did not provide evidence that the school's consistent and long standing poor academic performance was the result of extraordinary or extenuating circumstances. Our observations shared in my February 2, 2023, letter are consistent with the school's persistently low academic outcomes, which are below the district of location despite the school serving fewer students with disabilities and English language learners than the district. Nonetheless, we appreciate your welcoming us to the school and sharing your thoughts with us.

Sincerely,
Lisa Long

Dr. Lisa Long, Executive Director
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