



# Entry 1 School Information

Created: 07/27/2017 • Last updated: 08/01/2017

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (**as of June 30, 2017**) or you may not be assigned the correct tasks.

**a. SCHOOL NAME AND BEDS#** PUC ACHIEVE CS (SUNY Trustees)

(Select name from the drop down menu)

**b. CHARTER AUTHORIZER** SUNY-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

**c. DISTRICT / CSD OF LOCATION** Rochester

## d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	14 Mark Street Rochester NY 14605	585-532-5702	585-471-6220	<a href="http://www.pucschoools.org">www.pucschoools.org</a>

## d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Robert Zimmerli
Title	Executive Director
Emergency Phone Number (###-###-####)	585-532-5702

**e. SCHOOL WEB ADDRESS (URL)** [www.pucschoools.org](http://www.pucschoools.org)

**f. DATE OF INITIAL CHARTER** 01/2014

**g. DATE FIRST OPENED FOR INSTRUCTION** 07/2014

**i. TOTAL ENROLLMENT ON JUNE 30, 2017** 265

**j. GRADES SERVED IN SCHOOL YEAR 2016-17**

Check all that apply

Grades Served	5, 6, 7
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**k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?** Yes

**k2. NAME OF CMO/EMO AND ADDRESS**

NAME OF CMO/EMO	PUC National
PHYSICAL STREET ADDRESS	1405 N. San Fernando Blvd #303
CITY	Burbank
STATE	Ca
ZIP CODE	91504
EMAIL ADDRESS	<a href="mailto:l.tovar@pucschools.org">l.tovar@pucschools.org</a>

**l1. FACILITIES**

Does the school maintain or operate multiple sites?

	No, just one site.
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## 12. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	14 Mark Street Rochester NY 14605	585-532-5702	ROCHESTER CITY SD	4-6	No	Rent/Lease
Site 2						
Site 3						

### 12a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Tondra Collins	585-532-5702	818-478-2118	<a href="mailto:t.collins@pucschools.org">t.collins@pucschools.org</a>
Operational Leader				
Compliance Contact				
Complaint Contact	Robert Zimmerli	585-532-5702	818-478-2118	<a href="mailto:r.zimmerli@pucschools.org">r.zimmerli@pucschools.org</a>

**m1. Is the school or are the school sites co-located?** No

**n1. Were there any revisions to the school's charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions).** No

**o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.**

Lisa Tovar CFO PUC National

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

Yes

**Signature, Head of Charter School**

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

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**Date**

2017/07/27

**Thank you.**



# Entry 2 NYS School Report Card Link

Last updated: 07/27/2017

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## 1. NEW YORK STATE REPORT CARD

<https://data.nysed.gov/reportcard.php?year=2016&instid=8000000826>

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

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).



# Entry 4 Expenditures per Child

Created: 07/27/2017 • Last updated: 08/01/2017

## Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

### 1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2016-17 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

**Note:** The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	4010352
Line 2: Year End FTE student enrollment	265
Line 3: Divide Line 1 by Line 2	15133

## 2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2016-17 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

### Notes:

**The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:**

**<http://www.p12.nysed.gov/psc/AuditGuide.html>.**

**Employee benefit costs or expenditures should not be reported in the above calculations.**

Line 1: Relevant Personnel Services Cost (Row)	1626246
Line 2: Management and General Cost (Column)	365368
Line 3: Sum of Line 1 and Line 2	1991614
Line 5: Divide Line 3 by the Year End FTE student enrollment	7515

**Thank you.**



# Entry 9 BOT Table

Created: 07/27/2017 • Last updated: 08/01/2017

(tab across or use scroll bar at bottom of table)

## 1. Current Board Member Information

	Trustee Name	Email Addresses	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	Joe Klein	<a href="mailto:joek@kleinsteel.com">joek@kleinsteel.com</a>	Vice Chair/ Vice President	Finance Committee	Yes	Charter School Advocate	2	
2	Jacqueline Elliot	<a href="mailto:j.elliott@puchschoools.org">j.elliott@puchschoools.org</a>			Yes	Charter School Founder and Leader	2	
3	Alex Zapesochny	<a href="mailto:alex.za.pesochny@icardiac.com">alex.za.pesochny@icardiac.com</a>	Treasurer	Finance Committee	Yes	Attorney and Entrepreneur	2	
4	Karen Podisiodly	<a href="mailto:kpodsiad@brockport.edu">kpodsiad@brockport.edu</a>			Yes	Employee of SUNY Brockport in the area of Community	2	



5	Julie Tedesco	<a href="mailto:julia@foodlinkny.org">julia@foodlinkny.org</a>	Secretary		Yes	Outreach, Executive of Community Service Agency	2	
6	Fred Astin			Finance Committee	Yes	Attorney	1	
7	Refugio Rodriguez	<a href="mailto:r.rodriguez@pucschools.org">r.rodriguez@pucschools.org</a>			Yes	Charter School Founder and Leader	1	
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**2. Total Number of Members on June 30, 2016** 5

- 3. Total Number of Members** 6  
**Joining the Board 2016-17 School Year**
  
- 4. Total Number of Members** 1  
**Departing the Board during the 2016-17 School Year**
  
- 5. Number of Voting Members** 7  
**2016-17, as set by the by-laws, resolution or minutes**
  
- 6. Number of Board Meetings** 12  
**Conducted in the 2016-17 School Year**
  
- 7. Number of Board Meetings** 12  
**Scheduled for the [2017-18](#) School Year**

**Thank you.**



# Entry 11 Enrollment and Retention of Special Populations

Created: 07/27/2017 • Last updated: 07/31/2017

## Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2016-2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2017-2018.

## Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	In our desire to be a neighborhood school, we have specifically targeted the economically disadvantaged NE quadrant of Rochester. We have put up billboards, mailed brochures, advertised with local radio station, went door to door, visited our local recreation centers, and had a booth at the Joseph Ave festival. As a result of our continued effort to focus on the NE quadrant of Rochester, nearly 30% of our students live within 1.5 miles of our school.	In our desire to be a neighborhood school, we have specifically targeted the economically disadvantaged NE quadrant of Rochester. We have put up billboards, mailed brochures, highlighted 2 parents who live in the neighborhood on a reoccurring local radio spot, went door to door, visited our local recreation centers, and had a booth at the Puerto Rican and Joseph Ave festivals. We pay for and provide bussing for all of our walkers. We realized that many of our parents did not want to have their children walk to school through our neighborhood. In response to this, we pay for and provide transportation for all of our “walkers”. As a result of our continued effort to focus on the NE quadrant of Rochester, nearly 30% of our students live within 1.5 miles of our school.
English	Outreach efforts to recruit students targeted events and locations where Spanish speaking families were in attendance. Recruitment materials were also distributed in Spanish and materials emphasized that	Outreach effort to recruit students who are English Language Learners included targeting festivals where Spanish speaking families will be in attendance- the Puerto Rican Festival and the Joseph Ave festival. Recruitment materials were translated and distributed in Spanish and materials emphasize that English language learners are welcome in and encouraged to become students in the school. Recruitment efforts also included conversations with Rochester Refugee Resettlement Services both at their

Language Learners	<p>English language learners are welcomed in and encouraged to become students in the school.</p> <p>Outreach efforts also included wide distribution of flyers, advertisements in newspapers and on the radio, door to door visits, billboards, visits to community centers and churches, and more.</p>	<p>site and our school. We then had a couple of interested families come for a tour and enroll. We also had conversations with Marisol O. Ramos-Lopez, the Commissioner for the Department of Recreation and Youth Services for the city of Rochester. As a result, we are able to visit and speak with various recreation centers regarding students who might be ELLs. We met with additional refugee centers like Mary's Place and the Ibero-American Action League. We advertised on Poder, the local Spanish speaking radio station.</p>
Students with Disabilities	<p>Recruitment materials and outreach efforts emphasized that students with disabilities are encouraged to attend and are accommodated in the school.</p> <p>Outreach efforts also included wide distribution of flyers, advertisements in newspapers and on the radio, door to door visits, billboards, visits to community centers and churches, and more.</p>	<p>Recruitment materials and outreach efforts emphasize that students with disabilities are encouraged to attend and will be accommodated in the school.</p> <p>Outreach efforts have included wide distribution of flyers, advertisements in newspapers and on the radio, door to door visits, billboards, visits to community centers and churches, and more. We had our Lead Inclusion Specialist attend the Charter School Recruitment Fair in order to help answer any questions from perspective parents of students with an IEP or 504 plan.</p>

### Retention Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
	<p>The school provided support for students in a number of ways that included both academic intervention, and social-emotional support, and referrals to services in the community as</p>	<p>This year the school will be implementing a Family Support Team and Response to Intervention model. The goal is to provide early identification, early intervention, and early remediation for this subgroup. We have also hired a Director of Family and Community Development, and two Behavior Specialists who will be working with this subgroup and their families. The school will also provide support for students in a number of ways that included both academic intervention, and social-emotional support, and referrals to services in the community as</p>

Economically Disadvantaged	<p>needed. The school employed a social worker who also utilized social work interns in order to adequately support students and families.</p> <p>Professional development was provided to teachers and staff regarding how to work with this sub-group of students.</p> <p>Parents were kept informed about the progress of their children, and were encouraged to become close partners with school staff in ensuring their children's success.</p>	<p>needed. The school employed a social worker who also utilized social work interns in order to adequately support students and families. Professional development will be provided to teachers and staff regarding how to work with this sub-group of students and the school Principal and teachers will work collaboratively to monitor and regularly discuss each student's progress.</p> <p>Parents will be kept informed about the progress of their children and will be encouraged to become close partners with school staff to ensure their children's success.</p>
English Language Learners	<p>The school hired specific staff to support the learning and success of this sub-group of students. In compliance with state law, specific strategies were employed to ensure that the students understood academic content and that they developed and maintain healthy social relationships with other students.</p> <p>Professional development was provided to teachers and staff regarding how to work with this sub-group of students</p> <p>Parents were kept informed about the progress of their children, and were encouraged to become close partners with school staff in ensuring their children's success.</p>	<p>The school has hired a NYS certified TESOL teacher to support the learning and success of this sub-group of students. In compliance with state law, specific strategies will be employed to ensure that the students understand academic content and that they develop and maintain healthy social relationships with other students.</p> <p>Ongoing professional development will be provided to teachers and staff regarding how to work with this sub-group of students. The targeted training sessions will happen in the summer of 2017 and continue throughout the school year. The TESOL teacher will have common planning time with grade level teachers so they can work collaboratively to monitor and discuss the progress of each student in this sub-group. The TESOL teacher will regularly inform parents about the progress of their children and will be encouraged to become close partners with school staff to ensure their children's success. A minimum of three parent teacher conferences will be held with the TESOL teacher as well as bi-weekly phone calls home.</p>
		<p>This year the school hired a Special Education and Response to Intervention Coordinator to work in collaboration with our</p>

Students with Disabilities

The school hired specific staff members who were qualified to teach and support the learning and success of this sub-group of students. In compliance with state and federal law, students received accommodations per their IEP's and staff ensured that they developed and maintain healthy social relationships with other students. Parents were kept informed about the progress of their children and were engaged as partners in ensuring their children's success. Professional development was provided to teachers and staff regarding how to work with this sub-group of students and special education staff collaborated with general education teachers on an ongoing basis.

Inclusion teachers, classroom teachers, and other staff members to train and support the learning and success of this sub-group of students. The school also hired two Reading Specialists who will also work closely with the classroom teachers and this subgroup of students. In compliance with state and federal law, students will receive accommodations per their IEP's and staff will ensure that they develop and maintain healthy social relationships with other students. Parents will be kept informed about the progress of their children and will be engaged as partners in ensuring their children's success. Professional development was provided to teachers and staff regarding how to work with this sub-group of students and special education staff collaborated with general education teachers on an ongoing basis.



# Entry 12 Classroom Teacher and Administrator Attrition

Created: 07/27/2017 • Last updated: 08/01/2017

Report changes in teacher and administrator staffing.

## Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

### Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 - 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 - 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
	14	2	2	0	14

### Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 - 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 - 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
	4.5	2	2	0	4.5

Thank you

JULY 2017						
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					

**10-31** Summer School

1 **School Closed**  
 2 **No School for Students**  
 Teachers Report  
 Coffee with Principal  
 5 8<sup>th</sup> Science Benchmark  
 12 **School Closed**  
**M.L.K. Day**  
 17 Family Night  
 19 2<sup>nd</sup> Quarter Ends  
 24 Board Meeting  
 31 Parent Teacher Conf

JANUARY 2018						
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			

AUGUST 2017						
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		

1-4 Summer School  
 14-25 **No School for Students**  
 Teachers Report  
 28 **First Day of School for all Students**  
 31 5<sup>th</sup> Grade College trip to SUNY Brockport

1 Parent Teacher Conf  
 2 Coffee with Principal  
 10 Father & Daughter Cotillion  
 19-23 **School Closed**  
**Winter Recess**  
 27-28 ELA Benchmark  
 28 Board Meeting

FEBRUARY 2018						
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			

SEPTEMBER 2017						
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

1 5<sup>th</sup> Grade College Trip to SUNY Brockport  
 4 **School Closed**  
**Labor Day**  
 5 **No School for Students**  
 Teachers Report  
 20 Family Night  
 27 Board Meeting

1 ELA Benchmark  
 2 **Early Release**  
 6-8 Math Benchmark  
 9 **No School for Students**  
 Teachers Report  
 21 Family Night  
 28 Board Meeting  
 30 **School Closed**  
**Good Friday**

MARCH 2018						
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

OCTOBER 2017						
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				

6 Coffee with Principal  
 9 **School Closed**  
**Columbus Day**  
 18 Family Data Meeting  
 25 Board Meeting

2-6 **School Closed**  
**Spring Recess**  
 10 NYS ELA Exam  
 12 NYS ELA Exam  
 13 3<sup>rd</sup> Quarter Ends  
 18 Board Meeting  
 20 Coffee with Principal  
 25 Family Data Meeting

APRIL 2018						
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					

NOVEMBER 2017						
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		

3 1<sup>st</sup> Quarter Ends  
 3 Coffee with Principal  
 10 **School Closed**  
**Veterans Day Obs.**  
 15-16 Parent Teacher Conf  
 22-24 **School Closed**  
**Thanksgiving Recess**  
 28-29 ELA Benchmark  
 29 Board Meeting

1 NYS Math Exam  
 3 NYS Math Exam  
 12 Mother & Son Dance  
 18 Coffee with Principal  
 23 Board Meeting  
 25,28 **School Closed**  
**Memorial Day Recess**

MAY 2018						
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		

DECEMBER 2017						
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						

1 **Early Release**  
 1 Coffee with Principal  
 12-14 Math Benchmark  
 15 **Early Release**  
 20 Family Meeting  
 25-29 **School Closed**  
**Holiday Recess**

4 NYS 8<sup>th</sup> Grade Science Exam  
 15 4<sup>th</sup> Quarter Ends  
 15 **Last day of School**  
**Year End Celebration**  
 15 Final Report Card Mailed Home  
 18 **No School for Students**  
 Teachers Report

JUNE 2018						
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