

# Alabama Charter Renewal Application

**Charter Renewal Application #000731**

**University Charter School**

**Location Code: 801**

**Submitted To:**

Alabama Public Charter School Commission  
Alabama Charter School Commission

50 North Ripley St.  
P.O. Box 302101  
Montgomery, AL 36104  
Phone: 334-694-4908

**Submitted By:**

JJ Wedgworth  
108 North Street  
PO Box 1053  
Livingston, AL 35470

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# GENERAL

## A. School Information

School Type: **Elementary / Middle / High**  
 Grade Levels: **[PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]**  
 School District: **University Charter School**  
 Neighborhood / Community: **Sumter County, AL**  
 Organization Type:  
 Sponsoring Entity: **Non-profit Organization**  
 Address: **108 North Street , Livingston, AL 35470**  
 Phone: **205-652-5459**  
 Fax: **205-708-0115**  
 Web Site: **www.universitycharterschool.org**  
 Calendar Type: **- 180 instructional days**  
 Educational Service Provider: **(None)**

## B. Primary Contact Person

Name: **JJ Wedgworth**  
 Mailing Address: **108 North Street, PO Box 1053 Livingston, Alabama 35470**  
 Mobile Phone: **2054990458**  
 Alternate Phone: **2056525459**  
 Email: **jjwedgworth@universitycharterschool.org**  
 Current Employer: **University Charter School**

## C. Attendance Projections

Grade Level	Year 1 Enrollment		Year 2 Enrollment		Year 3 Enrollment		Year 4 Enrollment		Year 5 Enrollment	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
PK	54	54	54	54	54	54	54	54	54	54
K	64	64	64	64	64	64	64	64	64	64
1	50	50	64	64	64	64	64	64	64	64
2	55	55	50	50	64	64	64	64	64	64
3	51	51	55	55	50	50	64	64	64	64
4	49	49	51	51	55	55	50	50	64	64
5	44	44	50	50	51	51	55	55	50	50
6	49	49	50	50	50	50	51	51	55	55
7	51	51	50	50	50	50	50	50	51	51
8	50	50	51	51	50	50	50	50	50	50
9	44	44	50	50	51	51	50	50	50	50

10	44	44	45	45	50	50	51	51	50	50
11	37	37	47	47	45	45	50	50	51	51
12	17	17	40	40	47	47	45	45	50	50
<b>Total</b>	<b>659</b>	<b>659</b>	<b>721</b>	<b>721</b>	<b>745</b>	<b>745</b>	<b>762</b>	<b>762</b>	<b>781</b>	<b>781</b>

## D. Board Members

Name	Title	Contact Information	Current Employer
Crear, Anthony	Board Vice Chairperson	P: M: 205-652-6168 E: acrear1@hotmail.com	Sumter County
Davis, Michael	Board Member	P: M: 205-652-9869 E: mdavis2@wm.com	Waste Management
Edmonds, Kyle	Board Secretary	P: M: 601-553-1554 E: kyle.edmonds@mitchellcompanies.com	Mitchell Companies
McRae, Colin	Board Member	P: M: 205-792-9808 E: gcolinmrae@gmail.com	True Vine Foundation
Miller, Jan	Board Member	P: Ex Officio Member M: 205-652-3445 E: jmiller@uwa.edu	UWA, Ex. Officio Member
Satcher, Natasha	Board Member	P: M: 601-826-3245 E: nsatcher@uwa.edu	UWA
Smith, Micky	Board Chairperson	P: M: 205-652-3438 E: msmith@uwa.edu	UWA
Triplett, Veronica	Board Treasurer	P: M: 601-934-5981 E: vbeasley@uwa.edu	UWA

# Executive Summary

## 1. Enrollment and Demographic Information

### Overview

University Charter School (UCS) is Alabama's first, rural, PK-12 public charter school and is located in Livingston, Alabama, on the campus of the University of West Alabama. UCS is a high quality, innovative and inclusive educational choice for families and students in rural Sumter County and the region. UCS was created out of a partnership between the University of West Alabama and a rural, impoverished community in an effort to meet the educational needs of the children. By nurturing the diversity of a divided community, UCS presents a solution to the unique educational challenges that face rural communities by presenting opportunities to demonstrate and implement PK-12 best practices in a rural setting.

The vision of UCS is to become the rural leader for producing adaptable learners that have a strong sense of place and mission who recognize the value of collaboration within a school, across a community, and between diverse rural regions. The mission of UCS is to be a rural, diverse K-12 school that cultivates independent thought, promotes the building of character and civic responsibility and is committed to preparing all students for personal and professional success through the discovery of individual learning pathways in a rigorous and integrated Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM) focused, project-based and place-based curriculum. The STREAM curriculum emphasizes educating the whole child and the model takes the principals of STEM and infuses reading across all subjects and adds the arts to provide students the creative thinking skills necessary to communicate and advance STEM in the real world.

### Educational Program

UCS utilizes a place-based educational model to amplify foundational practices of high quality instruction. Evidence-based programs that are embedded with a place-based educational approach is a response to the persistent rural challenges by promoting curricular relevance that is grounded in "local phenomena and students' lived experiences." Further characteristics of UCS' place-based approach include interdisciplinary learning, the use of the local community and the outdoors as the classroom, and an emphasis on inquiry, research, and project-based learning. Since rural locations tend to have strong community ties and vibrant identities, this is a prime setting to boost student engagement and the relevance of learning to authentically connect and apply student academic knowledge to combat the challenges rural locations face in today's educational landscape.

UCS strives to ensure that students see real-world connections to what they are learning in school and support students in doing something meaningful with their new knowledge and skills and encourage them to follow their passions and make a positive difference in their local community. These place-based model elements include the following core principles: viewing the community as a classroom to foster authentic learning with community impact; nurturing a local-to-global context for learning where classroom learning is applied to trends and themes throughout our history and throughout our world; inquiry-based learning that engages students in thoughtful higher-order thinking skills to build critical thinking skills; design thinking to engage students in problem-solution scenarios to built their ability to overcome difficult challenges in work and in life; interdisciplinary learning that strategically connections a broad range of academic concepts and outcomes to a single project or task so that students see the relatedness of the knowledge and standards they are learning; and fostering a student-centered classroom that values student voice and choice in how they learn, what they learn, and how they demonstrate what they have learned.

Additionally, UCS' place-based approach connects educational core principles to broader concepts that affect the educational experience for students. The first is an emphasis on personalized learning where

students are able to move through the learning continuum at a pace that is respective of their abilities and at a design that appeals to their learning styles and preferences. This approach ensures a high level of student engagement and retention and increases students' ability to understand the relevance of what they are learning. Additionally, UCS educational program is grounded in competency-based assessment practices where students must demonstrate the knowledge and skills of the academic standards in order to be deemed proficient. This approach also provides variety in how students are assessed and allows students multiple opportunities to demonstrate proficiency. The UCS model also emphasizes project-based learning in all classrooms with a heavy concentration on positive community partnership and impact. Students often identify issues or opportunities within the community to address via an interdisciplinary project to not only apply their learning but to positively impact their place. Lastly, the development of character and leadership competencies runs parallel to all academic learning at UCS with intentional work of building competent, civic-minded, and engaged citizens. This is the backbone of the design of all classrooms and is the anchor to all of the instructional work in classrooms.

## **Community and Local Connections**

UCS is truly a community school that was designed to meet the needs and desires of the community, and this assurance has been and continues to be a priority. UCS was created by the community for the community. The University of West Alabama, in fulfillment of its mission to "improve the region through education and outreach" fostered the development of UCS as a potential solution to some of the unique challenges facing rural public education in the Alabama Black Belt region. By partnering with UWA, UCS opened with an experienced Board of Directors, well-trained teachers and staff, and proven systems to implement the educational model. The University partnership and local connection is vital to the success of UCS and has brought to UCS relationships within the education and philanthropic communities and experience in the design, implementation and support of staff trained in rural education.

UCS students learn through a lens that allows them to make authentic connections between their academic knowledge and relevance to their place. This is evidenced through many place-based projects that are conducted each year. Students are introduced to community leaders and industry partners that provide perspective of real-world applications to the classroom content. Some specific partners include the City of Livingston, Sumter County Chamber of Commerce, Wallace Community College Selma, Shelton State Community College, Prystup Packaging Products, WestRock Company Paper Mill, Alabama Power, Sumter County Soil and Water Conservation District, 4-H, Sumter Health and Rehab, and the U.S. Army Corps of Engineers. Through the place-based education model, students are encouraged to identify problems and develop solutions through the design thinking model. UCS provides an avenue for students to address community concerns which creates a triad of positive outcomes: good for the student, the school and the community. As UCS students continue to develop these skills and passion for their place, graduates will enter the workforce with a sincere desire to improve the local economy and contribute as engaged citizens.

## **Leadership**

The UCS Executive Leadership Team consists of the following:

- **Head of School/Chief Executive Officer (CEO):** Dr. JJ Wedgworth serves as Founding Head of School and CEO of University Charter School. As a native to Livingston, Alabama, being born and raised in the community that she now serves gives JJ the perspective that she needs to be an effective, passionate and compassionate leader. With 14 years of experience in education, ranging from private K-12 education to public K-12 education to higher education, she is a seasoned educational leader with a diverse skill set that is passionate about serving her community in a meaningful way.
- **Chief Academic Officer (CAO):** Dr. Matt Johnson serves the Chief Academic Officer of University Charter School and oversees the school's instructional program, teacher professional development, and accountability. Matt has experience as a high school English teacher, principal of elementary, middle, and high school settings, and also currently serves as an Assistant Professor in the College of Education at The University of West Alabama. Matt's dual role with UWA and UCS nurtures the intentional partnership and collaboration of these

two entities to affect current educators, aspiring educators, and aspiring school leaders to lead positive change throughout schools in Alabama.

- **Chief School Financial Officer (CSFO):** Jennifer Nelson is the newest member to the Executive Leadership Team at University Charter School but her fervor for rural education is deeply rooted. A native and lifelong resident of rural Sumter County, Alabama provides a sincere passion and desire for long term community success. With a background of finance and accounting in higher education Jennifer provides a different viewpoint that yields futuristic educational thinking and financial conservancy.
- **Chief Financial Officer Consultant (CFO):** Ginger Lusty served as the Founding CSFO and now serves as the Chief Financial Officer Consultant of University Charter School. Prior to moving into the education sector, Ginger served as a Chief Financial Officer for hospitals of a major healthcare organization, rural hospital, and ambulatory surgery centers for 28 years. Ginger brings 10 years of charter school financial experience as having served as a CFO for public charter schools in North Carolina and Colorado and as the CFO for a state charter school authorizing agency overseeing 41 charter schools. Ginger provides fiscal oversight to include federal and state grant applications, awards, and budgets.
- **Chief Operating Officer (COO):** Leslie Gibbs brings 25 years of rural public school experience as a high school English teacher, CTE and curriculum director, and instructional leader to the UCS administrative team. A native of neighboring Marengo County, she understands the vital role of a quality education for all students in the overall health, growth, and sustainability of a community. In her role as Chief Operating Officer, Leslie oversees all aspects of school operations, culture, and student support.
- **Strategic Partnership Officer (SPO):** Tracy Bryan, a native of Sumter County, understands the importance of student experiences that provide exposure to a variety of career opportunities in both local and global communities. In her role as SPO, Tracy is responsible for developing partnerships with business, industry and community leaders across the region to open doors for meaningful student opportunities. Tracy holds multiple certifications related to career advising and is currently pursuing a Master's degree in Career and Technical Education at Athens State University. Tracy has participated in West Alabama Works' Educator Workforce Academy and Leadership Sumter and serves on the Board of Directors of the Sumter County Chamber of Commerce.

#### School Level Leadership Team:

- **Elementary Principal (PK-5):** Mrs. Meghan Dunn serves as the Elementary Principal at University Charter School and is the instructional leader for Pre-K through 5th grade teachers, students, and parents. Meghan has experience as a secondary mathematics teacher, guidance counselor, and instructional coach. Meghan believes that every child deserves an effective, challenging, and motivating education. And, because every child is unique and learns differently, Meghan believes it is so important for families to have a school choice that best fits their children.
- **Secondary Principal (6-12):** Mrs. Tonya Starks is the principal for grades 6 through 12. In her 18 years as an educator, Tonya taught 14 years in elementary education before transitioning to principal and instructional leader. As an instructional leader, she takes responsibility for recognizing the potential in people and ideas, and in developing that potential.

#### **Governance**

UCS is governed and operated by an independent Board of Directors pursuant to corporate Bylaws adopted by the UCS Board of Directors. The UCS Board of Directors is composed of local and regional leaders who bring a vast array of experiences to the Board, therefore ensuring the long-term success of UCS. UCS Board Members have demonstrated commitment to the success of UCS and have strong local control over UCS. The UCS Board Members are mission driven, engaged, intentional, locally rooted, and equipped with the skills needed to oversee high-quality, successful, charter schools. The UCS Board accomplishes its tasks by adopting and directing a long-term strategic

plan, monitoring the budget to achieve the plan’s goals and employing and evaluating the school leader. Its focus is on ensuring that the school’s students are achieving academic success, the program is operationally, financially and legally sound, and the leadership is in place to execute on the mission of UCS. The UCS Board of Directors is composed of Board President, Mr. Micky Smith, UWA Professor, Mathematics; Board Vice President, Mr. Anthony Crear, Sumter County Engineer; Board Treasurer, Dr. Veronica Triplett, Faculty, UWA College of Business and Technology & Parent; Board Secretary, Mr. Kyle Edmonds, Vice President and Partner, Mitchell Signs, & Parent ; Mr. Colin McRae, Executive Director True Vine Foundation & Parent; Mr. Mike Davis, CEO, Waste Management; Dr. Natasha Satcher, UWA Associate Professor of Physical Education and Dr. Jan Miller, Dean, UWA College of Education (Ex Officio).

## Attachments

### Section 1: Enrollment and Demographic Information

1.1	<a href="#">UCS Teacher Evaluation Model 22-23</a>	Wedgworth, JJ, 9/27/22 5:22 PM	PDF / 733.802 KB
1.2	<a href="#">What is Place Based Education and Why Does it Matter?</a>	Wedgworth, JJ, 9/27/22 5:21 PM	PDF / 7.252 MB
1.3	<a href="#">2022-2023 Current Year Enrollment as of 9/27/2022</a>	Wedgworth, JJ, 9/27/22 5:17 PM	PDF / 85.339 KB



# Looking Back: The Record of Performance

## 1. Academic Performance

According to University Charter School's Annual Performance Report for 2022, UCS is "exceeding standards" for all measures of student academic proficiency and school-specific academic measures. State and Federal Accountability and Student Academic Growth reporting accountability were both waived for the 2020-2021 school year due to COVID-19. Also, postsecondary readiness uses data collected from students in grades 11 and 12 and for the 20-21 school year, UCS enrolled students in grades PK-10. Below, we will use supplemental data and contextual information to support the exceeding standards measure for student academic proficiency and school-specific measures, as well as to provide evidence for student academic growth and postsecondary readiness.

- 21-22 Reading Data, DIBELS data, and Science of Reading Spotlight School to support student proficiency

Early Literacy data from 2021-2022 indicates a high level of student achievement across the critical foundational years of Kindergarten through Grade 3. The End of Year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment indicated that 82% of students across Grades K-3 were proficient in literacy skills at the conclusion of the school year. Of this 82%, 41% of students exceeded expectations. This strong data was further confirmed by the 2022 ACAP 2nd and 3rd Grade Reading Subscore data where 86.28% of 2nd grade students and 88.64% of 3rd grade students were proficient. This strong academic data and pattern of academic growth over the last few years has led to UCS being recognized as an Alabama Science of Reading Spotlight School. Only 14 schools across Alabama received this recognition, which is a huge honor and recognition to UCS' success in implementing Science of Reading practices across our primary and elementary classrooms to ensure that students establish a strong educational foundation.

- STAR data for growth in tested grades ONLY to demonstrate growth

UCS students are also making significant progress in academic proficiency in other grade levels and across other subject areas. UCS utilizes the STAR Renaissance platform to assess student proficiency in reading and mathematics, and Spring 2022 data indicated that between 55% to 73% students across the tested subjects of Grades 2-8 in mathematics met growth targets from their initial screening at the start of the school year. This shows positive movement and increases in overall performance in mathematics with STAR data noting that between 45%-63% of students across these subjects were able to meet end of year benchmarks. UCS is making noticeable progress in raising student achievement in mathematics.

- Culture and Climate data to support school-specific measures

UCS administers various surveys each year to obtain valuable feedback from students, teachers, and parents regarding their impressions of the culture, climate, and overall educational experience at UCS. Recent data indicates that UCS faculty and staff reports a 94% favorability rating on their working environment with other professionals and with their students, with this data coming from their responses to questions asking about how much they are trusted to teach, how respectful relationships are in the building, and how positive the school environment is. UCS knows the importance of building, sustaining, and fostering a healthy, inclusive environment so that rigorous learning can take place, and this data point is of the highest importance to us to maintain. For our student surveys, data indicates high favorability in many key areas such as diversity and inclusion (78%) and rigorous expectations (73%). This supports the intentional climate and culture that we have worked to establish at UCS and supports the successful place-based education school model that we have implemented. Lastly, parents' survey responses yielded average favorability ratings of 85% across key areas including the school's intentional culture, community leadership, equity and inclusion, and overall school climate. Collectively, all stakeholders' responses highlight the positive, inclusive, safe, and effective school climate where learning can take place.

## Attachments

### Section 1: Academic Performance

1.1	<a href="#">2022 ACAP Data</a>	Wedgworth, JJ, 9/27/22 5:35 PM	PDF / 36.357 KB
1.2	<a href="#">UCS Portrait of a Graduate</a>	Wedgworth, JJ, 9/27/22 5:33 PM	PDF / 12.643 MB
1.3	<a href="#">Summary of Year 4 Performance</a>	Wedgworth, JJ, 9/27/22 5:32 PM	PDF / 1.23 MB

## 2. Financial Performance

According to University Charter School's Annual Performance Report for 2022, UCS has met expectations for all financial performance measures. UCS has met expectations for all financial performance measures for 2020 and 2021 as well.

University Charter School has had three clean annual audit reports with no findings. In addition, University Charter School underwent ALSDE Compliance Monitoring for ESSER I and GEER I (COVID Relief Funds) with no findings or recommendations.

In December of 2021, University Charter School successfully secured \$20,000,000 in financing for a new ~77,000 SF new facility that will house grades 3-12. It will provide 26 general instruction classrooms, offices, nurses' station, conference rooms, a 200-250 seat cafeteria, a gymnasium and auditorium. The cafeteria is positioned to take advantage of outdoor learning space to accommodate a "Farm to Table Educational Garden". The new facility is currently under construction on the University of West Alabama campus. University Charter School entered into a renewable 90-year ground lease of approximately 50 acres on the University of West Alabama campus on June 30, 2020. University Charter School anticipates occupying the new facility in May 2023.

## Attachments

### Section 2: Financial Performance

2.1	<a href="#">COVID Relief Monitoring Report</a>	Wedgworth, JJ, 9/27/22 5:38 PM	PDF / 242.501 KB
2.2	<a href="#">2021 Audit Report</a>	Wedgworth, JJ, 9/27/22 5:37 PM	PDF / 883.268 KB
2.3	<a href="#">2020 Audit Report</a>	Wedgworth, JJ, 9/27/22 5:37 PM	PDF / 4.332 MB
2.4	<a href="#">2019 Audit Report</a>	Wedgworth, JJ, 9/27/22 5:37 PM	PDF / 535.167 KB

## 3. Organizational Performance

According to University Charter School's Annual Performance Report for 2022, UCS has met expectations for all organizational performance measures. In addition to these measures, UCS has also met additional annual internal organizational measures including:

- 90% Staff retention
- 93% Student retention
- 100% of financial audits with no findings

- 0% employee and parent grievances filed with the Board
- Timely facility acquisition and renovation to meet the needs of a growing student population
- 94% favorable rating for teachers regarding the school environment
- 89% favorable rating from parents regarding their children’s instructional experience
- 84%-86% favorable rating from parents regarding the school’s intentional culture, community leadership, equity and inclusion, and overall climate
- 5 Promising Practices recognized through [character.org](http://character.org)
- State School of Character Honorable Mention Designation
- 95% overall attendance rate
- <https://ruralschoolscollaborative.org/stories/university-of-west-alabama-rsc-grad-partnership-bl>

## Attachments

### Section 3: Organizational Performance

– No Attachments –

## 4. Other Performance

As additional evidence of performance, please find attached four years of performance evaluations, which show a strong track record of performance and improvement, as well as other special recognitions UCS has received over the last 5 years.

## Attachments

### Section 4: Other Performance

4.1	<a href="#">UCS Letter of Accreditation</a>	Wedgworth, JJ, 9/27/22 5:45 PM	PDF / 123.707 KB
4.2	<a href="#">UCS Early Learning Letter of Accreditation</a>	Wedgworth, JJ, 9/27/22 5:44 PM	PDF / 81.846 KB
4.3	<a href="#">UCS Work-Based Learning Best Practice Award</a>	Wedgworth, JJ, 9/27/22 5:44 PM	PNG / 564.705 KB
4.4	<a href="#">Science of Reading Spotlight School</a>	Wedgworth, JJ, 9/27/22 5:43 PM	PDF / 1.398 MB
4.5	<a href="#">Year 4 Performance Report</a>	Wedgworth, JJ, 9/27/22 5:42 PM	PDF / 7.89 MB
4.6	<a href="#">Year 3 Performance Report</a>	Wedgworth, JJ, 9/27/22 5:42 PM	PDF / 1.39 MB
4.7	<a href="#">Year 2 Performance Report</a>	Wedgworth, JJ, 9/27/22 5:42 PM	PDF / 688.921 KB

4.8 [Year 1 Performance Report](#)

Wedgworth, JJ, 9/27/22 5:41 PM

PDF / 459.847 KB

# Looking to the Future

## 1. Adjustments to Performance Frameworks

We are not requesting adjustments to the performance framework.

### Attachments

#### Section 1: Adjustments to Performance Frameworks

– No Attachments –

## 2. Changes to School's Current Model

We are not requesting changes to our school's current model.

### Attachments

#### Section 2: Changes to School's Current Model

– No Attachments –

## 3. Other

N/A

### Attachments

#### Section 3: Other

– No Attachments –

# Exhibits

## 1. Projected Budget

Projected Budget is attached.

### Attachments

#### Section 1: Projected Budget

1.1	<a href="#">Budget</a>	Wedgworth, JJ, 9/27/22 5:47 PM	PDF / 133.27 KB
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## 2. Alabama Continuous Improvement Plan

Documents are attached.

### Attachments

#### Section 2: Alabama Continuous Improvement Plan

2.1	<a href="#">Instructional Re-Entry Plan</a>	Wedgworth, JJ, 9/27/22 5:48 PM	PDF / 1.92 MB
2.2	<a href="#">ALSDE Academic Continuity Plan</a>	Wedgworth, JJ, 9/27/22 5:48 PM	PDF / 205.77 KB

## 3. ESSER Plans

Documents are attached.

### Attachments

#### Section 3: ESSER Plans

3.1	<a href="#">GEER Application</a>	Wedgworth, JJ, 9/27/22 5:51 PM	PDF / 388.958 KB
3.2	<a href="#">ESSER III Approved Application</a>	Wedgworth, JJ, 9/27/22 5:51 PM	PDF / 1.721 MB
3.3	<a href="#">ESSER II Approved Application</a>	Wedgworth, JJ, 9/27/22 5:50 PM	PDF / 7.587 MB
3.4	<a href="#">ESSER 1 Ammendment</a>	Wedgworth, JJ, 9/27/22 5:50 PM	PDF / 436.162 KB
3.5	<a href="#">ESSER 1 Approved Application</a>	Wedgworth, JJ, 9/27/22 5:49 PM	PDF / 381.401 KB

## 4. Compliance Monitoring Report

Documents are attached.

## Attachments

### Section 4: Compliance Monitoring Report

4.1	<a href="#">Compliance Monitoring Letter</a>	Wedgworth, JJ, 9/27/22 5:52 PM	PDF / 23.471 KB
4.2	<a href="#">Compliance Monitoring Report</a>	Wedgworth, JJ, 9/27/22 5:52 PM	PDF / 484.589 KB

## 5. Accreditation Report and Quality School Review(s)

Documents are attached.

## Attachments

### Section 5: Accreditation Report and Quality School Review(s)

5.1	<a href="#">Year 4 Annual Report</a>	Wedgworth, JJ, 9/27/22 5:54 PM	PDF / 7.89 MB
5.2	<a href="#">Year 3 Annual Report</a>	Wedgworth, JJ, 9/27/22 5:54 PM	PDF / 1.39 MB
5.3	<a href="#">Year 2 Annual Report</a>	Wedgworth, JJ, 9/27/22 5:54 PM	PDF / 688.921 KB
5.4	<a href="#">Year 1 Quality School Review</a>	Wedgworth, JJ, 9/27/22 5:53 PM	PDF / 459.847 KB
5.5	<a href="#">Letter of Accreditation</a>	Wedgworth, JJ, 9/27/22 5:53 PM	PDF / 123.707 KB
5.6	<a href="#">Early Learning Accreditation</a>	Wedgworth, JJ, 9/27/22 5:53 PM	PDF / 81.846 KB

# Recommendation

School Name:	<b>University Charter School</b>
Primary Contact:	<b>JJ Wedgworth</b>
Submission Date:	<b>September 27, 2022</b>
Recommendation Date:	<b>October 19, 2022</b>
Recommended By:	<b>Logan Searcy</b>
Charter Status:	<b>Granted</b>

Approval-October 18, 2022