

# Application: Buffalo United Charter School

Jessie Montoya - jmontoya@nhaschools.com  
2022-2023 Annual Report

## Summary

ID: 0000000149

Last submitted: Nov 1 2023 03:50 PM (EDT)

Labels: SUNY Trustees

## Entry 1 School Info and Cover Page

Completed - Jul 28 2023

### Instructions

#### Required of ALL Charter Schools

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

## Entry 1 School Information and Cover Page

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

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

## BASIC INFORMATION

### a. SCHOOL NAME

(Select name from the drop down menu)

BUFFALO UNITED CHARTER SCHOOL 800000056182

**a1. Popular School Name**

BUCS

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

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

SUNY BOARD OF TRUSTEES

**c. School Unionized**

Is your charter school unionized?

No

**d. DISTRICT / CSD OF LOCATION**

BUFFALO CITY SD

**e. Date of Approved Initial Charter**

Sep 1 2002

**f. Date School First Opened for Instruction**

Sep 1 2003

**g. Approved School Mission and Key Design Elements**

*(Regents, NYCDOE and Buffalo BOE authorized schools only)*

N/A

**h. School Website Address**

<https://www.nhaschools.com/schools/Buffalo-United-Charter-School/en>

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

681

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

682

## k. Grades Served

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

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

### Responses Selected:

k
1
2
3
4
5
6
7
8

## I. Charter Management Organization

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

Yes

### I1. Charter Management Organization Name

National Heritage Academy

**I2. Charter Management Organization Email Address**

[info@nhaschools.com](mailto:info@nhaschools.com)

**I3. Charter Management Organization Email Phone Number**

877-223-6402

**FACILITIES INFORMATION**

**m. FACILITIES**

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

No, just one site.

**School Site 1 (Primary)**

**m1. SCHOOL SITES**

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	325 Manhattan Avenue, Buffalo, NY 14214	716-835-9862	Buffalo	K-8	K-8	No

**m1a. Please provide the contact information for Site 1.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Danelle Backe	Principal	716-835-9862	██████████	<a href="mailto:48.dbacke@nhaschools.com">48.dbacke@nhaschools.com</a>
Operational Leader	Ron Large	Director of School Quality	616-222-1700	██████████	<a href="mailto:rlarge@nhaschools.com">rlarge@nhaschools.com</a>
Compliance Contact	Julie Meller	Manager of Compliance	616-954-3081	██████████	<a href="mailto:jmeller@nhaschools.com">jmeller@nhaschools.com</a>
Complaint Contact	Julie Meller	Manager of Compliance	616-954-3081	██████████	<a href="mailto:jmeller@nhaschools.com">jmeller@nhaschools.com</a>
DASA Coordinator	Danelle Backe	Principal	716-835-9862	██████████	<a href="mailto:48.dbacke@nhaschools.com">48.dbacke@nhaschools.com</a>
Phone Contact for After Hours Emergencies	Danelle Backe	Principal	716-835-9862	██████████	<a href="mailto:48.dbacke@nhaschools.com">48.dbacke@nhaschools.com</a>

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

Private Space

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

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

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

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

**Site 1 Certificate of Occupancy (COO)**

[2004-02-25 Buffalo United CO.pdf](#)

**Filename:** 2004-02-25 Buffalo United CO.pdf **Size:** 521.8 kB

**Site 1 Fire Inspection Report**

*This is required, marked optional for administrative purposes.*

[Buffalo Fire Inspection 2021.jpg](#)

**Filename:** Buffalo Fire Inspection 2021.jpg **Size:** 347.0 kB

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

Separate by semi-colon (;)

None.

## CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

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

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

No

## ATTESTATIONS

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

Name	Tasha Sanders
Position	Board Relations Coordinator
Phone/Extension	616-929-1164
Email	<a href="mailto:tsanders@nhaschools.com">tsanders@nhaschools.com</a>

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

### Responses Selected:

Yes



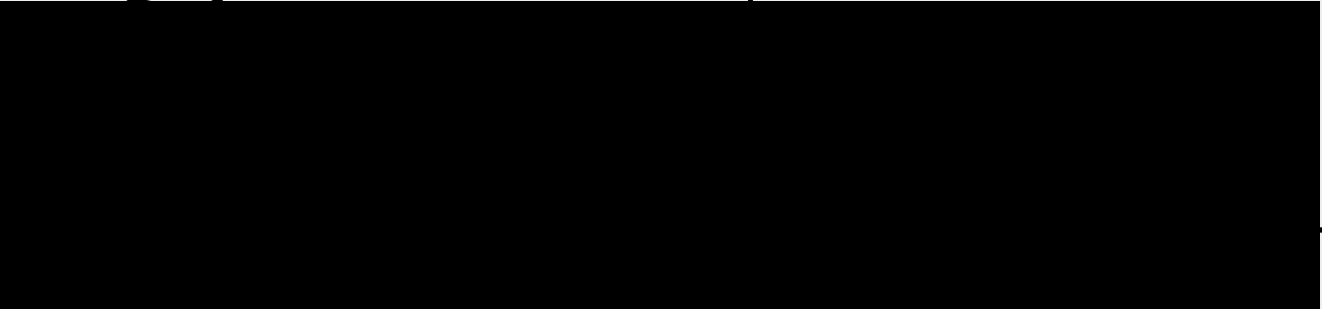
As outlined in ENTRY 10:

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

**Responses Selected:**

Yes

**Signature, Head of Charter School**



A large black rectangular redaction covers the signature of the Head of Charter School. A small handwritten mark is visible at the top left of the redacted area.

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



A large black rectangular redaction covers the signature of the President of the Board of Trustees. A handwritten mark is visible at the top right of the redacted area.

**Date**

Jul 27 2023



Thank you.

## Entry 2 Links to Critical Documents on School Website

Completed - Jul 31 2023

### Instructions

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

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

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

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

## Form for Entry 2 Links to Critical Documents on School Website

School Name: **Buffalo United Charter School**

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

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

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	<a href="https://app.sharebase.com/#/folder/1081/share/239-KA3WkKjNEqkfS--zzsyIVMeF9ha8">https://app.sharebase.com/#/folder/1081/share/239-KA3WkKjNEqkfS--zzsyIVMeF9ha8</a>
2. Board meeting notices, agendas and documents	<a href="https://www.nhaschools.com/schools/buffalo-united-charter-school/en/board-documents">https://www.nhaschools.com/schools/buffalo-united-charter-school/en/board-documents</a>
3. New York State School Report Card	<a href="https://www.nhaschools.com/schools/buffalo-united-charter-school/en/School-Operations">https://www.nhaschools.com/schools/buffalo-united-charter-school/en/School-Operations</a>
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	<a href="https://www.nhaschools.com/schools/buffalo-united-charter-school/en/getmedia/8ef8ab32-8517-418e-901b-7a851be4481d/Buffalo-(NY)-Final-2023-24.pdf">https://www.nhaschools.com/schools/buffalo-united-charter-school/en/getmedia/8ef8ab32-8517-418e-901b-7a851be4481d/Buffalo-(NY)-Final-2023-24.pdf</a>
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	<a href="https://www.nhaschools.com/schools/buffalo-united-charter-school/en/School-Operations">https://www.nhaschools.com/schools/buffalo-united-charter-school/en/School-Operations</a>
6. Authorizer-approved FOIL Policy	<a href="https://app.sharebase.com/#/folder/1074/share/239-77-MmpGL3REHi8B0CtqVS-eouac">https://app.sharebase.com/#/folder/1074/share/239-77-MmpGL3REHi8B0CtqVS-eouac</a>
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<a href="https://app.sharebase.com/#/folder/1074/share/239-77-MmpGL3REHi8B0CtqVS-eouac">https://app.sharebase.com/#/folder/1074/share/239-77-MmpGL3REHi8B0CtqVS-eouac</a>

Thank you.



## Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

# Instructions

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

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

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

## Entry 3 Progress Toward Goals

### PROGRESS TOWARD CHARTER GOALS

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

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

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### 1. ACADEMIC STUDENT PERFORMANCE GOALS

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

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

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**2022-2023 Progress Toward Attainment of Academic Goals**

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

**2. Do have more academic goals to add?**

(No response)

**2022-2023 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
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Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

**4. ORGANIZATION GOALS**

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

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**2022-2023 Progress Toward Attainment of Organization Goals**

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

**5. Do have more organizational goals to add?**

(No response)

**6. FINANCIAL GOALS**

**2022-2023 Progress Toward Attainment of Financial Goals**

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

**7. Do have more financial goals to add?**

(No response)

**2021-2022 Progress Toward Attainment of Financial Goals**

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

**Thank you.**

## Entry 3 Accountability Plan Progress Reports

Completed - Oct 31 2023

### Instructions

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

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

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

#### Buffalo United 2022-23 APPR - Final

Filename: Buffalo\_United\_2022-23\_APPR\_-\_Final.pdf Size: 518.1 kB

## Entry 4 - Audited Financial Statements

Completed - Nov 1 2023

#### Required of ALL Charter Schools

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

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

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

#### Buffalo United Audit Memo

Filename: Buffalo\_United\_Audit\_Memo.pdf Size: 63.6 kB

## Entry 4a – Audited Financial Report Template (SUNY)

Completed - Nov 1 2023

#### Instructions - SUNY-Authorized Charter Schools ONLY

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

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

#### Buffalo United Audit Memo

Filename: Buffalo\_United\_Audit\_Memo\_qNpumIL.pdf Size: 63.6 kB

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

Incomplete - Hidden from applicant

#### Instructions - Regents-Authorized Charter Schools ONLY

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

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

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

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

## Entry 4c – Additional Financial Documents

**Incomplete** - Hidden from applicant

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

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

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

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

## Entry 4d - Financial Contact Information

**Incomplete** - Hidden from applicant

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

## Form for "Financial Contact Information"

### 1. School Based Fiscal Contact Information

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

## 2. Audit Firm Contact Information

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

Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 – Fiscal Year 2023-2024 Budget

Completed - Nov 1 2023

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

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

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

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

### [2023-24 SUNY Budget Narrative Questionnaire - Buffalo United](#)

Filename: 2023-24\_SUNY\_Budget\_Narrative\_Ques\_wJ2nbSQ.pdf Size: 29.8 kB

### [Buffalo United Budget Memo](#)

Filename: Buffalo\_United\_Budget\_Memo.pdf Size: 63.1 kB

## Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 28 2023

### **Required of ALL Charter Schools**

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

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

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

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

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

### [Buffalo United Disclosure of Financial Interest Form Mark Weppner](#)

Filename: Buffalo\_United\_Disclosure\_of\_Finan\_HHy6Thh.PDF Size: 147.3 kB

### [Buffalo United Disclosure of Financial Interest Form Kim DeJesus](#)

Filename: Buffalo\_United\_Disclosure\_of\_Finan\_DsBkjkf.pdf Size: 509.7 kB

### [Buffalo United Disclosure of Financial Interest Form Andrew Freedman](#)

Filename: Buffalo\_United\_Disclosure\_of\_Finan\_foHA8E7.pdf Size: 1.9 MB

### [Buffalo United Disclosure of Financial Interest Form Terri Campbell](#)

Filename: Buffalo\_United\_Disclosure\_of\_Finan\_W5dUHos.pdf Size: 2.1 MB

### [Buffalo United Disclosure of Financial Interest Form Kathy Wood](#)

Filename: Buffalo\_United\_Disclosure\_of\_Finan\_9vLne3Q.pdf Size: 2.1 MB

### [Buffalo United Disclosure of Financial Interest Form Ashia Martin](#)

Filename: Buffalo\_United\_Disclosure\_of\_Finan\_tdlZsaD.pdf Size: 2.1 MB

## Entry 7 BOT Membership Table

Completed - Jul 31 2023

## Instructions

### Required of ALL charter schools

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

## Entry 7 BOT Table

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

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**Authorizer:**

Who is the authorizer of your charter school?

SUNY

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

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Andrew Freedman	[REDACTED]	Chair	Complaint Committee, Planning Task Force Committee, Personnel Committee, Wrap-Around Services Committee, Education Committee	Yes	4	07/01/2022	06/30/2025	11
2	Ashia Martin	[REDACTED]	Vice Chair	Wrap-Around Services Committee, Scholarship Committee, Education Committee	Yes	2	07/01/2022	06/30/2025	9



3	Mark Weppner	████████ ████████ ████████	Treasurer	Finance Committee, Wrap-Around Services Committee, Scholarship Committee, Education Committee	Yes	2	07/01/2023	06/30/2026	8
4	Terri Campbell	████████ ████████ ██████	Secretary	Education Committee, Wrap-Around Services Committee	Yes	2	07/01/2023	06/30/2026	11
5	Kathy Wood	████████ ████████ ████████ ██████	Trustee/Member	Personnel Committee, Education Committee	Yes	6	07/01/2023	06/30/2026	12
6	Kim DeJesus	████████ ████████ ████████ ██████	Trustee/Member	Complaint Committee, Personnel Committee, Planning Task Force Committee	Yes	4	07/01/2022	06/30/2025	5 or less

				e, Scholars hip Committe e, Educatio n Committe e					
7									
8									
9									

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

No

**2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES**

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

a. Total Number of BOT Members on June 30, 2023	6
b.Total Number of Members Added During 2022-2023	1
c. Total Number of Members who Departed during 2022-2023	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

**3. Number of Board meetings held during 2022-2023**

23

**4. Number of Board meetings scheduled for 2023-2024**

22

**Total number of Voting Members on June 30, 2023:**

6

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

1

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

0

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

7

Thank you.

## Entry 8 Board Meeting Minutes

Incomplete - Hidden from applicant

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

Schools must upload a complete set of monthly board meeting minutes (July 2022-June 2023), which should match the number of meetings held during the 2022-2023 school year, as indicated in the above table. The minutes

provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2023**.

## Entry 9 Enrollment & Retention

Completed - Jul 28 2023

### Instructions for submitting Enrollment and Retention Efforts

#### Required of ALL Charter Schools

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

#### \*SUNY-authorized charter schools

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

## Entry 9 Enrollment and Retention of Special Populations

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**Good Faith Efforts to Meet Recruitment Targets (Attract)**

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	<p>Buffalo United Charter School understands the need to meet the enrollment and retention targets for the student subgroups identified by SUNY Trustees, including students who are eligible to participate in the free or reduced-price lunch program (FRL). FRL Students made up 95% of the school's population.</p> <p>We have taken significant steps to increase our enrollment and retention efforts for all students, and specifically for students who are eligible for the FRL program and students with disabilities. Data collected from surveys and exit interviews clearly showed that the lack of transportation was a major barrier for families to enroll their children at BUCS. In 2020, the Board, NHA, and BUCS staff worked with the appropriate public-school districts to secure transportation services for all eligible students beginning in the 2020-2021 school year. To support ongoing transportation needs and operations, a transportation liaison position was also created to work with BUCS parents and local districts/providers.</p> <p>In addition to transportation services as a strategy to improve our recruitment and enrollment efforts, BUCS participated in the Buffalo Charter School Common Application. The common application is a collective effort to improve the recruitment of students with other</p>	<p>In addition to continuing the efforts listed above, the school is working to implement new recruitment efforts for the upcoming school year. The school will continue to hold in-person school and community events and expand our outreach to areas now served by transportation. In addition, the school aims to partner with local food pantries to provide additional assistance to families in need.</p>

charter schools in the Buffalo area. We anticipated that by embarking on this comprehensive recruitment campaign across the city, we would increase our applications to the school and improve our enrollment of all students including students who are eligible for the FRL program, students with disabilities, and ELLs.

For the 2022-23 school year, the school had an informational booth available outside Head Start, preschool, and daycare locations to talk directly with parents, and participated in the CAO/Head Start charter school information sessions at each location. The school utilized a comprehensive marketing approach of grassroots activities, traditional advertising, direct mail, and digital marketing to effectively disseminate information throughout the community to all populations. Marketing material for the 2022-23 school year highlighted BUCS free services for students including – breakfast, lunch, afterschool programming with dinner, and transportation. These free services were also highlighted during school tours and enrollment information meetings. In addition, free Kindercamp is offered in the summer to prepare incoming kindergarten students for the new school year.

To better address barriers our FRL students may have to attending the school, we provided a free shirt for any student who struggled to obtain uniforms. Assistance with uniforms and school supplies was provided to students in need.

All special population students (FRL, EL, and SWD) were made aware of our school's programs through open meetings during the year. The school's parent meetings clearly indicated that the school offered a free and appropriate education (FAPE) to all students in the Least Restrictive Environment.

We will continue to monitor the efficacy of our special population recruitment and enrollment efforts by carefully tracking student enrollment numbers. Using our robust data warehouse, BUCS collects detailed information on trends in at-risk populations, reports to the Board on enrollment trends, and assists in the adjustment of our marketing strategy, as needed, to ensure that parents of these children know that BUCS is dedicated to serving their children's needs.

English Language Learners

Buffalo United Charter School understands the need to meet the enrollment and retention targets for the student subgroups identified by SUNY Trustees, including English Language Learners (ELL). ELL students made up 4% of the school's population during the 2022-23 school year. In addition to the general recruitment efforts BUCS has made mentioned above, we have made efforts to specifically attract and recruit ELL students as outlined below.

Our teachers were trained by ESL teachers. Staff were instructed in the learning process of reading, writing, and speaking of students coming from different countries and languages. The Admissions Rep

In addition to continuing the efforts listed above, the school is working to implement new recruitment efforts for the upcoming school year. The school plans to increase partner outreach to community groups and faith-based organizations on the services that can be provided to all special populations, including ELL students. The school plans to reach out to the markets that have become more accessible with the implementation of free transportation. Our new school communications tool also includes language options so that parents may select their preferred language and communications will automatically be translated.

was fluent in Spanish and was on hand to offer translation assistance. The school offered support and translation for Spanish speaking families during Parent-Teacher conferences and informational meetings. In addition, Spanish translation services are offered through phone calls, WhatsApp, information tables, and in-person out in the community. At the Back to School Bash, we had Burmese and Spanish translators on-site to help new families. The school celebrated Hispanic Heritage Month in October, with ESL teachers participating and welcoming families. In addition, the school's website has an option, powered by Google, where parents can select their preferred language and the entire website is automatically translated into that language.

Our marketing material was distributed to community partners who serve the ELL community including ACCESS of WNY, West Side Bazaar, Hispanic Heritage Council, and local public libraries and community centers. Flyers are distributed in Spanish and Burmese throughout the community.

Advertisements and notifications have been placed in Periodico Panorama Hispano and Am-Pol Eagle. These advertisements specifically mentioned that the school provides services to students for whom English is their second language. Marketing materials that describe general school information and EL & Special Education programs were made available in English and Spanish, and other languages as requested. An online tour scheduling system was made

The school is planning to create a focus group of current ELL families to develop parent ambassadors to leverage word-of-mouth advertising within our communities and provide introductions to new community partners. We are also working with our current families to help better understand their needs and how we can better support them. The school and its support team are developing systems to help families who don't speak English navigate the enrollment and onboarding process more smoothly.



available, and parents were able to request translation services.

Fliers were distributed in Polish, Burmese, Spanish, Bengali, Arabic, and English to families throughout the community. Distribution sites included daycare centers, grocery stores, community centers, and churches. These fliers invited families to attend Enrollment Information Meetings. Multiple Enrollment Information Meetings were hosted for all parents interested in the school to provide information regarding the EL program and its ability to meet the needs of EL students. Student applications were also provided in several languages including Arabic, Bengali, Chinese, English, Haitian Creole, Italian, Korean, Polish, Russian, Spanish, and Urdu.

We will continue to monitor the efficacy of our special population recruitment and enrollment efforts by carefully tracking student enrollment numbers. Using our robust data warehouse, BUCS collects detailed information on trends in at-risk populations, reports to the Board on enrollment trends, and assists in the adjustment of our marketing strategy, as needed, to ensure that parents of these children know that BUCS is dedicated to serving their children's needs.

Students with Disabilities

Buffalo United Charter School understands the need to meet the enrollment and retention targets for the student subgroups identified by SUNY Trustees, including Students with Disabilities (SWD). SWD students made up 11% of the

In addition to continuing the efforts listed above, the school is working to implement new recruitment efforts for the upcoming school year. BUCS' admissions representative will continue to build relationships with support organizations to gain

school's population during the 2022-23 school year.

Brochures that describe our special education programming have been distributed throughout the community. We have targeted daycare centers, grocery stores, community centers, and churches to invite families to attend Enrollment Information Meetings. Enrollment applications were also distributed at local events. To reach the families of special needs students, we utilize many networks that already exist in the community such as the PARENT Network of WNY, the Buffalo Hearing & Speech Center, the Neighborhood Health Center, Community Access Services, ECMC, and the Children's Hospital.

The Special Education Dean supports enrollment events to provide information on the school's Special Education program. When new families have questions about IEPs and/or special education services, they are referred to the dean for specific information and assistance.

During tours, the school's Special Education services and programs are highlighted, including speech, occupational, and physical therapy.

All special population students (FRL, ELL, and SWD) are made aware of our school's programs through open meetings during the year. The school's parent meetings clearly indicate that we offer a free and appropriate education (FAPE) to all our students in the least restrictive environment. Furthermore, the

familiarity with the services they provide, such as Child and Family Services, Catholic Charities, and local medical services. This will help us recommend their support services to the families of accepted or interested students. It will also familiarize these organizations with our school and special education program so that they can recommend our school to the families they serve. We know that most families hear about our school by word-of-mouth, and we believe that a relationship with these organizations lays the groundwork for informal communications and referrals. In addition, we will continue to work with these organizations to distribute information about our school, our special education program, and our enrollment procedures.

school has an established relationship with the Committee for Special Education (CSE) for children under its purview and has made materials and applications to BUCS available for distribution to interested parents. We invite parents to meet with the school's special education team and the CSE to develop an individual education plan (IEP) for the child or to work within the parameters of the plan already in place from the child's previous school.

In response to increased student enrollment and a 12:1+1 ratio mandated on student IEPs; the school established two special classrooms to accommodate this growth. This expansion in special education programming offers a greater continuum of services and provides opportunity for increased student applications and retention.

We will continue to monitor the efficacy of our special population recruitment and enrollment efforts by carefully tracking student enrollment numbers. Using our robust data warehouse, BUCS collects detailed information on trends in at-risk populations, reports to the Board on enrollment trends, and assists in the adjustment of our marketing strategy, as needed, to ensure that parents of these children know that BUCS is dedicated to serving their children's needs.

**Good Faith Efforts To Meet Enrollment Retention Targets**

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	<p>We believe several core elements of our school culture function as linchpins of our recruitment and retention strategy for special population students. These elements include the high-quality educational program that we provide, the caring culture that we have established, and our many parent-involvement initiatives.</p> <ul style="list-style-type: none"> <li>• Culture and climate: The school has a school climate and culture that focuses purposefully on caring for each student as a family would care for its children. We believe our school-wide behavior and classroom management practices – which we refer to as Behave with Care – help attract and retain special needs students. Our Behave with Care program is built on research-based programs for reinforcing positive behaviors, setting clear expectations, and building teacher-student relationships and peer relationships.</li> <li>• Parent involvement: To ensure that our families feel connected to the school, we have implemented several parent involvement strategies, including:               <ul style="list-style-type: none"> <li>o Newsletters: We distribute regular newsletters from the principal and teachers to parents. Newsletters include important information regarding school-wide performance, initiatives, and programs.</li> <li>o Social media: We have an excellent website, which gives parents quick and easy access to</li> </ul> </li> </ul>	<p>The school will continue to utilize the aforementioned retention efforts in the upcoming school year. In addition to normal retention efforts, an equity group is being formed to help better understand other cultures and make families feel more welcome. The school also aims to partner with local food pantries to provide additional assistance to families in need.</p>

general information about the school. In addition, we make cautious, appropriate use of Facebook and other social media sites to form connections between school leaders and parents. Parents without access to the internet can use the computer and internet access available at the school.

o Classroom communication:

Teachers frequently send home communications to parents so that they know about everything from weekly schedules to educational goals for students. Teachers also share information via daily take-home folders and provide regular progress reports by letter, online communication via the school's gradebook system, phone calls, texts, and/or in-person meetings. These communications focus on each student's academic progress and performance.

o Conferences: Parent-teacher conferences take place twice each year. These conferences ensure that dedicated time is set aside for each parent to engage and interact with classroom teachers and discuss the progress of his or her child. As needed, staff may also conduct home visits. Each year, we conduct a family orientation at the end of the summer so new and enrolled families can meet the principal, their child's teacher and classmates, and other school staff. We believe these early contacts help establish and sustain a healthy rapport with parents.

To better address barriers our FRL students may have to remaining at the school, we provided a free shirt for any student who struggled to

	<p>obtain uniforms. Assistance with uniforms and school supplies was provided to students in need. Free transportation is also available and current families can work with the on-staff bus liaison to help arrange transportation services.</p> <p>All special population students (FRL, EL, and SWD) were made aware of our school's programs through open meetings during the year. The school's parent meetings clearly indicated that the school offered a free and appropriate education (FAPE) to all students in the Least Restrictive Environment.</p>	
<p>English Language Learners</p>	<p>We have a school climate and culture that focuses purposefully on caring for each student as a family would care for its children. We believe our school-wide behavior and classroom management practices – which we refer to as Behave with Care – help attract and retain Multilingual Learner (ML) students. Our Behave with Care program is built on research-based programs for reinforcing positive behaviors, setting clear expectations, and building teacher-student relationships and peer relationships.</p> <p>To help retain accepted students, and to comply with federal requirements to identify potential ML students, the school has asked families of ML students to complete a home language questionnaire. Information from this questionnaire ensures that each child for whom English is a second language is provided the services he or she needs to succeed in school.</p>	<p>In addition to continuing to build upon the current practices of the school, the school plans to implement the following for the 2023-2024 school year:</p> <ul style="list-style-type: none"> <li>• Teaching staff have access to a monthly professional learning series led by the ML Specialist Team to build on best practices of teaching ML students.</li> <li>• The school will be launching Parent Square to help with translating school announcements and messages into parents' home language(s). This will continue to support our effort to better serve Multilingual Learners and their families.</li> </ul>

School staff receive professional development to ensure teachers have the tools to better meet the needs of their Multilingual Learners. Staff also participate in ongoing coaching provided by a dedicated ML Specialist throughout the academic year. Coaching topics focus on evidence-based teaching methods and best practices for making content accessible to Multilingual Learners.

To ensure families receive communication in a language they can understand, the school is utilizing a Language Line Teleinterpreter Service. These language services support our efforts with current families to help us better understand what they need and how we can better serve them.

The school works with the ML Parent Ambassador group to develop opportunities for outreach to other ML families. The school's ML Coordinator and trained staff will work with incoming families to help them fully understand the Home Language Questionnaire to complete it more accurately, in compliance with New York State guidance.

Students with Disabilities

A major key to student retention is effective communication and relationship building with all stakeholders. There are multiple points throughout the year that the school keeps families informed and solicits feedback to improve. The dean of special education schedules individual transfer review

In addition to continuing to build upon the current practices of the school, the school plans to implement the following for the 2023-2024 school year:

- The school conducts a compensatory education review each year for any students that

meetings to take place within 72 hours of enrollment with the parents of every student that enters the school with an IEP. In this meeting, the dean reviews the program mandates, needs, and implementation plan for services. Parents are encouraged to bring input (questions, concerns, etc.) to this meeting to ensure a strong initial connection is made with these families and that their needs are immediately addressed. This connection continues to be built up throughout the year through additional communication measures such as quarterly IEP progress reports. In addition, parents are also invited at least once a year for an IEP review with the full IEP team. They are invited initially with a letter about a month before the meeting and then again are called by the special education teacher between a week and a day before as a reminder. Along with the invitation letter, the special education dean also sends a parent input form to help parents prepare for the review meeting and gather information from home. Following the meetings, parents are provided a post-IEP survey so that the deans can gather data to reflect on and make improvements utilizing this feedback.

Efforts during the 2022-23 school year include:

- Parent Input Forms are in digital formats so that parents can share their thoughts, celebrations, and concerns with the school prior to IEP meetings.
- Parent Post-IEP Survey Forms are in digital format so that parents can provide feedback on special

have missed services throughout the school year. After a comprehensive data review process, if the student is deemed eligible, compensatory education offers are provided to families.

- Brochures detailing services that are offered for students with disabilities are visibly displayed in the main office of our school.
- Parents are asked for their input on their child's academic progress and overall satisfaction with special education services to implement improvements.



education processes and supports so that we are able to utilize that information to improve practices.

- Work with community partners who serve SWD population to support their changing outreach.
- Continue to work with local leaders to provide information and accessibility to the school and staff.

## **Entry 10 – Teacher and Administrator Attrition**

Completed - Jul 28 2023

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

## A. TEACH System – Employee Clearance

### Required of ALL Charter Schools

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

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

#### 1. Emergency Conditional Clearances

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

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

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

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

## B. Emergency Conditional Clearances

### Emergency Conditional Clearances

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

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

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

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### Attestation

#### Responses Selected:

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

## Entry 11 Percent of Uncertified Teachers

**Incomplete** - Hidden from applicant

### Instructions

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

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

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

## Entry 11 Uncertified Teachers

School Name:

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# Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

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

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

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

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

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

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

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

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

	FTE Count
Total	

**CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS**

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

	FTE Count
Total Category D	

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	

**CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS**

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you.



**Entry 12 Organization Chart**

Incomplete - Hidden from applicant

[Instructions](#)

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

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

## Entry 13 School Calendar

Completed - Jul 28 2023

[Instructions for submitting School Calendar](#)

### Required of ALL Charter Schools

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

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

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

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

### Buffalo United 2023-24 FINAL Calendar

Filename: Buffalo\_United\_2023-24\_FINAL\_Calendar.pdf Size: 259.7 kB

## Entry 14 Staff Roster

Incomplete - Hidden from applicant

### INSTRUCTIONS

#### Required of Regents and NYCDOE-authorized Charter Schools ONLY

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

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

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

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

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

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

## Optional Additional Documents to Upload (BOR)

Incomplete





**Buffalo United  
Charter School**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2023

By: Buffalo United Charter School

Board of Trustees

325 Manhattan Avenue

Buffalo, NY 14214

716-835-9862

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Andrew Freedman	Chair	Complaint Committee, Planning Task Force Committee, Personnel Committee, Wrap-Around Services Committee, Education Committee
Ashia Martin	Vice Chair	Wrap-Around Services Committee, Scholarship Committee, Education committee
Mark Weppner	Treasurer	Finance Committee, Wrap-Around Services Committee, Scholarship Committee, Education Committee
Terri Campbell	Secretary	Education Committee, Wrap-Around Services Committee
Kathy Wood	Trustee	Personnel Committee, Education Committee
Kim DeJesus	Trustee	Complaint Committee, Personnel Committee, Planning Task Force Committee, Scholarship Committee, Education Committee

**Danelle Backe has served as the principal since January 2022.**

## SCHOOL OVERVIEW

Buffalo United Charter School (Buffalo United or BUCS) opened in the fall of 2003. We started by serving 234 students in grades K-4. We currently serve 659 students in grades K-8, of whom 95 percent qualify for free and reduced-price lunch.

Our mission is to offer families and students a public charter school that focuses on high academic achievement and instills a sense of family, community, and leadership in all our students. Since 2003 our mission has never wavered, and we remain faithful to our key design elements:

- *Academic excellence:* We believe a high-quality K-8 education sets the critical foundation for a student's success in high school, college, and beyond. Achievement may look different for individual students, but our goal is to prepare every child for college. To fulfill this goal, we know that academic improvement is needed. In 2019-20, BUCS implemented many initiatives to create needed school improvement. Beginning in March 2020, New York schools were closed due to COVID-19. As a result of the closure of the school building, BUCS developed a remote learning plan to continue our pursuit of academic excellence even as we devised and implemented an entirely new approach to teaching and learning.
- *Strong parent relationships:* We are committed to fostering strong partnerships with parents. Parents are encouraged to make a voluntary commitment at the beginning of each school year to a parent-student-teacher compact that affirms support for BUCS' mission, vision, policies, and activities. We actively engage parents in their children's learning and have an "open door" policy under which parents are welcome in the school at any time.
- *Accountability:* BUCS' staff, students, and parents are responsible for their actions and results. We understand that it is essential for all three groups to work together to ensure students' educational success.
  - *Staff:* Our staff understands that student learning is an adult responsibility, and leadership and staff are committed to creating a scholarly environment by setting high expectations for instruction to ensure that our students are college-ready. Multiple data points are collected and analyzed to monitor the quality of the educational program at the school level, grade level, and student level. This enables us to hold teachers accountable for student learning results.
  - *Students:* A critical component of the parent-teacher-child partnership is the role the child plays in his or her academic success. From kindergarten through the 8th grade, BUCS students are taught to act responsibly and take accountability for their actions, both positive and negative.
  - *Parents:* We encourage parents and families to be involved in their child's education because we recognize that parental involvement is a key indicator of student success. We work purposely to involve parents in their child's education because it is crucial to maintaining the school's culture we desire.

The voluntary summer program was offered to all BUCS students – and even, at the request of some parents, to students who just graduated from BUCS. Their parents asked if their children could participate to keep them engaged in schoolwork and lessen learning loss before the start of their high school studies. BUCS' summer learning program received financial support from the Cullen Foundation.

To sustain students' and families' social, mental, and emotional health, BUCS implemented daily 30-minute morning restorative circles for every class. Staff received training from Erie 1 BOCES to ensure

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restorative circles were effective. To build on this practice, Best Self has been hired to conduct the enrichment piece of BUCS' summer program. In addition, parent meetings still take place to ensure families have what they need for their student to be successful.

In subsequent sections of this accountability plan progress report, there are, under each specific subject area, action plans that detail efforts to help BUCS improve its performance. These actions are part of a larger school-wide improvement effort that BUCS and NHA have begun with the active collaboration of the Board. BUCS' improvement efforts continue to focus on increasing achievement in English language arts (ELA), math and science. This goal is being supported in several ways. Some examples include continued use of curriculum tailored for New York State standards; professional development to support the successful implementation of the curricular tools; a continued focus on data analysis; and support for struggling students.

Highlights of these school-wide improvement efforts are as follows:

*Data-driven instruction:* BUCS has improved its use of assessment data in evaluating student and educator performance, supporting student needs, driving professional development for leaders and teachers, and helping teachers adjust instruction in real time.

*Curriculum and tools:* The school utilizes curricular tools that align well with New York's NextGen standards. BUCS has identified opportunities to improve material alignment and continues to promptly make refinements as needed.

*Professional development:* BUCS and NHA's C&I team have worked on a plan for the ongoing coaching and PD that C&I will offer to support instructional execution at BUCS. The plan's priorities are helping the school implement and sustain its systems, scheduling and time structures, management structures, instructional structures, and implementing curriculum with fidelity, especially in ELA and math.

PD will be offered during summer and through ongoing initiatives throughout the school year. This support will be provided in a continuous cycle of four elements:

- *Develop teachers and deans:* This support will focus on structures, systems, unit "unpacking," lesson preparation, and teaching.
- *Enact and observe:* Teachers will implement what they learn in their classrooms. Deans and C&I specialists will observe.
- *Plan coaching conversations:* Deans and C&I professionals will plan coaching conversations around key levers and bite-sized action steps. Coaching conversations will include emphasis on an identified teacher strength followed by an identified area of improvement opportunity.
- *Debrief and coach:* Each Dean and participating C&I consultant(s) will debrief on their observations and renew the coaching cycle around specific action steps for the teacher.

Five different C&I specialists have been designated to provide this support in ELA, ELA intervention, math, and school culture.

*Assessments:* BUCS teachers used aligned NHA-provided assessments and created other formative assessments and homework aligned to the state's standards and expectations of rigor as needed. Teacher-created formative assessments and homework for math and ELA reflected the breadth and depth of state test questions. The provided curriculum materials that were implemented in 2020-21 now include more assessments that meet expectations of alignment. NHA and BUCS also worked

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together to redesign the school's assessments and change how the school uses the data to drive school improvement.

*Supports for struggling students:* BUCS will continue to use a response-to-intervention (RTI) approach to an intervention model based on a multi-tier system of supports (MTSS). This model is rooted in RTI concept, but it is more proactive, emphasizes early intervention, addresses both behavioral and academic concerns, and worked to overcome systemic barriers that both students and teachers face in pursuit of learning. BUCS will screen *all* students under this system, and MTSS will improve remediation and intervention both in traditional in-school learning and in remote learning. BUCS will use this approach to support students who needed help both before the school was forced to adopt remote learning along with students whose needs became apparent during remote learning.

*Behavior management:* BUCS will continue the approach to behavior management rooted in restorative discipline, a proactive and preventive approach to behavior management. This approach reduces emphasis on punishment; instead, it prioritizes strengthening relationships for individuals at the center of behavior issues. In-school professional development sessions helped us launch this effort. A core value of this initiative is strengthening the connection between our responses to disciplinary issues and students' social and emotional well-being. Middle school grades continue to be the largest area of concern and focus as the school moves forward. BUCS has hired two Achievement Behavior Support Specialists to help support. These individuals will continue to receive necessary training to work with students proactively rather than reactively. The school has also implemented CHAMPS, a proactive approach to classroom management, to aide in the proactive vs. reactive approach to behavior management.

### ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	83	66	60	66	81	65	80	80	58	-	-	-	-	639
2021-22	80	80	78	73	68	77	64	76	69	-	-	-	-	665
2022-23	60	79	70	80	73	69	72	81	75	-	-	-	-	659

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## GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient in English language arts.

### BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission. Our curriculum is not only aligned to the research, but is also inclusive of all necessary materials for teachers and students.

BUCS' ELA curriculum is an NHA-developed structured literacy approach that relies on reading aloud, shared reading, guided reading, and writing (grades K-5) and writing and literature seminar (grades 6-8). This curriculum is aligned to state standards, reflects Next Generation Learning Standards, and incorporates evidence-based instructional strategies to ensure high-quality literacy instruction and student learning in all classrooms. Our school received new books, unit plans, and lesson plans created by NHA's C&I team to execute Balanced Literacy. Balanced means allocating time to the different components of ELA, including Read Aloud, Shared Reading, Guided Reading, Writing, Independent Reading, and Literature Seminar, and also balancing the teaching approach of I do, we do, you do.

Extensive professional development has been provided to our teachers to support their effective use of curricular tools in the classroom. This professional development addresses content knowledge (understanding the standards), curriculum knowledge (understanding the curriculum), and pedagogical content knowledge (understanding how to teach the content and how students best learn the content). Teachers also receive regular instructional and individual coaching. We will continue to provide our staff with training and support.

### ELEMENTARY AND MIDDLE ELA

#### ELA Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	72	1						80
4	62	1	4					73
5	58	4	2				3	69
6	59	2	3					72
7	55		12			1	2	81
8	55	1	14				1	75
All	361	9	35			1	6	450

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In 2022-23, 24% of students enrolled in at least their second year scored at or above proficient on the New York State (NYS) ELA exam. This was 51 percentage points below the goal target; therefore, the goal was not met. At the grade level, middle school had the strongest performance.

Performance on 2022-23 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	72	16	22%	60	14	23%
4	62	10	16%	45	8	18%
5	61	9	15%	41	6	15%
6	59	15	25%	45	14	31%
7	57	12	21%	38	10	26%
8	55	16	29%	39	11	28%
All	366	78	21%	268	63	24%

### ELA Measure 2 - Absolute

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

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

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

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### ELA Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	23%	60	<i>Pending release of data</i>	
4	18%	45		
5	15%	41		
6	31%	45		
7	26%	38		
8	28%	39		
All	24%	268		

### ELA Measure 4 - Comparative

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

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

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

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



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In 2021-22, Buffalo United’s effect size on the ELA exam was -0.40, which was lower than expected. Therefore, this goal was not met. At the grade level, performance was strongest in 4th and 8th grade.

### 2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>4</sup>		Effect Size
		Actual	Predicted	
3	100%	13.0%	38.4%	-0.83
4	95.6%	25.9%	25.0%	0.05
5	94.8%	17.6%	22.3%	-0.32
6	92.2%	38.5%	44.0%	-0.34
7	90.8%	20.4%	36.3%	-0.96
8	98.5%	38.2%	37.3%	0.05
All	95.5%	24.7%	31.5%	-0.40

### ELA Measure 5 - Growth

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

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

## ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **i-Ready**

**Measure 1:** Each year, the school’s median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students will be equal to or greater than 100%.

In 2022-23, from fall to spring, the median percent progress toward Annual Typical Growth of all students at Buffalo United was 152% in reading. Therefore, this goal was met, exceeding the target by 52 percentage points. At the grade level, every grade exceeded the target by a wide margin.

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<sup>4</sup> Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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### End of Year Growth on 2022-23 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	131%	71
4	139%	62
5	148%	62
6	214%	61
7	176%	65
8	189%	67
All	152%	388

Additionally, from 2021-22 to 2022-23, the median percent progress toward annual typical growth of all students increased 13 percentage points in reading.

Median Percent of Annual Typical Growth (All Students)			
Grades	2021-22	2022-23	(+/-)
All	139%	152%	+13%

**Measure 2:** Each year, the school’s median percent progress to Annual Typical Growth of all 3<sup>rd</sup> through 8<sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.

In 2022-23, from fall to spring, the median percent progress toward annual typical growth of students at Buffalo United who were two or more grade levels below in the fall was 157% in reading. Therefore, this goal was met, exceeding the target by 47 percentage points. Additionally, this goal was met at every grade level by a wide margin, except third grade.

### End of Year Growth on 2022-23 i-Ready ELA Assessment By Two or More Grade Levels Below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	109%	45
4	152%	36
5	150%	41
6	214%	48
7	171%	50
8	189%	42
All	157%	262

Additionally, from 2021-22 to 2022-23, the median percent progress toward annual typical growth of students who were two or more grade levels below in the fall increased 15 percentage points in reading.

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Median Percent of Annual Typical Growth (2+ Grade Levels Below)			
Grades	2021-22	2022-23	(+/-)
All	142%	157%	+15%

**Measure 3:** Each year, the median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade general education students at the school.

In 2022-23, from fall to spring, the median percent progress toward annual typical growth of students with disabilities (SWD) was 132% in reading. Therefore, this goal was not met, falling short of the growth of general education (GenED) students (155%) by 23 percentage points. At the grade level, growth of SWD students in middle school was exceptionally strong, with seventh and eighth grade meeting the target and exceeding the growth of GenED students.

### End of Year Growth on 2022-23 i-Ready ELA Assessment By Students with Disabilities and General Education Students

Grades	SWD		GenED	
	Median Percent of Annual Typical Growth	Number Tested	Median Percent of Annual Typical Growth	Number Tested
3	109%	7	135%	64
4	106%	6	140%	56
5	68%	10	161%	52
6	132%	9	235%	52
7	200%	7	171%	58
8	200%	9	164%	58
All	132%	48	155%	340

Although the growth of SWD was below GenED students, the median percent progress toward annual typical growth of SWD was above average as measured by i-Ready in 2021-22 and 2022-23. Additionally, the school demonstrated progress in increasing the growth of SWD in reading. From 2021-22 to 2022-23, the median percent progress of SWD students increased 17 percentage points.

Median Percent of Annual Typical Growth (SWD)			
Grades	2021-22	2022-23	(+/-)
All	115%	132%	+17%

**Measure 4:** Each year, 75% of 3<sup>rd</sup> through 8<sup>th</sup> grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.

In the Spring of 2022-23, 12% of 3<sup>rd</sup> through 8<sup>th</sup> grade students enrolled in at least their second year at Buffalo United scored at the mid on-grade level or above scale score for the year-end assessment. This was below the target of 75%, therefore the goal was not met. Students in third and sixth grade showed the most positive results.

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### End of Year Performance on 2022-23 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	17%	71	19%	59
4	6%	62	6%	47
5	3%	62	2%	44
6	13%	61	17%	47
7	8%	65	11%	47
8	13%	67	15%	52
All	10%	388	<b>12%</b>	<b>296</b>

Even though the target was not met, the school demonstrated progress in increasing the percentage of students enrolled in at least their second year scoring mid on-grade level or above on the year end assessment.

% Mid on-grade Level or Above (2+ Yrs Enrolled)			
Grades	2021-22	2022-23	(+/-)
All	11%	12%	+1%

### I-READY

#### 2022-23 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	388	152%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	262	157%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>5</sup>	155% <sup>6</sup>	48	132%	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	296	12%	No

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## SUMMARY OF THE ELA GOAL

The school is still waiting for the release of public data to determine if Buffalo United met its ELA measures. Based on internal exams, the school met two of its four i-Ready measures and three of its four Academic Conditions for Renewal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	<i>Not yet measurable</i>
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

## ADDITIONAL CONTEXT AND EVIDENCE

### Academic Conditions for Renewal

To be eligible for its next renewal, Buffalo United must meet additional academic measures during the accountability period. These measures are based on i-Ready assessments and are evaluated below. In 2022-23, Buffalo United met three of their four ELA measures.

#### Absolute Measure:

- Each year, 75% of 3<sup>rd</sup> through 8<sup>th</sup> grade students enrolled in at least their second year at the school will either score at the *mid on-grade level or above*<sup>1</sup> scale score for the year-end ELA assessment or move up at least one placement level in ELA from the fall.

In the spring of 2022-23, 56% of third through eighth grade students enrolled in at least their second year at the school scored at the mid on-grade level or above scale score for the year-end reading assessment or moved up at least one placement level from the fall. The school fell short of the target by 19 percentage points; therefore, the goal was not met. Students in third and sixth grade had the strongest results. Most notably, sixth grade was within one percentage point of meeting the target.

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Grades	Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested
3	64%	59
4	53%	47
5	43%	44
6	74%	47
7	51%	47
8	48%	52
<b>All</b>	<b>56%</b>	<b>296</b>

Even though the target was not met, the school demonstrated progress by increasing the percentage of students scoring at least mid on-grade level or moving up one placement level from the fall by three percentage points from 2021-22 to 2022-23.

% Mid on-grade Level or Above or Moving up one Placement Level (2+ Yrs Enrolled)			
Grades	2021-22	2022-23	(+/-)
All	53%	56%	+1%

### Growth Measure:

- Each year, the school's median percent progress to Annual Typical Growth<sup>2</sup> of all 3<sup>rd</sup> through 8<sup>th</sup> grade students in ELA will be equal to or greater than 100%.

Grade level results for this measure are detailed above under the Internal Exam Results section.

### Gap Closing Measures:

- Each year, the school's median percent progress to Annual Typical Growth in ELA of all 3<sup>rd</sup> through 8<sup>th</sup> grade students who were *two or more grade levels below* grade level in the fall will be equal to or greater than 100%.
- Each year, the median percent progress to Annual Typical Growth in ELA of 3<sup>rd</sup> through 8<sup>th</sup> grade students with disabilities at the school will be equal to or greater than 100%.

Grade level results for these measures are detailed above under the Internal Exam Results section.

### 2022-23 Academic Conditions for Renewal Results (i-Ready Reading Measures)

Measure	Subgroup	Target	Tested	Results	Met?
<b>Measure 1 (Absolute):</b> Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will either score at the <i>mid on-grade level or above</i> scale score for the year-end reading	2+ Students	75%	296	56%	Not Met

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assessment or move up at least one placement level in mathematics from the fall.					
<b>Measure 3 (Growth):</b> Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students in reading will be equal to or greater than 100%.	All Students	100%	388	152%	Met
<b>Measure 5 (Gap Closing):</b> Each year, the school's median percent progress to Annual Typical Growth in reading of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were <i>two or more grade levels below</i> grade level in the fall will be equal to or greater than 100%.	Low initial achievers	100%	262	157%	Met
<b>Measure 7 (Gap Closing):</b> Each year, the median percent progress to Annual Typical Growth in reading of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than 100%.	Students with Disabilities	100%	48	132%	Met

### ELA ACTION PLAN

BUCS' ELA curriculum is an NHA-developed balanced literacy approach that relies on reading aloud, shared reading, guided reading, and writing (grades K-5) and writing and literature seminar (grades 6-8). This curriculum is aligned to state standards, reflects Next Generation Learning Standards, and incorporates evidence-based instructional strategies to ensure high-quality literacy instruction and student learning in all classrooms.

BUCS will continue to set literacy goals to help achieve the ELA goals outlined in the school's Accountability Plan. I-Ready growth scores will be reviewed, and the school will set specific goals for students in the school's intervention program. The initiatives below will continue as the school works to achieve its ELA goals. Below are details on the initiatives the school has implemented to reach these goals.

In addition, the following steps will be taken:

- *Aimsweb* will be used to monitor students in K-2 and identify struggling students in third grade who will then receive additional interventions. We will also use this tool to measure the progress of students who are in the bottom quartile. The program will support school efforts in screening, progress monitoring, and data management.
- *Corrective Reading* and *Reading Mastery* will be utilized to help students become more skillful at decoding, comprehending, and thinking while improving their background knowledge. *Reading Mastery* and *Corrective Reading* use direct instruction to help students master vital decoding and comprehension skills. *Corrective Reading* will be used as an intervention tool for students in grades 3-8.
- *R.A.C.E.* is a writing acronym that stands for *Restate, Answer, Cite Evidence, and Explain*. This acronym will be used school-wide to help students write proper short responses to assessment questions in ELA, science, and social studies. Teachers will use ELA Reading Responses in homework assignments with question stems that align to the appropriate common core standard.
- Lexia Core5 and DreamWorks will be utilized as intervention tools in all grades. These programs are adaptive blended learning programs that accelerate the development of literacy skills for students of all abilities. Lexia's approach to learning adapts to students' needs in real time,

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providing teachers with the data and resources needed to support student growth. Lexia helps students make the critical shift from learning to read to reading to learn, and DreamWorks help students in mathematics.

- i-Ready will be utilized in all grades as a diagnostic tool. The diagnostic tool pinpoints students' strengths and knowledge gaps at the sub-skill level. i-Ready Instruction delivers personalized learning paths for each student. i-Ready data will be used to group students for workshop.
- The school has created a reading and writing tutoring program after-school, which includes an hour of intervention work to address gaps in learning. Tutoring groups have also been formed for "bubble students".
- Interventions have begun using Haggerty to assist in phonics instructions.
- Instead of just assigning iReady assignments for homework, time is being allotted during reading blocks to ensure students are completing the lessons.
- A 45-minute intervention block has been hard-scheduled into the master schedule for struggling middle school students. These students will receive 135 minutes of ELA instruction each day.
- Teachers will conduct data meetings with students, so they understand the progress they are making towards their achievement goal. Teachers will be trained on how to conduct these meetings. A parent meeting will also be conducted so parents understand their students' reading goal and how they can support their student in reaching that goal.
- Students will have a personal data binder/folder to track their progress towards mastering each standard being taught.
- BUCS educators will continue to receive support from NHA's Curriculum & Instruction team to ensure programs are implemented with fidelity.
- Teacher lesson plans are reviewed to ensure that lesson plans reflect New York State learning standards, as well as the appropriate scope and sequence. These plans will identify the resource to be used to teach each standard. The school is also employing a simplified lesson prep process for teachers to be better prepared to support students during in the moment instruction.
- Weekly skill quizzes are given to students. Data from these weekly quizzes are used to determine skills that need to be retaught and strategies to reteach this skill. In addition, teachers give exit tickets to students after each class that reflect the rigor of New York State assessments and mastery of standards.
- Twice-monthly staff professional development sessions are planned to improve teachers' skills in the areas of rigor, differentiation, checks for understanding (CFU), engagement strategies, standards, and data review.
- In ELA, we know that the importance of reading complex texts can't be understated. Not only do we need to ensure students are reading complex texts, but we also need to ensure that they are discussing those texts with their classmates. The ones doing the talking are the ones doing the learning. One way we are prioritizing this is by highlighting key questions in shared reading texts. We have identified questions from the *during reading* portion of the Shared Reading lesson to focus student thinking and discourse on critical content. By prioritizing these questions, teachers will still meet the objectives of the lesson while allowing for students to have deeper discussion within the timeframe of shared reading.
- Monthly Curriculum and development visits from NHA take place to work with our deans, instructional coaches, principal, teachers, and support staff.



## GOAL 2: MATHEMATICS

Students will be proficient in mathematics.

### BACKGROUND

BUCS believes exemplary teaching and learning of mathematics allows all stakeholders to cultivate a mathematical growth mindset by focusing on conceptual understanding, number sense, and developing problem-solving skills that can be transferred to real life decision making. We believe that every person is a math person!

We believe that what we teach students in our math classrooms has huge implications on student learning, how students develop positive math identities, and the way they think about learning mathematics. Our lessons focus largely on the process students use to solve problems, rather than just getting the “answer” to the problem. We prioritize student generated methods and student thinking and reasoning. Students work with real contexts, problems, situations, and models so they are able to build understanding of the mathematical concepts on their own before they are introduced to formal rules and procedures. High quality tasks allow students to move through the Concrete – Pictorial – Abstract (CPA) framework. Students first solve problems handling physical (concrete) objects. Next, they make mental connections between the physical objects and pictures or diagrams that represent those items. Finally, students use abstract symbols to model problems.

BUCS' math curriculum relies on curricular tools including Bridges in Mathematics and Math Stories (K-5), Number Corner (grades K-2), and Illustrative Math (grades 6-8). The math curriculum is aligned to state standards, reflects the Next Generation Learning Standards, and incorporates evidence-based instructional strategies.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Math Measure 1 - Absolute

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

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

2022-23 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	72								80
4	63		3		1				73
5	62		2				3		69
6	58	1	5						72
7	61		6			1	2		81
8	49		21						75
All	365	1	37		1	1	5		450

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In 2022-23, 15% of students enrolled in at least their second year scored at or above proficient on the New York State (NYS) ELA exam. This was 51 percentage points below the goal target; therefore, the goal was not met. At the grade level, middle school had the strongest performance.

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	72	17	24%	60	15	25%
4	63	3	5%	46	3	7%
5	65	5	8%	42	2	5%
6	58	3	5%	43	3	7%
7	63	8	13%	44	8	18%
8	49	13	27%	37	11	30%
All	370	49	13%	272	42	15%

### Math Measure 2 - Absolute

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

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

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### Math Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	25%	60	<i>Pending release of data</i>	
4	7%	46		
5	5%	42		
6	7%	43		
7	18%	44		
8	30%	37		
All	15%	272		

### Math Measure 4 - Comparative

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

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

# 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

## 2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	100%	8.7%	28.0%	-0.99
4	95.6%	1.8%	22.2%	-1.11
5	94.8%	7.7%	18.4%	-0.67
6	92.2%	22.2%	21.0%	0.08
7	90.8%	14.0%	18.3%	-0.28
8	98.5%	22.4%	13.7%	0.59
All	95.5%	12.3%	20.7%	-0.45

### Math Measure 5 - Growth

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

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

## MATHEMATICS INTERNAL EXAM RESULTS

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

**Measure 1:** Each year, the school's median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students will be equal to or greater than 100%.

In 2022-23, from Fall to Spring, the median percent progress toward Annual Typical Growth of all students was 100% in math. This met the target of 100%, therefore, this goal was met. Additionally, this goal's target was met in every grade level except third grade and seventh grade.

## End of Year Growth on 2022-23 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	93%	71
4	102%	62
5	129%	62
6	133%	61
7	80%	64
8	100%	66
All	100%	386

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

**Measure 2:** Each year, the school’s median percent progress to Annual Typical Growth of all 3<sup>rd</sup> through 8<sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.

In 2022-23, from Fall to Spring, the median percent progress toward Annual Typical Growth of students who were two or more grade levels below grade level in the fall was 107% in math. The school fell short of the 110% target by 3 percentage points; therefore, this goal was not met. At the grade level, this goal was met in fifth, sixth, and eighth grade.

End of Year Growth on 2022-23 i-Ready Math Assessment  
By Two or More Grade Levels Below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	86%	48
4	104%	51
5	133%	49
6	152%	50
7	92%	44
8	142%	46
<b>All</b>	<b>107%</b>	<b>288</b>

**Measure 3:** Each year, the median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade general education students at the school.

In 2022-23, from Fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 112% in math. Therefore, this goal was met, exceeding the growth of GenEd students (100%) by twelve percentage points. At the grade level, this goal was met in fourth, seventh, and eighth grade.

End of Year Growth on 2022-23 i-Ready Math Assessment  
By Students with Disabilities and General Education Students

Grades	SWD		GenED	
	Median Percent of Annual Typical Growth	Number Tested	Median Percent of Annual Typical Growth	Number Tested
3	63%	7	96%	64
4	121%	6	100%	56
5	83%	10	153%	52
6	87%	9	138%	52
7	169%	7	75%	57
8	258%	9	89%	57
<b>All</b>	<b>112%</b>	<b>48</b>	<b>100%</b>	<b>338</b>

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

**Measure 4:** Each year, 75% of 3<sup>rd</sup> through 8<sup>th</sup> grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.

In the Spring of 2022-23, 5% of 3<sup>rd</sup> through 8<sup>th</sup> grade students enrolled in at least their second year at the school scored at the mid on-grade level or above scale score for the year-end math assessment. This was below the target of 75%, therefore the goal was not met. Students in third grade showed the most positive results.

End of Year Performance on 2022-23 i-Ready Mathematics Assessment  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	10%	71	12%	59
4	2%	62	2%	47
5	5%	62	5%	44
6	2%	61	2%	47
7	3%	64	2%	46
8	5%	66	4%	52
All	4%	386	5%	295

### I-READY

2022-23 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	386	100%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	288	107%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>7</sup>	100% <sup>8</sup>	48	112%	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	295	5%	No

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF THE MATHEMATICS GOAL

The school is still waiting for the release of public data to determine if Buffalo United met its measures. Based on internal exams, the school met two of its four i-Ready measures and three of its four Academic Conditions for Renewal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Not yet measurable
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

### ADDITIONAL CONTEXT AND EVIDENCE

#### Academic Conditions for Renewal

To be eligible for its next renewal, Buffalo United must meet additional academic measures during the accountability period. These measures are based on i-Ready assessments and are evaluated below. In 2022-23, Buffalo United met three of their four math measures.

#### Absolute Measure:

- Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will either score at the mid on-grade level or above scale score for the year-end mathematics assessment or move up at least one placement level in mathematics from the fall.

In the Spring of 2022-23, 61% of third through eighth grade students enrolled in at least their second year at the school scored at the mid on-grade level or above scale score for the year-end math assessment or moved up at least one placement level in reading from the Fall. The school fell short of the target by 14 percentage points; therefore, the goal was not met. At the grade level, students in fourth and sixth grade had the strongest results, falling within 5 percentage points of meeting the target of 75%.

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Grades	Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested
3	69%	59
4	72%	47
5	64%	44
6	70%	47
7	41%	46
8	46%	52
All	61%	295

### Growth Measure:

- Each year, the school's median percent progress to Annual Typical Growth<sup>2</sup> of all 3rd through 8th grade students in mathematics will be equal to or greater than 100%.

Grade level results for this measure are detailed above under the Internal Exam Results section.

### Gap Closing Measures:

- Each year, the school's median percent progress to Annual Typical Growth in mathematics of all 3rd through 8th grade students who were *two or more grade levels below* grade level in the fall will be equal to or greater than 100%.
- Each year, the median percent progress to Annual Typical Growth in mathematics of 3rd through 8th grade students with disabilities at the school will be equal to or greater than 100%.

Grade level results for these measures are detailed above under the Internal Exam Results section.

### 2022-23 Academic Conditions for Renewal Results (i-Ready Math Measures)

Measure	Subgroup	Target	Tested	Results	Met?
<b>Measure 2 (Absolute):</b> Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will either score at the <i>mid on-grade level or above</i> scale score for the year-end mathematics assessment or move up at least one placement level in mathematics from the fall.	2+ Students	75%	295	61%	No
<b>Measure 4 (Growth):</b> Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students in mathematics will be equal to or greater than 100%.	All Students	100%	386	100%	Yes
<b>Measure 6 (Gap Closing):</b> Each year, the school's median percent progress to Annual Typical Growth in mathematics of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were <i>two or more grade levels below</i> grade level in the fall will be equal to or greater than 100%.	Low initial achievers	100%	288	107%	Yes
<b>Measure 8 (Gap Closing):</b> Each year, the median percent progress to Annual Typical Growth in	Students with Disabilities	100%	48	112%	Yes



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

mathematics of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than 100%.					
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### MATHEMATICS ACTION PLAN

As previously mentioned, BUCS has continued the implementation of a significant number of improvements in the 2022-23 school year. Earlier in this document, examples of new efforts are provided, so the same level of detail will not be provided here.

BUCS' math curriculum will rely on Bridges in Mathematics and Math Stories (K-5), Number Corner (grades K-2), and Illustrative Math (grades 6-8). The math curriculum is aligned to state standards, reflects the Next Generation Learning Standards, and incorporates evidence-based instructional strategies.

As mentioned in the description of our ELA actions, NHA and BUCS worked to redesign the school's assessments and how it uses the data to drive school improvement. A few examples of these assessments are also mentioned below.

BUCS will continue to set goals for math learning targeted towards improving student achievement and accelerating student growth. Specific goals will also be set for students in the school's intervention program. The initiatives below will continue as the school works to achieve its math goals. Below are details on the initiatives the school has implemented to reach these goals.

In addition, the following steps will be taken:

- Our instructional professionals will use i-Ready instruction materials in conjunction with Bridges in Mathematics and Illustrative Math to provide additional instructional opportunities for priority materials emphasized in New York State standards.
- DreamBox will be utilized in grades K-8. It is a digital math program designed to complement math instruction in the classroom. DreamBox's pioneering technology enables seamless integration of instruction and assessment for a deeply personalized math learning experience that adapts to students' needs in real time. The DreamBox experience is student-driven and boosts inspiration and confidence for all learners by focusing on conceptual understanding as well as computational fluency and problem solving.
- i-Ready will be utilized in all grades as a diagnostic tool. The diagnostic tool pinpoints students' strengths and knowledge gaps at the sub-skill level. i-Ready Instruction delivers personalized learning paths for each student.
- As is the case with ELA, beginning with the 2020-21 school year, teachers conduct data meetings with students, so they understand progress they are making towards their achievement goal. Teachers are being trained on how to conduct these meetings. A parent meeting will help parents understand their students' math goal and how they can support their student in reaching that goal.
- Students will have a personal data binder/folder to track their progress towards mastering each standard being taught.
- BUCS educators will continue to receive support from NHA's Curriculum & Instruction team to ensure programs are implemented with fidelity.

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- Teachers' math lesson plans are reviewed, as ELA lesson plans are, to ensure that they reflect New York State learning standards, as well as the appropriate scope and sequence. These plans identify the resource to be used to teach that standard.
- Quizzes targeting math skills are given to students. Data from these weekly quizzes are used to determine skills that need to be retaught and strategies to reteach this skill. In addition, teachers give exit tickets to students after each class that reflect the rigor of New York State assessments and mastery of standards.
- Twice-monthly staff professional development sessions are planned to improve teachers' math instruction skills in the areas of rigor, differentiation, CFU, engagement strategies, standards, and data review.
- Monthly Curriculum and development visits from NHA take place to work with our deans, instructional coaches, principal, teachers, and support staff.

We have rearranged the grade 3-5 math block. Our new block for the school now starts with fluency development where teachers will focus on a Number Corner activity or a Math Story. Through our weekly instructional planning guides, we will help teachers know what to do and where to focus each day. Then, teachers will have a dedicated block of time to focus on the concept of the day through the Bridges session. The block will end with students practicing the skills they are learning through activities and workplaces. This will now be a more defined portion of the block where teachers can infuse small group instruction and intervention.

We are also embedding high quality instructional practices right into google slide decks for each Bridges lesson. These will help develop teachers' content knowledge and instructional skills as they execute the lesson. For our new teachers, these slide decks can help them find success from day one, and for our more experienced teachers, these decks can serve as a starting point for them to dig in and make the lesson their own.

### GOAL 3: SCIENCE

Students will be proficient in science.

#### BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. As such, we implement a rigorous curricular program, including a robust system of assessment, which is built around the New York State Learning Standards (NYSLS) for science and aligns with our mission. Staff is provided with professional development to support the implementation of the school's science curriculum.

We base science instruction on the 5E model (Engage, Explore, Explain, Elaborate, and Evaluate), which provides students with concrete, hands-on opportunities to learn about new ideas. Our students use various modalities to help support their understanding and application of key science and engineering concepts and skills. Grades K-2 use Picture Perfect and grades 3-8 use Stemscoptes for curricular tools.

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## ELEMENTARY AND MIDDLE SCIENCE

### Science Measure 1 - Absolute

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

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

In 2022-23, 22% of eighth grade students enrolled in at least their second year achieved proficiency on the New York State science field test. This was below the 75% target; therefore, this goal was not met.

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

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
8	51	11	22%
All	51	11	22%

In 2021-22, the goal was not met. In 2020-21, participation (34%) was too low to be an adequate representation of student performance.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2020-21		2021-22		2022-23	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	65%	17	39%	31	NA	NA
8	45%	5	23%	44	22%	51
All	59%	22	29%	75	22%	51

### Science Measure 2 - Comparative

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

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

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2022-23 State Science Exam Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	NA	NA	NA			
8	51	11	22%	<i>Pending release of data</i>		
All	51	11	22%			

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The school is still waiting for the release of public data to determine if Buffalo United met its comparative measure. However, based on the results we do have detailed above; we can determine that the absolute measure was not met. Therefore the school will need to make more progress to meet their science goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Not Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	<i>Not yet measurable</i>

### ACTION PLAN

- We will continue to utilize STEMscopes in grades 3-8, which reflects the Next Generation Learning Standards, to improve our science proficiency in grades 3-5. Measuring Up will be used to supplement STEMscopes in grades 4, 7, and 8. We will utilize Picture Perfect Science for grades K-2.
- Grades 6-8 will use supplemental content to help facilitate the students' learning and deepen their understanding of the content. Small groups and one-on-one conferences will be done to ensure that students are understanding the material.
- BUCS is reviewing lesson plans to ensure that teachers are providing instruction on priority science standards in all grades. Teachers are meeting and planning together to vertically align the curriculums and have conversations about the content needing to be covered throughout each grade level.
- Several of the initiatives that have been implemented for ELA and math will also help to increase science proficiency – professional development and after-school tutoring.
- The school will administer a mock assessment twice throughout the school year that covers the NYS science Grade 5-8 standards. The assessment will be given to 8th graders and reflect the length, format, and rigor of the NYS test. The fall mock assessment will be utilized to create pacing guides that are reflective of student need. We will also track student progress using mock assessments.

## GOAL 4: ESSA

### ESSA Measure 1

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

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

Accountability Status by Year

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

*Note: Good Standing was renamed as Local Support and Improvement in 2022-23.*

### ADDITIONAL CONTEXT AND EVIDENCE

Since 2017-18, Buffalo United has not been identified for comprehensive or targeted improvement. The school has consistently been in Good Standing.



National Heritage Academies' Audit Team and the school were recently informed by PKF O'Connor Davies, the Board's Audit Firm, that the audit of the financial statements of Buffalo United Charter School for the year ended June 30, 2023, will not be completed by the November 1, 2023 submission deadline. As part of the audit process, PKF O'Connor Davies will conduct a quality control review and it is anticipated the audit of the financial statements will be completed prior to November 30, 2023. The Audit Report and associated documents will be submitted as part of the annual report once received from PKF O'Connor Davies.



National Heritage Academies' Audit Team and the school were recently informed by PKF O'Connor Davies, the Board's Audit Firm, that the audit of the financial statements of Buffalo United Charter School for the year ended June 30, 2023, will not be completed by the November 1, 2023 submission deadline. As part of the audit process, PKF O'Connor Davies will conduct a quality control review and it is anticipated the audit of the financial statements will be completed prior to November 30, 2023. The Audit Report and associated documents will be submitted as part of the annual report once received from PKF O'Connor Davies.

SUNY Charter Schools Institute  
Budget Narrative

Education Corporation Name:

Fiscal Contact:

Date:

Name:

Email:

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



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

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



National Heritage Academies' Audit Team and the school were recently informed by PKF O'Connor Davies, the Board's Audit Firm, that the audit of the financial statements of Buffalo United Charter School for the year ended June 30, 2023, will not be completed by the November 1, 2023 submission deadline. As part of the audit process, PKF O'Connor Davies will conduct a quality control review and it is anticipated the audit of the financial statements will be completed prior to November 30, 2023. The budget template requests data and information based on the audited financial statements, which are not yet completed and available. As such, we are not able to submit this spreadsheet at this time. As soon as the audited financials become available, we will submit the requested spreadsheet as part of the annual report.

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

**Trustee Name:**

Kim DeJesus

---

**Name of Charter School Education Corporation:**

Buffalo United Charter School

---

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

Board Trustee

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

Yes  No

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

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

Yes  No

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

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

Yes  No

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

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

Yes  No

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

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

**None**

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

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

**None**

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

-

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

**Business Telephone:**

[REDACTED]

**Business Address:**

[REDACTED]

**E-mail Address:**

[REDACTED]

**Home Telephone:**

[REDACTED]

**Home Address:**

[REDACTED]

[REDACTED]	7/21/2023
<b>Signature</b>	<b>Date</b>

Acceptable signature formats include:

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

*last revised 04/2022*



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

Trustee Name:

Andrew J. Freedman

Name of Charter School Education Corporation:

Buffalo United Charter School

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

Board Chair

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

Yes  No

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

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

Yes  No

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

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

Yes  No

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

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

Yes  No

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

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

None

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

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

None

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

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

**Business Telephone:**

\_\_\_\_\_

**Business Address:**

\_\_\_\_\_

**E-mail Address:**

\_\_\_\_\_

**Home Telephone:**

\_\_\_\_\_

**Home Address:**

\_\_\_\_\_

\_\_\_\_\_

**Signature** **Date**

Acceptable signature formats include:

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

*last revised 04/2022*

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

**Trustee Name:**

Theresa (Terri) Campbell

**Name of Charter School Education Corporation:**

Buffalo United Charter School

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

board member 2022-2023

board secretary 2023-2024

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

Yes  No

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

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

Yes  No

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

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

Yes  No

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

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

Yes  No

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

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

**None**

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



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

**None**

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

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**Business Telephone:**

[Redacted]

**Business Address:**

[Redacted]

**E-mail Address:**

[Redacted]

**Home Telephone:**

[Redacted]

**Home Address:**

[Redacted]

[Redacted]

June 7, 2023

**Signature**

**Date**

Acceptable signature formats include:

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

*last revised 04/2022*

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

**Trustee Name:**

Kathy L. Wood

**Name of Charter School Education Corporation:**

Buffalo United Charter Schools

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

*Chair of education Committee  
Secretary of BUCS*

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

Yes  No

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

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

Yes  No

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

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

Yes  No

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

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

Yes  No

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

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

None

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

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

None

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

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**Business Telephone:**

\_\_\_\_\_

**Business Address:**

\_\_\_\_\_

**E-mail Address:**

\_\_\_\_\_

*Cell*  
**Home Telephone:**

\_\_\_\_\_

**Home Address:**

\_\_\_\_\_

\_\_\_\_\_  
Signature

*6/7/2023*

Date

Acceptable signature formats include:

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

*last revised 04/2022*

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

**Trustee Name:**

Ashia F. Martin

**Name of Charter School Education Corporation:**

Buffalo United Charter School

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

- vice chair
- parent representative
- trustee

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

Yes  No

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

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

Yes  No

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

Yes  No

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

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

Yes  No

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

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None

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

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None

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

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**Business Telephone:**

[Redacted]

**Business Address:**

[Redacted]

**E-mail Address:**

[Redacted]

[Redacted]

**Home Telephone:**

*DLG* [Redacted]

**Home Address:**

[Redacted]

[Redacted]

*6.7.2023*

**Signature**

**Date**

Acceptable signature formats include:

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

*last revised 04/2022*

# Buffalo United Charter School 2023-24 School Year

July 2023						
Su	M	T	W	Th	F	Sa
						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					

7/4 - Fourth of July

August 2023						
Su	M	T	W	Th	F	Sa
		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		

8/28 - Staff PD-New Hires Only  
8/29 - Staff PD New Hires Only  
8/30-8/31 - Staff PD

September 2023						
Su	M	T	W	Th	F	Sa
					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

9/4 - Labor Day  
9/5-9/7 - Staff PD  
9/8 - First Day of School

October 2023						
Su	M	T	W	Th	F	Sa
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				

10/9 - Indigenous Peoples' Day

November 2023						
Su	M	T	W	Th	F	Sa
			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		

11/7 - Regional PD  
11/10 - Veterans Day  
11/17 - End of Quarter 1  
11/20 - Parent Teacher Conferences pm  
11/23-11/24 - Thanksgiving Break  
11/27 - School Resumes

December 2023						
Su	M	T	W	Th	F	Sa
					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						

12/25-12/29 - Winter Break

1/1 - New Year's Day (observed)  
1/2 - School Resumes  
1/15 - Martin Luther King, Jr. Day  
1/26 - End of Quarter 2  
1/26 - Staff PD/Data Dive

January 2024						
Su	M	T	W	Th	F	Sa
	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						
Su	M	T	W	Th	F	Sa
					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	

2/16 - Regional PD  
2/19 - President's Day  
2/20-2/23 - Mid Winter Break  
2/26 - School Resumes

March 2024						
Su	M	T	W	Th	F	Sa
					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						

3/1 - Data Dive  
3/29 - Good Friday

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

4/1-4/5 - Spring Break  
4/8 - End of Quarter 3  
4/8 - School Resumes  
4/11 - Parent Teacher Conferences pm  
4/16-4/17 - NYS ELA 3-8 Testing

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




5/7-5/8 - NYS Math 3-8 Testing  
5/14-5/15 - NYS Science 5&8 Testing  
5/27 - Memorial Day

June 2024						
Su	M	T	W	Th	F	Sa
						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						

6/19 - Juneteenth  
6/21 - End of Quarter 4  
6/26 - Last Day for Students & Teachers

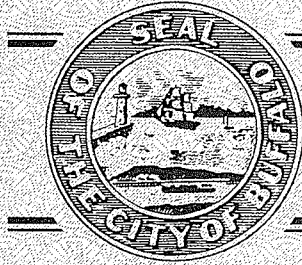
Board Approved:  
7/11/2023 9:08 AM

Last Update:  
7/11/2023 9:08 AM

 Students Report Half Day / Staff Report All Day  
 Students Do Not Report / Staff Report All Day  
 Students / Staff Do Not Report

183 School Days  
6:50 AM-2:15 PM School Hours  
6:50 AM-11:30 AM (half)  
1,210.00 Instructional Hours

# CITY OF



# BUFFALO

## Certificate of Occupancy

### CERTIFICATE OF COMPLIANCE

DEPARTMENT OF PERMIT AND INSPECTION SERVICES

Certificate No.: 2844

Location: 325 Manhattan

Building Permit no.: 51321

Permit Date: 4/28/2003

Building Class: Type 2b

Occupancy: "E" / School

This certifies that the building and/or premises indicated above conforms substantially to the approved plans and specifications heretofore filed in this office and to all requirements of the applicable provisions of the law insofar as the same is covered by the above building permit(s).

Issued pursuant to Section 511-119 of the Ordinances of the City of Buffalo.

Date of Issuance 2/25/2004

By

Commissioner of Permit and Inspection Services

SEE REVERSE SIDE