

Application: Buffalo United Charter School

Jessie Montoya - jmontoya@nhaschools.com
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Jul 30 2021

[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 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 2020-2021 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, 2021)** 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 140600860851

a1. Popular School Name

BUCS

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

BUFFALO CITY SD

d. DATE OF INITIAL CHARTER

9/2002

e. DATE FIRST OPENED FOR INSTRUCTION

9/2003

h. SCHOOL WEB ADDRESS (URL)

<https://www.nhaschools.com/schools/Buffalo-united-charter-school/en>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

912

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

632

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	National Heritage Academies
PHYSICAL STREET ADDRESS	3850 Broadmoor Ave SE, Ste. 201
CITY	Grand Rapids
STATE	MI
ZIP CODE	49512
EMAIL ADDRESS	info@nhaschools.com
CONTACT PERSON NAME	Sarah Ermatinger

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	No, just one site.
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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 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	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Teresa Gerchman			
Operational Leader	Nick Sheltroun			
Compliance Contact	Julie Meller			
Complaint Contact	Julie Meller			
DASA Coordinator	Teresa Gerchman			
Phone Contact for After Hours Emergencies	Teresa Gerchman			

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, 2021.

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

[Buffalo Fire Inspection 2021.jpg](#)

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

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Sarah Ermatinger
Position	Board Relations Coordinator
Phone/Extension	616-464-2222
Email	sermatinger@nhaschools.com

p. 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

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

Signature, Head of Charter School

Teresa Gerchman

Signature, President of the Board of Trustees

Andrew Freedman

Date

Jul 30 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Aug 16 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

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

Buffalo United 2020-21 APPR

Filename: Buffalo United 2020 21 APPR.docx **Size:** 140.9 kB

Entry 4 - Audited Financial Statements

Completed Nov 1 2021

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

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, 2021**. 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 protection are turned off.

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

Buffalo United Charter School FS 6

Filename: Buffalo United Charter School FS 6.30.21.pdf **Size:** 1.4 MB

Entry 4a - Audited Financial Report Template (SUNY)

Completed Nov 1 2021

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

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

BUFFALO UNITED CHARTER SCHOOL_EXTENSION_EXTENSION (E-FILE) 2020

Filename: BUFFALO UNITED CHARTER SCHOOL EXTEN iuCYxom.pdf **Size:** 117.9 kB

4a-2020-21-Audited-Financial-Statement-Buffalo

Filename: 4a 2020 21 Audited Financial State KORsJlC.xlsx **Size:** 177.1 kB

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. 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. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

Form for "Financial Services 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

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 2021-2022 Budget

Completed Jul 30 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

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.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

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

[2021-22-Budget-and-Quarterly-Report-Template Buffalo](#)

Filename: 2021 22 Budget and Quarterly Repor 3OLRRkC.xlsx Size: 523.1 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Jul 30 2021

Required of ALL Charter Schools by August 2

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 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (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 Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

[1](#)

Filename: 1. Andrew Freedman Signed.pdf Size: 388.2 kB

[2](#)

Filename: 2. Ashia Martin Signed.pdf Size: 391.0 kB

[3](#)

Filename: 3. Robert Lowery Signed.pdf Size: 352.1 kB

[5](#)

Filename: 5. Kathy Wood Signed.pdf Size: 362.4 kB

[4](#)

Filename: 4. Kim DeJesus Signed.pdf Size: 343.5 kB

Entry 7 BOT Membership Table

Completed Jul 30 2021

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.

1. 2020-2021 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 Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021

1	Andrew Freedm an		Chair	Complai n t Commit t ee, Planning Task Force Commit t ee, Educati o n Commit t ee	Yes	3	04/03/2 019	06/30/2 022	12
2	Kim DeJesus		Vice Chair	Complai n t Commit t ee, Personn el Commit t ee, Planning Task Force Commit t ee, Scholars h ip Commit t ee, Educati o n	Yes	3	04/03/2 019	06/30/2 022	12

				Committee					
3	Robert Lowery		Treasurer	Education Committee, Wrap-Around Services Committee, Finance Committee	Yes	2	06/04/2020	06/30/2023	12
4	Kathy Wood		Secretary	Personnel Committee, Education Committee	Yes	5	04/08/2020	06/30/2023	12
5	Ashia Martin		Trustee/Member	Education Committee, Wrap-Around Services Committee	Yes	1	01/05/2021	06/30/2022	12
6					Yes				
7									
8									

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, 2021	5
b.Total Number of Members Added During 2020-2021	1
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5

3. Number of Board meetings held during 2020-2021

30

4. Number of Board meetings scheduled for 2021-2022

24

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 2020-June 2021), which should match the number of meetings held during the 2020-2021 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 2, 2021.

Entry 9 Enrollment & Retention

Completed Jul 30 2021

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 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 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	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). Currently, the school is meeting the enrollment targets for students who are eligible for FRL.

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. To increase accessibility for students and their families, the Board, by resolution, requested that transportation services be provided to all eligible students. 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. We expected that this would be an excellent incentive for parents interested in enrolling their child at BUCS. To support transportation needs and operations, a transportation liaison position was also created. This individual worked with parents if they had transportation issues with the Buffalo Public Schools and/or any other district provider.

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 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 2020-21 recruitment season, initial recruitment activities were guided by COVID-19 restrictions. Many of the school's normal activities and events were modified to provide information virtually or through the mail.

Buffalo United had a full time Admissions Representative who was tasked with building relationships with support organizations to gain familiarity with the services they provide. The school can also provide assistance with resources to reduce barriers for attendance (i.e., uniforms). Monica Perez-Bossert, BUCS' on-site admissions representative, was directly responsible for overseeing and executing BUCS'

With COVID-19 restrictions eased, we will be expanding our community outreach to reflect the new areas we can now target with the new transportation

Economically Disadvantaged

marketing and outreach efforts, and for keeping a log in NHA's CRM system of all activities with community groups seen as likely assets in this process.

Ms. Perez-Bossert collaborated with, and received support from, a team of admissions and marketing professionals at NHA's Service Center. Together they provided a multi-departmental approach to recruitment and onboarding new students that included traditional and digital advertising, social media, lead management, recruitment events, and comprehensive communications outreach to new families. BUCS' marketing and admissions efforts target families with children ages 4-13 who live in the Buffalo school district and surrounding districts, including Cheektowaga and Amherst.

In summer of 2019, a comprehensive marketing campaign was launched to promote the services of the school throughout the Buffalo area, reaching new markets through television, radio, billboard, and direct mail. The school utilized a comprehensive marketing approach of grassroots activities, traditional advertising, and digital marketing to effectively disseminate information throughout the community to all populations. Grassroots activities included reaching out to area businesses, daycares, UPK providers, faith-based organizations, and civic

initiative. Marketing materials that specifically promote the availability of transportation will be distributed to community partners who serve special populations such as Journey's End Refugee Services, Family Justice Center, Catholic Charities, and other neighborhood groups. Because the online meetings that were implemented during the pandemic improved access to information for all families, we will continue to offer informational sessions online and grow our library of informational videos available on our YouTube channel.

groups. Frequent mailers were also sent to interested families with meeting invitations and school information. Direct mail was sent to targeted neighborhoods. Monthly mailings were sent to parents to share activities and learning tools. Digital marketing included Facebook, Great Schools, and Google AdWords. There was increased virtual outreach to parents with events such as Facebook Live presentations, virtual principal coffees, activities, and demonstrations shared with parents electronically. The school also provided regular opportunities for parents to meet with school leadership and teachers to see the school including open houses, tours, meetings, and activities. The school held regular open house days weekly to provide all interested families an opportunity to visit the school and learn of the programs available. These were promoted throughout the Buffalo United community and a link to schedule tours is posted on the school's website.

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.

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). While progress has been made, we are not yet meeting our enrollment targets for ELL students. Throughout the last charter contract term, BUCS' ELL enrollment grew from two students to 23 students. The school had 48 ELL students enrolled for the 2020-21 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.

Buffalo United's full-time Admissions Representative is fluent in Spanish and provides translation services for Spanish-speaking families. Advertisements and notifications

English Language Learners

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 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.

The school also developed effective relationships with civic organizations and CAOs to provide resources for the families it serves. BUCS has developed

The school provided ELL families with specific English Language Development (ELD) strategies to help their children in school. 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. We have increased to seven different languages and 67 students whose home language is something other than English.

Also, a BUCS parent has been appointed to the Board of Directors and an equity group is being formed to help better understand other cultures and make families feel more welcome.

partnerships with various community organizations that serve the ELL population, including the Hispanic Heritage Council, the Burmese Community Center, and Journey's End Refuge Services. BUCS worked with these community partners to support their changing outreach during the pandemic. Typically, the school regularly participates in community heritage festivals, including Juneteenth and the Hispanic festival. This recruitment season, many of the community events that BUCS would normally participate in were not held in-person due to the pandemic. However, we were still able to provide information for the virtual Juneteenth events. In addition, we provided Kindergarten material for area Head Starts that was distributed to the PreK students in their programs.

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.

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). While progress has been made, we are not yet meeting our enrollment targets for SWD students. The school had 75 SWD students enrolled for the 2020-21 school year. We have made efforts to specifically attract and recruit SWD as outlined below.

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 Community Center for the Developmentally Disabled, Gerard Place, Community Access Services, and CSUNY Counseling Services of Upstate New York.

Advertisements on Facebook informed people that the school offered services for special needs families. School enrollment information and admissions materials specific to Special Education programs were provided in various languages.

BUCS' admissions representative will continue to build relationships with support organizations to gain familiarity with the services they provide, such as Child and Family Services, Catholic Charities, and local medical services. This will

Students with Disabilities

The school provided free transportation through Buffalo Public Schools, which expanded access to the school.

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 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 during the 2020-21 school year. 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

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.

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.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<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"> • Culture and climate: BUCS has a school climate and culture that focus purposefully on caring for each student as a family cares 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- 	

Economically Disadvantaged

based programs for reinforcing positive behaviors, setting clear expectations, and building teacher-student relationships and peer relationships.

- Parent involvement: To ensure that our families feel connected to the school, we have implemented several parent involvement strategies, including:

- o Newsletters: We distribute regular newsletters from the principal and teachers to parents. Newsletters include important information regarding school-wide performance, initiatives, and programs.

- o Social media: We have an excellent website, which gives parents quick and easy access to general information on 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 for 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

The school is currently meeting its FRL Retention Target with a 98.7% retention rate. The school will continue to utilize the aforementioned retention efforts in the upcoming school year. In addition to normal retention efforts, a parent has also been appointed to the Board of Directors and an equity group is being formed to help better understand other cultures and make families feel more welcome.

	<p>student's academic progress and performance.</p> <ul style="list-style-type: none"> o Conferences: Parent-teacher conferences are conducted 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. o The principal conducted weekly virtual meetings for the parents from March 2020 through June of 2021. 	
<p>English Language Learners</p>	<p>To help BUCS retain accepted students, and to comply with federal requirements to identify potential ELL students, BUCS has asked families of ELL 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>Buffalo United's staff have participated in professional development to provide staff members with tools that they can implement in the classroom to better meet the needs of their English learners. Staff is also</p>	<p>The school will continue to implement the aforementioned retention strategies throughout the upcoming school year. In addition, the school will begin utilizing a language line to better facilitate communication with our EL families. This language line allows us to access an interpreter for any meeting or phone call with no prior notice. If a parent calls with a question, we can call the language line to have a clear and better conversation.</p> <p>We are working with our current families to help better understand what they need and</p>

	<p>participating in ongoing coaching provided by an EL Specialist throughout the academic year. Coaching topics focus on evidence-based teaching methods and best practices for making content accessible to English Learners. Each EL family had one staff member who checked on them weekly throughout the pandemic to ensure they had what they needed.</p>	<p>how we can better support them. We have increased to seven different languages and 67 students whose home language is something other than English.</p> <p>Also, a BUCS parent has been appointed to the Board of Directors and an equity group is being formed to help better understand other cultures and make families feel more welcome.</p>
<p>Students with Disabilities</p>	<p>A major key to student retention is effective communication and relationship building with all stakeholders. There are multiple points throughout the year that Buffalo United keeps families informed and solicits feedback to improve. The dean of special education schedules individual transfer review 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</p>	<p>The school will continue to implement the aforementioned retention strategies throughout the upcoming school year. We are working with our current families to help better understand their needs and how we can better support them. Also, a BUCS parent has been appointed to the Board of Directors and an equity group is</p>

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 (which can also be completed virtually) to help parents prepare for the review meeting and gather information from home. Following the meetings, parents are provided a post-IEP survey (which can also be completed virtually) so that the deans can gather data to reflect and make improvements utilizing this feedback.

being formed to help better understand other cultures and make families feel more welcome.

Entry 10 - Teacher and Administrator Attrition

Completed Jul 30 2021

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

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that 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] Employees that 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.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/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

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously 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

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
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. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

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 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed Sep 14 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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 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.

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

[Buffalo United 2021-22 FINAL Calendar](#)

Filename: Buffalo United 2021 22 FINAL Calendar.pdf **Size:** 241.2 kB

Entry 14 Links to Critical Documents on School Website

Completed Jul 30 2021

Instructions

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

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. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: **Buffalo United Charter School**

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA 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:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://app.sharebase.com/#/folder/1081/share/239-KA3WkKjNEqkfs--zsyIVMeF9ha8
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.nhaschools.com/schools/buffalo-united-charter-school/en/board-documents
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.nhaschools.com/schools/buffalo-united-charter-school/en/board-documents
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?year=2019&instid=800000056182
4. Lottery Notice announcing date of lottery	https://www.nhaschools.com/getattachment/3b37b228-dc41-4e83-b4b3-940002dd305e/buffalo-united-charter-school.pdf
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://www.nhaschools.com/schools/buffalo-united-charter-school/en/getmedia/dcfa6716-9489-4e28-9545-f70662e6b527/Buffalo-(NY)-Final-2020-21-7-16-20.pdf
6. District-wide Safety Plan	https://www.nhaschools.com/getattachment/72ce42ba-6eef-43b5-ab06-09ab4c6c55f4/bucs-district-wide-plan-sy20-21.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.nhaschools.com/schools/buffalo-united-charter-school/en/getmedia/dcfa6716-9489-4e28-9545-f70662e6b527/Buffalo-(NY)-Final-2020-21-7-16-20.pdf
7. Authorizer-Approved FOIL Policy	https://app.sharebase.com/#/document/18085/share/239-77-MmpGL3REHi8B0CtqVS-eouac
8. Subject matter list of FOIL records	https://app.sharebase.com/#/document/18085/share/239-77-MmpGL3REHi8B0CtqVS-eouac

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Buffalo United Charter School
Name of trustee (print):	Andrew J. Freedman
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Buffalo United Charter School
Name of trustee (print):	Ashia F. Martin
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	N/A
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Buffalo United Charter School
Name of trustee (print):	Robert Lowery
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Buffalo United Charter School
Name of trustee (print):	Kim DeJesus
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice President
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Buffalo United Charter School
Name of trustee (print):	Kathy Wood
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



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

Charter School Name:	Buffalo United Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Jacqueline Holder
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor Davies
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	A management letter was not issued
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	Form 8868 was filed.
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	Included in audit.
8) Corrective Action Plan	No corrective action plan needed.

BUFFALO UNITED CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 89,678	\$ 69,016
Grants and contracts receivable	1,363,651	504,204
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	1,453,329	573,220
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	3,523	4,696
<u>OTHER ASSETS</u>	76,640	76,624
TOTAL ASSETS	1,533,492	654,540
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ -	\$ -
Accrued payroll and benefits	-	-
Deferred Revenue	55	2,181
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	1,440,455	578,866
TOTAL CURRENT LIABILITIES	1,440,510	581,047
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	1,440,510	581,047
<u>NET ASSETS</u>		
Without Donor Restrictions	92,982	73,493
With Donor Ristrictions	-	-
TOTAL NET ASSETS	92,982	73,493
TOTAL LIABILITIES AND NET ASSETS	1,533,492	654,540

CK - Should be zero

-

-

BUFFALO UNITED CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 8,317,643	\$ -	\$ 8,317,643	\$ 7,900,429
Students with disabilities	412,068	-	412,068	325,079
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	979,118	-	979,118	493,880
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	196,385	-	196,385	364,437
TOTAL REVENUE, GAINS AND OTHER SUPPORT	9,905,214	-	9,905,214	9,083,825
EXPENSES				
Program Services				
Regular Education	\$ 7,163,634	\$ -	\$ 7,163,634	\$ 6,783,398
Special Education	934,802	-	934,802	628,972
Other Programs	-	-	-	-
Total Program Services	8,098,436	-	8,098,436	7,412,370
Management and general	1,835,654	-	1,835,654	1,736,967
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	9,934,090	-	9,934,090	9,149,337
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(28,876)	-	(28,876)	(65,512)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	48,365	-	48,365	47,930
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	48,365	-	48,365	47,930
CHANGE IN NET ASSETS	19,489	-	19,489	(17,582)
NET ASSETS BEGINNING OF YEAR	73,493	-	73,493	91,075
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 92,982	\$ -	\$ 92,982	\$ 73,493

BUFFALO UNITED CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 19,489	\$ (17,582)
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	1,173	1,173
Grants Receivable	(859,447)	(164,862)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	(2,126)	(19,502)
Interest payments	-	-
Contracted Service Fee Payable	861,589	184,825
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 20,678	\$ (15,948)
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 20,678	\$ (15,948)
Cash at beginning of year	145,640	161,588
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 166,318	\$ 145,640

BUFFALO UNITED CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

	No. of Positions	2020-21							2019-20	
		Program Services				Supporting Services				
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	
Administrative Staff Personnel	9.00	758,960	-	-	758,960	-	-	-	758,960	628,440
Instructional Personnel	57.00	2,513,896	455,710	-	2,969,606	-	-	-	2,969,606	2,743,694
Non-Instructional Personnel	1.00	36,213	-	-	36,213	-	-	-	36,213	14,188
Total Salaries and Staff	67.00	3,309,069	455,710	-	3,764,779	-	-	-	3,764,779	3,386,322
Fringe Benefits & Payroll Taxes		885,105	130,009	-	1,015,114	-	-	-	1,015,114	860,557
Retirement		55,980	8,446	-	64,426	-	-	-	64,426	58,236
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		135,848	-	-	135,848	-	-	-	135,848	161,360
Accounting / Audit Services		35,754	-	-	35,754	-	168,223	168,223	203,977	199,580
Other Purchased / Professional / Consulting Services		84,775	209,525	-	294,300	-	393,151	393,151	687,451	721,264
Building and Land Rent / Lease / Facility Finance Interest		834,544	69,621	-	904,165	-	-	-	904,165	910,957
Repairs & Maintenance		263,780	22,005	-	285,785	-	33,932	33,932	319,717	305,511
Insurance		30,709	2,562	-	33,271	-	-	-	33,271	33,478
Utilities		64,244	5,360	-	69,604	-	-	-	69,604	75,972
Supplies / Materials		396,557	2,368	-	398,925	-	-	-	398,925	394,485
Equipment / Furnishings		233,570	19,485	-	253,055	-	-	-	253,055	110,774
Staff Development		46,193	915	-	47,108	-	52,130	52,130	99,238	138,864
Marketing / Recruitment		82,950	-	-	82,950	-	301,169	301,169	384,119	550,943
Technology		105,445	8,797	-	114,242	-	355,674	355,674	469,916	306,700
Food Service		212,753	-	-	212,753	-	-	-	212,753	376,479
Student Services		299,751	-	-	299,751	-	68,886	68,886	368,637	96,695
Office Expense		50,433	-	-	50,433	-	6,399	6,399	56,832	58,910
Depreciation		1,173	-	-	1,173	-	-	-	1,173	1,173
OTHER		35,000	-	-	35,000	-	456,090	456,090	491,090	401,077
Total Expenses		\$ 7,163,634	\$ 934,802	\$ -	\$ 8,098,436	\$ -	\$ 1,835,654	\$ 1,835,654	\$ 9,934,090	\$ 9,149,337

	Select from drop-down list →
Date Submitted	April 26, 2022

	UPDATE CELL C6 TO AUDIT YEAR (e.g. 2015-16 = 2016)
AuditYr	2021
PriorYr	2020
x_AuditYr	2
x_PriorYr	2

	Audit Period	Prior Period
1	Select from drop-down list →	Select from drop-down list →
2	Planning Year + 2020-21	Planning Period + 2019-20
3	2020-21	2019-20
4	2021-22	Planning Year + 2019-20
5	2022-23	2019-20
6	2023-24	
7	2024-25	
8	2025-26	

Updated List for 2020-21	
Number	SCHOOLS
0	Select from drop-down list →
190	Academic Leadership Charter School
196	Academy Charter School - Uniondale, The
1	Academy Charter School, The
75	Academy of the City Charter School
5	Achievement First Apollo Charter School
86	Achievement First Aspire Charter School
3	Achievement First Brownsville Charter School
4	Achievement First Bushwick Charter School
158	Achievement First Crown Heights Charter School
159	Achievement First East New York Charter School
160	Achievement First Endeavor Charter School
121	Achievement First Linden Charter School
115	Achievement First North Brooklyn Preparatory Charter School
138	Achievement First Voyager Charter School
6	Albany Community Charter School
7	Albany Leadership Charter High School for Girls
9	Amber Charter School East Harlem
129	Amber Charter School Kingsbridge
130	Atmosphere Academy Public Charter School
11	Bedford Stuyvesant Collegiate Charter School
87	Beginning with Children Charter School II
103	Boys Preparatory Charter School of New York

201	Brilla Caritas Charter School
177	Brilla College Preparatory Charter School
202	Brilla Pax Charter School
165	Brilla Veritas Charter School
14	Bronx Charter School for Better Learning
131	Bronx Charter School for Better Learning II
15	Bronx Charter School for Excellence
157	Bronx Charter School for Excellence 2
169	Bronx Charter School for Excellence 3
170	Bronx Charter School for Excellence 4
171	Bronx Charter School for Excellence 5
16	Bronx Preparatory Charter School
161	Brooklyn Ascend Charter School
17	Brooklyn Dreams Charter School
25	Brooklyn East Collegiate Charter School
172	Brooklyn Emerging Leaders Academy Charter School
18	Brooklyn Excelsior Charter School
132	Brooklyn Prospect Charter School - CSD 13
19	Brooklyn Prospect Charter School - CSD 15
203	Brooklyn Prospect Charter School - CSD 15.2
77	Broome Street Academy Charter High School
162	Brownsville Ascend Charter School
20	Brownsville Collegiate Charter School
182	Buffalo Collegiate Charter School
229	Buffalo Creek Academy Charter School
21	Buffalo United Charter School
163	Bushwick Ascend Charter School
91	Canarsie Ascend Charter School
204	Capital Preparatory Bronx Charter School
228	Capital Preparatory Harlem Charter School
184	Cardinal McCloskey Community Charter School
117	Central Brooklyn Ascend Charter School
92	Central Queens Academy Charter School
93	Children's Aid College Prep Charter School
23	Community Partnership Charter School
191	Coney Island Preparatory Public Charter School
185	Cypress Hills Ascend Charter School
227	Democracy Prep Endurance Charter School
179	Democracy Prep Harlem Charter School
178	Democracy Preparatory Charter School
188	DREAM Charter School
208	DREAM Charter School Mott Haven
186	East Brooklyn Ascend Charter School
206	East Flatbush Ascend Charter School
78	East Harlem Scholars Academy Charter School
114	East Harlem Scholars Academy Charter School II
187	Elm Community Charter School
180	Elmwood Village Charter School Days Park
166	Elmwood Village Charter School Hertel
26	Eugenio Maria de Hostos Charter School
27	Excellence Boys Charter School of Bedford Stuyvesant
28	Excellence Girls Charter School
153	Explore Charter School

154	Explore Empower Charter School
94	Explore Exceed Charter School
79	Explore Excel Charter School
29	Family Life Academy Charter School
95	Family Life Academy Charter School II
120	Family Life Academy Charter School III
133	Finn Academy: An Elmira Charter School
173	Forte Preparatory Academy Charter School
30	Girls Preparatory Charter School of New York
31	Girls Preparatory Charter School of the Bronx
219	Girls Preparatory Charter School of the Bronx II
32	Grand Concourse Academy Charter School
34	Green Tech Charter School
35	Harbor Science and Arts Charter School
37	Harlem Link Charter School
36	Harlem Prep Charter School
45	Harlem Village Academy East Charter School
197	Harlem Village Academy West 2 Charter School
44	Harlem Village Academy West Charter School
46	Henry Johnson Charter School
189	Hyde Leadership Charter School
47	Icahn Charter School 1
48	Icahn Charter School 2
49	Icahn Charter School 3
50	Icahn Charter School 4
51	Icahn Charter School 5
97	Icahn Charter School 6
98	Icahn Charter School 7
134	International Charter School of New York, The
192	International Leadership Charter High School
52	King Center Charter School
53	Kings Collegiate Charter School
223	KIPP Always Mentally Prepared Charter School
199	KIPP Bronx Charter School II
200	KIPP Bronx Charter School III
226	KIPP Freedom Charter School
224	KIPP Infinity Charter School
225	KIPP NYC Washington Heights Academy Charter School
54	KIPP S.T.A.R. College Prep Charter School
55	KIPP Tech Valley Charter School
213	Lamad Academy Charter School
56	Leadership Preparatory Bedford Stuyvesant Charter School
57	Leadership Preparatory Brownsville Charter School
59	Leadership Preparatory Canarsie Charter School
58	Leadership Preparatory Ocean Hill Charter School
205	Lefferts Gardens Ascend Charter School
174	Legacy College Preparatory Charter School
164	Manhattan Charter School
99	Manhattan Charter School II
60	Merrick Academy - Queens Public Charter School
118	Middle Village Preparatory Charter School
63	New Roots Charter School
100	New Visions AIM Charter High School I

101	New Visions AIM Charter High School II
82	New Visions Charter High School for Advanced Math and Science
83	New Visions Charter High School for the Humanities
64	New World Preparatory Charter School
156	New York City Charter School of the Arts
167	NYC Autism Charter School Bronx
181	NYC Autism Charter School East Harlem
24	Ocean Hill Collegiate Charter School
66	Our World Neighborhood Charter School
175	Our World Neighborhood Charter School 2
193	PAVE Academy Charter School
183	Persistence Preparatory Academy Charter School
116	Rochester Preparatory Charter School 3
67	Roosevelt Children's Academy Charter School
68	Sisulu-Walker Charter School of Harlem
69	South Buffalo Charter School
135	Storefront Academy Charter School
214	Storefront Academy Harlem Charter School
76	Success Academy Charter School - Bed Stuy 1
88	Success Academy Charter School - Bed Stuy 2
147	Success Academy Charter School - Bed Stuy 3
124	Success Academy Charter School - Bensonhurst
125	Success Academy Charter School - Bergen Beach
43	Success Academy Charter School - Bronx 1
42	Success Academy Charter School - Bronx 2
109	Success Academy Charter School - Bronx 3
123	Success Academy Charter School - Bronx 4
148	Success Academy Charter School - Bushwick
89	Success Academy Charter School - Cobble Hill
106	Success Academy Charter School - Crown Heights
142	Success Academy Charter School - Far Rockaway
146	Success Academy Charter School - Flatbush
104	Success Academy Charter School - Fort Greene
128	Success Academy Charter School - Harlem 1
38	Success Academy Charter School - Harlem 2
39	Success Academy Charter School - Harlem 3
40	Success Academy Charter School - Harlem 4
41	Success Academy Charter School - Harlem 5
140	Success Academy Charter School - Harlem 6
107	Success Academy Charter School - Hell's Kitchen
139	Success Academy Charter School - Hudson Yards
105	Success Academy Charter School - Prospect Heights
126	Success Academy Charter School - Rosedale
151	Success Academy Charter School - South Jamaica
127	Success Academy Charter School - Springfield Gardens
108	Success Academy Charter School - Union Square
85	Success Academy Charter School - Upper West
122	Success Academy Charter School - Washington Heights
90	Success Academy Charter School - Williamsburg
70	Tapestry Charter School
71	True North Rochester Preparatory Charter School
84	True North Rochester Preparatory Charter School - West Campus
72	True North Troy Preparatory Charter School

215	Truxton Academy Charter School
33	University Prep Charter High School
210	University Prep Charter Middle School
73	University Preparatory Charter School for Young Men
168	Urban Assembly Charter School for Computer Science
198	Valence College Preparatory Charter School
211	Wildflower New York Charter school
155	Williamsburg Collegiate Charter School
195	Zeta Charter School - Bronx 1
194	Zeta Charter School - Inwood 1
221	Zeta Charter School - Mount Eden
222	Zeta Charter School - Tremont Park
MergID	EdCorp SurvivingSchool
500	Success Academy Charter Schools - NYC (Combined)
501	Citizens of the World Charter School New York 1 (Combined)
502	True North Rochester Preparatory Charter School (Combined)
503	Family Life Academy Charter Schools (Combined)
504	Community Partnership Charter School Education Corporation (Comb
505	Excellence Charter Schools (Combined)
506	Public Prep Charter School Academies (Combined)
507	Explore Charter Schools of Brooklyn (Combined)
508	East Harlem Scholars Academy Charter School (Combined)
509	Uncommon New York City Charter Schools (Combined)
510	Bronx Charter School for Excellence (Combined)
511	Achievement First Brooklyn Charter Schools (Combined)
512	Ascend Charter Schools (Combined)
513	Manhattan Charter Schools (Combined)
514	Brilla College Preparatory Charter Schools (Combined)
515	Elmwood Village Charter Schools (Combined)
516	NYC Autism Charter Schools (Combined)
517	Bronx Charter School for Better Learning (Combined)
518	Achievement First Brownsville Charter School (Combined)
519	Achievement First Bushwick Charter School (Combined)
520	Democracy Prep New York Charter Schools (Combined)
521	Academy Charter School, The (Combined)
522	Amber Charter School (Combined)
523	Brooklyn Prospect Charter School (Combined)
524	Our World Neighborhood Charter School (Combined)
525	Zeta Charter Schools - New York City (Combined)
526	KIPP NYC Public Charter Schools (Combined)
527	DREAM Charter School (Combined)
528	University Prep Public Charter Schools (Combined)
529	Storefont Academy Charter School (Combined)
530	Harlem Village Academy Charter School (Combined)
531	Capital Prep Charter Schools NY (Combined)

Incomplete Entry Messages - VLOOKUP	
1	Enter Audit Period on "Transmittal Form & School Info" tab
2	Enter Prior Period on "Transmittal Form & School Info" tab
3	Enter Audit Period and Prior Period on "Transmittal Form & School Info" tab
4	

School Name Selected	
21	Buffalo United Charter School
0	MergeID? (>0 is a merged school, =0 is not merged)
#N/A	Is Surviving School?

SurvivingSchoolName	
EdCorp	#N/A
Survivor	#N/A

Input Messages (Balance Sheet and Cash Flow)	
BS_1	#N/A
BS_2	#N/A
CF_1	#N/A
CF_2	#N/A

BS & CF INPUT NOTES	
BSNOTE	
CFNOTE	

BS&CF	MergeID	MergeName
Yes		
No	521	
Yes	521	Academy Charter School, The (Combined)
Yes		
No	511	
No	511	
No	511	
Yes	511	Achievement First Brooklyn Charter Schools (Combined)
No	511	
No	511	
No	511	
No	511	
No	511	
Yes		
Yes		
Yes	522	Amber Charter School (Combined)
No	522	
Yes		
No	509	
No	504	
No	506	

No	514	
No	514	Brilla College Preparatory Charter Schools (Combined)
No	514	
Yes	514	
Yes	517	Bronx Charter School for Better Learning (Combined)
No	517	
Yes	510	Bronx Charter School for Excellence (Combined)
No	510	
No	510	
No	510	
No	510	
Yes	520	Democracy Prep New York Charter Schools (Combined)
No	512	
Yes		
No	509	
Yes		
Yes		
No	523	
Yes	523	Brooklyn Prospect Charter School (Combined)
No	523	
Yes		
No	512	
No	509	
Yes		
Yes		
Yes		
No	512	
Yes	512	Ascend Charter Schools (Combined)
Yes	531	Capital Prep Charter Schools NY (Combined)
No	531	
Yes		
No	512	
Yes		
Yes		
Yes	504	Community Partnership Charter School Education Corporation (Combined)
Yes		
No	512	
No	520	
No	520	
No	520	
Yes	527	DREAM Charter School (Combined)
No	527	
No	512	
No	512	
Yes	508	East Harlem Scholars Academy Charter School (Combined)
No	508	
Yes		
No	515	
Yes	515	Elmwood Village Charter Schools (Combined)
Yes		
No	509	
No	509	
No	507	

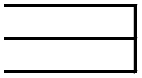
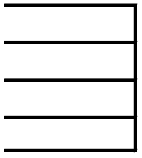
No	507	
No	507	
Yes	507	Explore Charter Schools of Brooklyn (Combined)
Yes	503	Family Life Academy Charter Schools (Combined)
No	503	
No	503	
Yes		
Yes		
Yes	506	Public Preparatory Charter School Academies (Combined)
No	506	
No	506	
Yes		
Yes		
Yes		
Yes		
No	520	
Yes		
No	530	
Yes	530	Harlem Village Academy Charter School (Combined)
Yes		
Yes		
Yes		
Yes		
Yes		
Yes		
Yes		
Yes		
Yes		
Yes		
Yes		
Yes		
Yes		
No	509	
No	526	
No	526	
Yes	526	KIPP NYC Public Charter Schools II (Combined)
No	526	
No	526	
No	526	
No	526	
Yes		
Yes		
Yes	509	Uncommon New York City Charter Schools (Combined)
No	509	
No	509	
No	509	
No	512	
Yes		
No	513	
Yes	513	Manhattan Charter Schools (Combined)
Yes		
Yes		
Yes		
Yes		

Yes		
Yes		
Yes		
Yes		
Yes		
Yes	516	NYC Autism Charter Schools (Combined)
No	516	
No	509	
Yes	524	Our World Neighborhood Charter School (Combined)
No	524	
Yes		
Yes		
No	502	
Yes		
Yes		
Yes	529	Storefont Academy Charter School (Combined)
No	529	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
Yes	500	Success Academy Charter Schools - NYC (Combined)
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
Yes		
Yes	502	True North Rochester Preparatory Charter School (Combined)
No	502	
Yes		

Yes		
Yes	528	University Prep Public Charter Schools (Combined)
No	528	
Yes		
Yes		
Yes		
Yes		
No	509	
No	525	
Yes	525	Zeta Charter Schools - New York City (Combined)
No	525	
No	525	

ined)

Need BS/CF
Yes



CITY OF



BUFFALO

Certificate of Occupancy

CERTIFICATE OF COMPLIANCE

DEPARTMENT OF PERMIT AND INSPECTION SERVICES

Certificate No.: [REDACTED]

Location: 325 Manhattan

Building Permit no.: 51321

Permit Date: 4/28/2003

Building Class: Type 2b

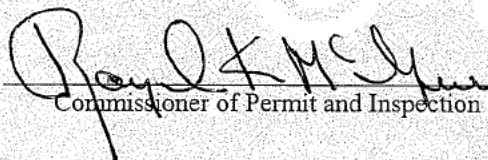
Occupancy: "E" / School

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



Buffalo United Charter School

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 15, 2021

By: Buffalo United Charter School

Board of Trustees

325 Manhattan Avenue

Buffalo, NY 14214

716-835-9862

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies (NHA) prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Andrew Freedman	President	Compliant Committee Planning Task Force Committee Education Committee
Kim DeJesus	Vice President	Compliance Committee Personnel Committee Planning Task Force Committee Scholarship Committee Education Committee
Robert Lowery	Treasurer	Education Committee Wrap-Around Services Committee Finance Committee
Kathy Wood	Secretary	Personnel Committee Education Committee
Ashia Martin	Trustee	Education Committee Wrap-Around Services Committee

Teresa Gerchman has served as the principal since May 2019.

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 639 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 each individual student, but our goal is to prepare every child for college. Buffalo United has implemented many different initiatives to drive academic improvement. As a result of these initiatives, we have seen an increase in Buffalo United's academic performance. We will continue on our path for improvement in the 2021-22 school year.
- *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 Buffalo United's mission, vision, policies, and activities. We actively engage parents in their children's learning and have an "open door" policy where parents are welcome in the school at any time.
- *Accountability.* Buffalo United 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, Buffalo United 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 culture we desire.

The COVID-19 pandemic required immediate transition to an entirely new model of teaching and learning. BUCS' commitment to broad school improvement remained apparent throughout our response. Key facets of our pandemic response included:

- We initially focused on standards and skills crucial to success and suitable for remote learning in structured, guided, and accessible learning opportunities for all students.

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- In the spring of 2020, we surveyed families for information on home technology access. We gave families 293 Chromebooks and provided several families internet "hotspots." Families also can receive tech support from a designated BUCS educator as well as NHA's tech support team. For the 2020-21 school year, BUCS went to 1:1 technology.
- We identified four overriding priorities: *access* for all students; *consistency* in instruction; *simplicity* (to support parents' new involvement); and *accountability*.
- Students received printed materials for the rest of the school year, which supplemented teachers' remote instruction. Teachers also received many digital tools to use as needed and appropriate. All teachers already had created Google Classrooms when school first closed, and they used that environment to generate lessons and lesson plans. Teachers also sent written learning plans weekly to students' homes.
- We monitored and checked for growth for all students using i-Ready assessments.
- We sent home a grade-level expectations test focused on priority standards for grades K-7.
- Special education students and at-risk students received the same learning opportunities as all other students received; they also received learning activities and services in accordance with IEPs. BUCS also continued to provide intervention support services.
- To track engagement, teachers logged student contacts weekly. Google Classroom login and participation data also helped track engagement. Attendance was tracked using completed tasks, family reports, and activity on Google Classroom and other websites.
- New training materials and PD helped teachers adapt to the new approach to instruction.
- Teachers began sharing weekly instructional plans with families. Communications with families were intensified and streamlined, with one teacher serving as a single point of family contact and responding to messages within 24 hours.
- Food service continued providing food to families that need it.

To sustain students' and families' social, mental, and emotional health, BUCS implemented daily 30-minute morning restorative circles for every class whether it was conducted virtually or in-person. Staff received training from Erie 1 BOCES to ensure restorative circles were effective. To build on this practice, Bestself 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.

From the remote learning experience, BUCS has taken many lessons:

- Educators confirmed the importance of building and sustaining a strong ongoing connection with parents and families. The challenges of remote learning make parental involvement and engagement more critical than ever. As parental engagement deepened, the families we serve grew closer than ever to the school and its educators. Some parents are more involved than others, but the entire spectrum has moved closer.
- We learned we should be regularly using Google Classroom with all grades, so all students and teachers know how to use it. Before school closures began, BUCS was using this tool in middle school, so those students adapted more easily to increased use of it. Students and teachers in lower grades had a steeper learning curve. We plan to use this tool at all grade levels regardless of how much we rely on remote learning. A key advantage we expect in any instructional model is the tool's ability to have children who are absent from school continue doing classwork.

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- We learned we should be more clear, thorough, and proactive in explaining i-Ready to students and parents. When parents know how to use this tool and why it is valuable, it is used more effectively, and its benefits to teaching and learning increase.
- We affirmed the importance of flexibility in implementing remote learning, which is still new to students, parents, teachers, and school leaders. Teachers have made allowances for students who, for different valid reasons, have needed to modify their participation in remote learning activities.

These lessons have formed some of the improvement efforts BUCS plans to implement moving forward. For example, all teachers had Google Classrooms for use throughout the 2020-21 school year to give students assignments and receive work that students use their Chromebooks to complete. Experiences with Google Classroom in remote learning clearly show that this can be a powerful tool for teaching and learning in a traditional classroom as well as a remote learning environment. BUCS will continue efforts to implement remote learning strategies and adapt them to the traditional in-school learning environment for the 2021-22 school year.

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. Significant improvements were made at the school in 2019-20 and many of these improvements continued in the 2020-21 school year. Since some of our initial improvement efforts needed to be adjusted to conform to a remote learning environment, we plan to reinforce those efforts in the 2021-22 school year. 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: implementation of a new curriculum tailored for New York State standards; professional development to support the successful implementation of the new curricular tools; a continued focus on data analysis; supports 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 has transitioned to 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 its new curriculum, especially in ELA and math.

PD will be offered during summer and through ongoing initiatives throughout the school year through both in-person visits and video-based remote interactions. This support will be provided in a continuous cycle of four elements:

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

Supports for struggling students: In the 2020-21 school year, BUCS changed 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 new approach to behavior management rooted in restorative discipline, a proactive and preventive approach to behavior management that had been adopted in 2019-20. 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.

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
2016-17	67	73	79	82	98	85	70	78	70	-	-	-	-	702
2017-18	59	68	76	81	96	76	64	75	65	-	-	-	-	660
2018-19	62	56	73	79	81	81	80	62	72	-	-	-	-	646
2019-20	65	64	58	80	78	76	83	76	54	-	-	-	-	634
2020-21	83	66	60	66	81	65	80	80	58	-	-	-	-	639

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English language.

BACKGROUND

In mid-March 2020, due to the COVID pandemic, BUCS began a transition to remote learning that started almost overnight and that forced NHA and BUCS to create a whole new setting for instruction. BUCS' goal for remote learning was reinforcing and introducing standards and skills that are critical to academic success and that can be delivered effectively via remote learning in structured, guided, and accessible learning opportunities for all students. Even as BUCS' doors were closed and innovations in teaching and learning took root, efforts to improve academic outcomes lost no momentum. We continued to focus on our improvement efforts and evaluated ways to effectively provide instruction to students remotely. At the beginning of the 2020-21 school year, BUCS operated remotely. In January 2021, the school began to offer in-person instruction (K-5 offered full in-person instruction and 6-8 offered a hybrid model to its students). BUCS still offered families a virtual option if they were not comfortable returning to the school. Sixth grade students moved to five day in-person in March 2021.

Our remote learning plan included opportunities to connect with students and families, provide physical and digital resources, and create and implement essential new professional development programs for staff. To connect with families, teachers conducted Google LIVE meetings, offered daily office hours, and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets, and a weekly learning plan was shared by teachers via Class Dojo or Google Classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to provide deeper understanding. Staff was provided access to a Home Learning site which

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houses resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

METHOD

Buffalo United administered the i-Ready reading diagnostic to students in third through eighth grade in the fall, winter, and spring of 2020-21 to measure student growth and achievement throughout the school year. After students complete their first diagnostic in the fall, i-Ready generates a Typical Growth measure for each student and places the student in one of five placement levels. I-Ready then measures each student's progress toward their Typical Growth goal and updates their placement level after the winter and spring diagnostic assessments.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: i-Ready

RESULTS AND EVALUATION

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

In 2020-21, from fall to spring, the median percent progress toward Annual Typical Growth of all students at Buffalo United was 125% in reading. Therefore, **this measure was met**, exceeding the target by 25 percentage points.

Students in grades 6-8 showed the most progress towards meeting their spring growth target, with very positive results in eighth grade.

End of Year Growth on 2020-21 i-Ready ELA Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	36%	63
4	90%	77
5	69%	59
6	163%	64
7	197%	64
8	306%	55
All	125%	382

Measure 2: Each year, the school's median percent progress toward Annual Typical Growth of all third through eighth 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.

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In 2020-21, 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 176% in reading. Therefore, **this measure was met**, exceeding the target by 76 percentage points.

Students in grades 6-8 showed the most progress towards meeting their spring Typical Growth target, with very positive results in eighth grade. Students in fourth grade also showed a lot of progress in meeting their spring Typical Growth goal.

End of Year Growth on 2020-21 i-Ready ELA Assessment By Students who were Two or More Grade Levels below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	85%	26
4	164%	21
5	62%	38
6	199%	50
7	224%	33
8	345%	32
All	176%	200

Measure 3: Each year, the median percent progress to Annual Typical Growth of third through eighth grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of third through eighth grade general education students at the school.

In 2020-21, from Fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 90% in reading. Therefore, **this measure was not met**, falling short of the target by 35 percentage points. At the grade level, this measure was met in third grade.

End of Year Growth on 2020-21 i-Ready ELA Assessment By Students with Disabilities

Grades	Median Percent of Annual Typical Growth	Number Tested
3	69%	10
4	81%	12
5	0%	6
6	95%	10
7	175%	8
8	220%	10
All	90%	56

Measure 4: Each year, 75% of third through eighth 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.

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In the Spring of 2020-21, 17 percent of third through eighth 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 percent, therefore **the measure was not met**.

Students in seventh and eighth grade showed the most positive results.

End of Year Performance on 2020-21 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	13%	63	12%	43
4	16%	77	16%	58
5	7%	59	8%	50
6	11%	64	6%	47
7	26%	66	28%	53
8	35%	55	30%	43
All	17%	384	17%	294

ADDITIONAL CONTEXT AND EVIDENCE

BUCS initially had concerns with the validity of the fall i-Ready assessment results. Since students were taking the assessment remotely, teachers were unable to monitor students to explain that it is an adaptive assessment. This caused a lack of understanding with new parents. In addition, students were simply absent and did not take the assessment.

BUCS held parent meetings to share background information about the i-Ready assessment to give parents a better understanding of the assessment itself and what it measures. Data from the assessment was also shared with parents during parent-teacher conferences to allow for a better understanding as well. This, along with the utilization of Blocksi, allowed for truer results on assessments taken later in the school year. In addition, if a student was in the building for in-person learning, they also completed their assessments in-person.

Academic Conditions for Renewal

To be eligible for its next renewal, Buffalo United must meet additional academic measures during the accountability period. The ELA academic conditions are listed below. These measures are based on i-Ready assessments and are evaluated below. In 2020-21, Buffalo United met two of their four ELA measures. The school did not meet the SWD gap closing measure, falling short of the target by ten percentage points.

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Measure	Subgroup	Target	Tested	Results	Met?
<u>Measure 1 (Absolute)</u> : Each year, 75% of 3 rd through 8 th 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> ¹ scale score for the year-end ELA assessment or move up at least one placement level in ELA from the fall.	2+ Students	75%	286	54%	No
<u>Measure 3 (Growth)</u> : Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students in ELA will be equal to or greater than 100%.	All Students	100%	382	125%	Yes
<u>Measure 5 (Gap Closing)</u> : Each year, the school's median percent progress to Annual Typical Growth in ELA of all 3 rd through 8 th 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%	200	176%	Yes
<u>Measure 7 (Gap Closing)</u> : Each year, the median percent progress to Annual Typical Growth in ELA of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than 100%.	Students with Disabilities	100%	56	90%	No

¹ The i-Ready Diagnostic establishes five criterion-referenced relative placement levels. These levels are standards-based interpretations of the scale score each student achieves and are included in the student-level results from the assessment.

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ELA Goal: Additional 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 ELA assessment or move up at least one placement level in ELA from the fall.

RESULTS AND EVALUATION:

In the spring of 2020-21, 54% 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 in reading from the fall. The school fell short of the target by 21 percentage points; therefore, **the measure was not met**.

Students in sixth through eighth grade showed the most progress and students in eighth grade fell short of the target by only four percentage points.

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	53%	59	53%	43
4	43%	77	43%	58
5	43%	54	43%	47
6	54%	63	62%	47
7	52%	60	55%	49
8	77%	52	71%	42
All	53%	365	54%	286

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

In 2020-21, Buffalo United met two of the four measures of the ELA goal and met two of the four ELA academic conditions for renewal. In addition, the school fell short of meeting the SWD gap closing measure by ten percentage points, which is included in their academic conditions for renewal.

The data shows Buffalo United has made progress toward meeting their overall goal that students will be proficient readers and writers of the English Language.

2020-21 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 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	382	125%	Yes

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<p>Measure 2: Each year, the school’s median percent progress to Annual Typical Growth 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 110% by the spring assessment administration.</p>	Low initial achievers	110%	200	176%	Yes
<p>Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.</p>	Students with disabilities ²	125%	56	90%	No
<p>Measure 4: Each year, 75% of 3rd through 8th 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.</p>	2+ students	75%	321	15%	No

ACTION PLAN

As previously mentioned, BUCS has continued the implementation of a significant number of improvements in the 2020-21 school year. Earlier in this document, examples of new efforts are provided, so the same level of detail will not be provided here.

One of the biggest improvement efforts that began in 2020-21 is BUCS’ implementation of its new curricular plan and tools. The plan and tools were developed by professionals on NHA’s Curriculum & Instruction (C&I) team and reviewed in detail with school leaders before being finalized.

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. Professional development will be provided to staff to ensure the program’s successful implementation.

As part of its ongoing improvement effort, NHA and BUCS worked to redesign the school’s assessments and how the school uses the data from these assessments to drive school improvement. A few examples of these assessments are mentioned below.

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

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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.

- *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.D.D.* is a writing acronym that stands for *Restate, Answer, Detail, and Detail*. 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 Powerup 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, 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 in Core5, and help students progress on the college- and career-ready path in PowerUp.
- 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.
- 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.
- 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.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Students will be proficient in mathematics.

BACKGROUND

In mid-March 2020, due to the COVID pandemic, BUCS began a transition to remote learning that started almost overnight and that forced NHA and BUCS to create a whole new setting for instruction. BUCS' goal for remote learning was reinforcing and introducing standards and skills that are critical to academic success and that can be delivered effectively via remote learning in structured, guided, and accessible learning opportunities for all students. Even as BUCS' doors were closed and innovations in teaching and learning took root, efforts to improve academic outcomes lost no momentum. We continued to focus on our improvement efforts and evaluated ways to effectively provide instruction to students remotely. At the beginning of the 2020-21 school year, BUCS operated remotely. In January 2021, the school began to offer in-person instruction (K-5 offered full in-person instruction and 6-8 offered a hybrid model to its students). BUCS still offered families a virtual option if they were not comfortable returning to the school. Sixth grade students moved to five day in-person in March 2021.

Even as BUCS' doors were closed and innovations in teaching and learning took root, efforts to improve academic outcomes lost no momentum. We continued to focus on our improvement efforts and evaluated ways to effectively provide instruction to students remotely.

Our remote learning plan included opportunities to connect with students and families, provide physical and digital resources, and create and implement essential new professional development programs for staff. To connect with families, teachers conducted Google LIVE meetings, offered daily office hours, and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets, and a weekly learning plan was shared by teachers via Class Dojo or Google Classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to provide deeper understanding. Staff was provided access to a Home Learning site which houses resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

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METHOD

Buffalo United administered the i-Ready math diagnostic to students in third through eighth grade in the fall, winter, and spring of 2020-21 to measure student growth and achievement throughout the school year. After students complete their first diagnostic in the fall, i-Ready generates a Typical Growth measure for each student and places the student in one of five placement levels. I-Ready then measures each student's progress toward their Typical Growth goal and updates their placement level after the winter and spring diagnostic assessments.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: i-Ready

RESULTS AND EVALUATION

Measure 1: Each year, the school's median percent progress to Annual Typical Growth of third through eighth grade students will be equal to or greater than 100%.

In 2020-21, from Fall to Spring, the median percent progress toward Annual Typical Growth of all students was 104% in math. This is greater than 100%, therefore, **this measure was met.**

Students in grades 6-8 showed the most progress towards meeting their spring growth target, with very positive results in eighth grade.

End of Year Growth on 2020-21 i-Ready Mathematics Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	78%	64
4	67%	75
5	95%	59
6	138%	64
7	108%	62
8	258%	53
All	104%	377

Measure 2: Each year, the school's median percent progress towards Annual Typical Growth of all third through eighth 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 2020-21, 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 119 percent in math. This is greater than 100 percent, therefore **this measure was met.**

Additionally, all grade levels, except for fourth and seventh grade, met this goal.

End of Year Growth on 2020-21 i-Ready Math Assessment
By Students who were Two or More Grade Levels below in the Fall

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Grades	Median Percent of Annual Typical Growth	Number Tested
3	115%	33
4	69%	46
5	148%	36
6	153%	44
7	92%	35
8	213%	26
All	119%	220

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

In 2020-21, from Fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 73 percent in math. Therefore, **this measure was not met**, falling short of the target by 35 percentage points.

At the grade level, this goal was met in third grade.

End of Year Growth on 2020-21 i-Ready Math Assessment By Students with Disabilities

Grades	Median Percent of Annual Typical Growth	Number Tested
3	119%	11
4	53%	12
5	0%	8
6	136%	13
7	81%	8
8	142%	10
All	73%	62

Measure 4: Each year, 75% of third through eighth 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 2020-21, 14 percent 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. This was below the target of 75 percent; therefore **the measure was not met**.

Students in seventh and eighth grade showed the most positive results.

End of Year Performance on 2020-21 i-Ready Math Assessment By All Students and Students Enrolled in At Least Their Second Year

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	6%	64	9%	43
4	5%	76	7%	58
5	7%	59	8%	50
6	8%	65	4%	45
7	14%	63	16%	51
8	42%	53	42%	43
All	13%	380	14%	290

ADDITIONAL CONTEXT AND EVIDENCE

BUCS initially had concerns with the validity of the fall i-Ready assessment results. Since students were taking the assessment remotely, teachers were unable to monitor students to explain that it is an adaptive assessment. This caused a lack of understanding with new parents. In addition, students were simply absent and did not take the assessment.

BUCS held parent meetings to share background information about the i-Ready assessment to give parents a better understanding of the assessment itself and what it measures. Data from the assessment was also shared with parents during parent-teacher conferences to allow for a better understanding as well. This, along with the utilization of Blocks, allowed for truer results on assessments taken later in the school year. In addition, if a student was in the building for in-person learning, they also completed their assessments in-person.

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 2020-21, Buffalo United met two of their four math measures. The school did not meet its absolute measure, falling short of the target by 13 percentage points.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 2 (Absolute): Each year, 75% of 3 rd through 8 th 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%	284	62%	No
Measure 4 (Growth): Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students in mathematics will be equal to or greater than 100%.	All Students	100%	377	104%	Yes

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 6 (Gap Closing): Each year, the school's median percent progress to Annual Typical Growth in mathematics of all 3 rd through 8 th 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%	220	119%	Yes
Measure 8 (Gap Closing): Each year, the median percent progress to Annual Typical Growth in mathematics of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than 100%.	Students with Disabilities	100%	62	73%	No

Mathematics Goal: Additional 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.

RESULTS AND EVALUATION:

In the spring of 2020-21, 62% 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 13 percentage points; therefore, **the measure was not met**. Students in eighth grade showed the most progress, falling short of the target by only four percentage points.

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	60%	57	67%	42
4	53%	75	52%	58
5	59%	56	65%	48
6	63%	60	66%	44
7	50%	60	54%	50
8	72%	50	71%	42
All	59%	358	62%	284

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

In 2020-21, Buffalo United met two of the four measures of the math goal and met two of the four math academic conditions for renewal. The data shows Buffalo United had made progress toward meeting their overall goal of students will be proficient in mathematics.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2020-21 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 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	377	104%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th 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%	220	119%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ³	104%	62	73%	No
Measure 4: Each year, 75% of 3 rd through 8 th 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%	290	14%	No

ACTION PLAN

As previously mentioned, BUCS has continued the implementation of a significant number of improvements in the 2020-21 school year. Earlier in this document, examples of new efforts that 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.

³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

- 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.
- 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.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will be proficient in science.

BACKGROUND

In mid-March 2020, due to the COVID pandemic, BUCS began a transition to remote learning that started almost overnight and that forced NHA and BUCS to create a whole new setting for instruction. BUCS' goal for remote learning was reinforcing and introducing standards and skills that are critical to academic success and that can be delivered effectively via remote learning in structured, guided, and accessible learning opportunities for all students. Even as BUCS' doors were closed and innovations in teaching and learning took root, efforts to improve academic outcomes lost no momentum. We continued to focus on our improvement efforts and evaluated ways to effectively provide instruction to students remotely. At the beginning of the 2020-21 school year, BUCS operated remotely. In January 2021, the school began to offer in-person instruction (K-5 offered full in-person instruction and 6-8 offered a hybrid model to its students). BUCS still offered families a virtual option if they were not comfortable returning to the school. Sixth grade students moved to five day in-person in March 2021.

Even as BUCS' doors were closed and innovations in teaching and learning took root, efforts to improve academic outcomes lost no momentum. We continued to focus on our improvement efforts and evaluated ways to effectively provide instruction to students remotely.

Our remote learning plan included opportunities to connect with students and families, provide physical and digital resources, and create and implement essential new professional development programs for staff. To connect with families, teachers conducted Google LIVE meetings, offered daily office hours, and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets, and a weekly learning plan was shared by teachers via Class Dojo or Google Classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to provide deeper understanding. Staff was provided access to a Home Learning site which houses resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

METHOD

For the 2020-21 school year, the school administered a mock interim assessment for science to fourth and eighth grade students at Buffalo United. A student scoring a scale score of 3.0 is considered proficient.

RESULTS AND EVALUATION

In March 2021, three months before the actual state assessment, 19 percent of fourth and eighth grade students at Buffalo United scored at or above a scale score of 3.0 on the science mock interim assessment. This assessment was an old released state assessment whose data was utilized as a checkpoint to monitor student progress. When comparing the number of tested eighth graders to previous years, the number is much lower in the 2020-21 school year, 71%, due to the fact that only 13 students return to in-person learning.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Percent at or Above 3.0	Number Tested
4	18%	66
8	20%	41
All	19%	107

ADDITIONAL CONTEXT AND EVIDENCE

Since 2016-17, Buffalo United has seen a decrease in the percent of students enrolled in at least their second year achieving proficiency on the New York State science exam. However, fourth grade has met the absolute measure the last three years the state test was administered.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	80%	72	90%	61	75%	55
8	30%	50	38%	56	35%	55
All	60%	122	65%	117	55%	110

Buffalo United has met the comparative measure the past three years the state test was administered. Additionally, this goal was met at each grade level.

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	BUCS	District	BUCS	District	BUCS	District
4	80%	64%	90%	69%	75%	65%
8	30%	24%	38%	24%	35%	27%
All	60%	46%	65%	50%	55%	49%

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

In 2020-21, 19 percent of fourth and eighth grade students at Buffalo United scored at or above a scale score of 3.0 on the science mock interim taken in the spring. Based on these results, the school needs to make more progress to meet their science goal. Buffalo United has met the comparative goal the last three years the state test was administered (2016-17 to 2018-19).

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- BUCS is reviewing lesson plans to ensure that teachers are providing instruction on priority science standards in all grades.
- 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

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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.

METHOD

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.

RESULTS AND EVALUATION

In 2020-21, Buffalo United was in Good Standing and therefore met their ESSA goal.

ADDITIONAL EVIDENCE

Since 2017-18, Buffalo United has been in Good Standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS




1- GRAY tab contains the Instructions

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

2- BLUE tabs require input of information

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

CELL COLORS & GUIDANCE COMMENTS

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

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



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Buffalo United Charter School

SCHOOL

Name:	Buffalo United Charter School
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CONTACT INFORMATION

Contact Name:	Jacqueline Holder
Contact Title:	Business Analyst Manager
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2021-22
Prior Academic Year:	2020-21

**BUFFALO UNITED CHARTER SCHOOL
2021-22**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	75	78	70	73	72	70	72	76	74				
TOTAL ENROLLMENT = 660													

ENROLLMENT BY DISTRICT

		PRIOR YEAR	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
		ACTUAL	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:		0	1	0	1	0	1	0	1	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:		0	617.05	0	617.05	0	617.05	0	617.05	0	0	0	0	0
<p>*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.</p>														
		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
		Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
1 PRIMARY/OTHER	DISTRICT NAME(S)		617.05		617.05		617.05		617.05					
2	SECONDARY District (Select from drop-down list) →													

		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**BUFFALO UNITED CHARTER SCHOOL
2021-22**

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

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

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

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

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

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Executive Management														
Instructional Management		1.0		1.0		1.0		1.0						
Deans, Directors & Coordinators		5.0		5.0		5.0		5.0						
CFO / Director of Finance														
Operation / Business Manager														
Administrative Staff		3.0		3.0		3.0		3.0						
TOTAL ADMINISTRATIVE STAFF	0.0	9.0	0.0	9.0	0.0	9.0	0.0	9.0	0.0	0.0	0.0	0.0	0.0	
INSTRUCTIONAL PERSONNEL FTE														
	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular		27.0		27.0		27.0		27.0						
Teachers - SPED		9.0		9.0		9.0		9.0						
Substitute Teachers														
Teaching Assistants														
Specialty Teachers		15.0		15.0		15.0		15.0						
Aides		8.2		8.2		8.2		8.2						
Therapists & Counselors		1.0		1.0		1.0		1.0						
Other														
TOTAL INSTRUCTIONAL	0.0	60.2	0.0	60.2	0.0	60.2	0.0	60.2	0.0	0.0	0.0	0.0	0.0	
NON-INSTRUCTIONAL PERSONNEL FTE														
	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Nurse		0.3		0.3		0.3		0.3						
Librarian														
Custodian														
Security														
Other		0.6		0.6		0.6		0.6						
TOTAL NON-INSTRUCTIONAL	0.0	0.9	0.0	0.9	0.0	0.9	0.0	0.9	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	0.0	70.1	0.0	70.1	0.0	70.1	0.0	70.1	0.0	0.0	0.0	0.0	0.0	

BUFFALO UNITED CHARTER SCHOOL
Budget / Operating Plan
2021-22

		-		2,405,135	-		2,711,360	-		2,636,047	-		2,535,151	-	
		-		1,632,247	-		3,228,713	-		3,007,691	-		2,419,043	-	
		-		772,888	-		(517,353)	-		(371,644)	-		116,108	-	
		-		617	-		617	-		617	-		617	-	
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
		2020-21	Original	Revised	Variance	Original	Revised	Variance	Original	Revised	Variance	Original	Revised	Variance	
		Revenue Per Pupil	Budget	Budget		Budget	Budget		Budget	Budget		Budget	Budget		
REVENUE		Allocate Per Pupil Revenue by Quarter	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.												
REVENUES FROM STATE SOURCES		2021-22													
Per Pupil Revenue		Per Pupil Rate	PPR %/Qtr->	25.0%	25.0%		25.0%	25.0%		25.0%	25.0%		25.0%	25.0%	
BUFFALO CITY SD		13,308		2,052,925			2,052,925			2,052,925			2,052,925		
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ALL OTHER School Districts: (Weighted Avg)															
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)		13,308													
Special Education Revenue				61,452			122,904			122,904			102,423		
Grants															
Stimulus															
DYCD (Department of Youth and Community Development)															
Other															
NYC DoE Rental Assistance															
Other															
TOTAL REVENUE FROM STATE SOURCES			-	2,114,377		-	2,175,829		-	2,175,829		-	2,155,348		-
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs				12,196			28,393			28,701			26,269		
Title I				40,623			99,442			102,707			92,158		
Title Funding - Other				11,970			23,940			23,940			19,946		
School Food Service (Free Lunch)				64,576			139,263			151,480			90,392		
Grants															
Charter School Program (CSP) Planning & Implementation															
Other															
Other							384,777			139,317			139,311		
TOTAL REVENUE FROM FEDERAL SOURCES			-	129,365		-	675,815		-	446,145		-	368,076		-
LOCAL and OTHER REVENUE															
Contributions and Donations															
Fundraising															
Erate Reimbursement															
Earnings on Investments															
Interest Income															
Food Service (Income from meals)				1,786			3,573			3,573			2,977		
Text Book															
OTHER				159,607			(143,857)			10,500			8,750		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	161,393		-	(140,284)		-	14,073		-	11,727		-
TOTAL REVENUE			-	2,405,135		-	2,711,360		-	2,636,047		-	2,535,151		-

BUFFALO UNITED CHARTER SCHOOL
Budget / Operating Plan
2021-22

Total Revenue	-	2,405,135	-	-	2,711,360	-	-	2,636,047	-	-	2,535,151	-	-
Total Expenses	-	1,632,247	-	-	3,228,713	-	-	3,007,691	-	-	2,419,043	-	-
Net Income	-	772,888	-	-	(517,353)	-	-	(371,644)	-	-	116,108	-	-
Actual Student Enrollment	-	617	-	-	617	-	-	617	-	-	617	-	-

Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No. of
Positions

Executive Management	-												
Instructional Management	1.00	39,798			39,797			38,901			39,357		
Deans, Directors & Coordinators	5.00	119,254			113,596			109,137			115,408		
CFO / Director of Finance	-												
Operation / Business Manager	-												
Administrative Staff	3.00	31,449			38,579			30,497			30,974		
TOTAL ADMINISTRATIVE STAFF	9.00	190,501	-	-	191,972	-	-	178,535	-	-	185,739	-	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	27.00	178,130			442,639			433,042			418,451		
Teachers - SPED	9.00	61,375			152,610			149,292			142,658		
Substitute Teachers	-	3,398			18,928			21,106			13,148		
Teaching Assistants	-												
Specialty Teachers	15.00	98,421			253,308			224,562			208,541		
Aides	8.19	16,098			53,978			58,712			51,137		
Therapists & Counselors	1.00	7,892			19,625			19,199			18,345		
Other	-												
TOTAL INSTRUCTIONAL	60.19	365,314	-	-	941,088	-	-	905,913	-	-	852,280	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	0.30	4,173			4,173			4,047			4,112		
Librarian	-												
Custodian	-												
Security	-												
Other	0.63	1,360			4,560			4,960			4,323		
TOTAL NON-INSTRUCTIONAL	0.93	5,533	-	-	8,733	-	-	9,007	-	-	8,435	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

	70.12	561,348	-	-	1,141,793	-	-	1,093,455	-	-	1,046,454	-	-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		43,005			84,640			95,512			79,618		
Fringe / Employee Benefits		131,081			212,969			231,188			180,702		
Retirement / Pension		19,523			17,100			19,330			16,550		
TOTAL PAYROLL TAXES AND BENEFITS		193,609	-	-	314,709	-	-	346,030	-	-	276,870	-	-

TOTAL PERSONNEL SERVICE COSTS

	70.12	754,957	-	-	1,456,502	-	-	1,439,485	-	-	1,323,324	-	-
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CONTRACTED SERVICES

Accounting / Audit		25,792			70,229			69,948			36,161		
Legal		3,564			3,564			3,564			3,558		
Management Company Fee													
Nurse Services													
Food Service / School Lunch													
Payroll Services													
Special Ed Services		29,304			67,057			69,569			58,095		
Titlement Services (i.e. Title I)		5,095			18,679			20,042			7,752		
Other Purchased / Professional / Consulting		36,717			133,357			144,151			52,974		
TOTAL CONTRACTED SERVICES		100,472	-	-	292,886	-	-	307,274	-	-	158,540	-	-

BUFFALO UNITED CHARTER SCHOOL													
Budget / Operating Plan													
2021-22													
Total Revenue	-	2,405,135	-	-	2,711,360	-	-	2,636,047	-	-	2,535,151	-	-
Total Expenses	-	1,632,247	-	-	3,228,713	-	-	3,007,691	-	-	2,419,043	-	-
Net Income	-	772,888	-	-	(517,353)	-	-	(371,644)	-	-	116,108	-	-
Actual Student Enrollment	-	617	-	-	617	-	-	617	-	-	617	-	-
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	2020-21	Original	Revised	Variance	Original	Revised	Variance	Original	Revised	Variance	Original	Revised	Variance
	Revenue Per Pupil	Budget	Budget		Budget	Budget		Budget	Budget		Budget	Budget	
SCHOOL OPERATIONS													
Board Expenses		12,501		-	12,501		-	12,501		-	12,497		-
Classroom / Teaching Supplies & Materials		71,681		-	330,119		-	138,262		-	134,742		-
Special Ed Supplies & Materials		548		-	790		-	854		-	608		-
Textbooks / Workbooks		13,611		-	13,015		-	10,430		-	10,549		-
Supplies & Materials other		1,701		-	1,701		-	1,701		-	1,697		-
Equipment / Furniture		6,246		-	6,246		-	6,246		-	6,237		-
Telephone		678		-	678		-	678		-	681		-
Technology		39,728		-	124,023		-	131,030		-	50,796		-
Student Testing & Assessment		15,912		-	25,779		-	29,488		-	12,522		-
Field Trips		3,263		-	6,525		-	6,525		-	5,437		-
Transportation (student)		4,560		-	9,120		-	9,120		-	7,600		-
Student Services - other		30,027		-	60,054		-	60,054		-	50,045		-
Office Expense		8,057		-	15,159		-	15,395		-	11,265		-
Staff Development		34,534		-	45,238		-	37,149		-	26,170		-
Staff Recruitment		9,171		-	30,462		-	31,616		-	14,021		-
Student Recruitment / Marketing		51,674		-	64,551		-	71,366		-	56,802		-
School Meals / Lunch		71,797		-	152,142		-	163,728		-	103,398		-
Travel (Staff)		1,754		-	1,962		-	1,962		-	1,893		-
Fundraising				-			-			-			-
Other		37,038		-	131,856		-	140,077		-	54,506		-
TOTAL SCHOOL OPERATIONS	-	414,481	-	-	1,031,921	-	-	868,182	-	-	561,466	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		8,508		-	8,508		-	8,508		-	8,496		-
Janitorial		45,750		-	45,750		-	45,750		-	45,750		-
Building and Land Rent / Lease / Facility Finance Interest		212,478.00		-	212,478		-	212,478		-	212,472		-
Repairs & Maintenance		55,825		-	41,904		-	47,265		-	33,031		-
Equipment / Furniture		7,984		-	102,207		-	40,919		-	41,236		-
Security		11,198		-	16,958		-	15,830		-	15,746		-
Utilities		20,594		-	19,599		-	22,000		-	18,982		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	362,337	-	-	447,404	-	-	392,750	-	-	375,713	-	-
DEPRECIATION & AMORTIZATION													
COVID-19 / CONTINGENCY				-			-			-			-
DEFERRED RENT				-			-			-			-
TOTAL EXPENSES	-	1,632,247	-	-	3,228,713	-	-	3,007,691	-	-	2,419,043	-	-
NET INCOME	-	772,888	-	-	(517,353)	-	-	(371,644)	-	-	116,108	-	-

BUFFALO UNITED CHARTER SCHOOL Budget / Operating Plan 2021-22													
Total Revenue	-	2,405,135	-	-	2,711,360	-	-	2,636,047	-	-	2,535,151	-	-
Total Expenses	-	1,632,247	-	-	3,228,713	-	-	3,007,691	-	-	2,419,043	-	-
Net Income	-	772,888	-	-	(517,353)	-	-	(371,644)	-	-	116,108	-	-
Actual Student Enrollment	-	617	-	-	617	-	-	617	-	-	617	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*													
Number of Districts:	-	1	-	-	1	-	-	1	-	-	1	-	-
BUFFALO CITY SD	-	617	-	-	617	-	-	617	-	-	617	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	617	-	-	617	-	-	617	-	-	617	-	-
REVENUE PER PUPIL	-	3,898	-	-	4,394	-	-	4,272	-	-	4,109	-	-
EXPENSES PER PUPIL	-	2,645	-	-	5,232	-	-	4,874	-	-	3,920	-	-

		BUFFALO UNITED CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2021-22		
		10,287,694	10,287,694	-	10,287,694	10,287,694	
		10,287,694	10,287,694	-	(10,287,694)	(10,287,694)	
Total Revenue		10,287,694	10,287,694	-	10,287,694	10,287,694	
Total Expenses		10,287,694	10,287,694	-	(10,287,694)	(10,287,694)	
Net Income		0	0	-	0	0	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions					
Executive Management	-	-	-	-	-	-	
Instructional Management	1.00	157,853	157,853	-	(157,853)	(157,853)	
Deans, Directors & Coordinators	5.00	457,395	457,395	-	(457,395)	(457,395)	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	3.00	131,499	131,499	-	(131,499)	(131,499)	
TOTAL ADMINISTRATIVE STAFF	9.00	746,747	746,747	-	(746,747)	(746,747)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	27.00	1,472,262	1,472,262	-	(1,472,262)	(1,472,262)	
Teachers - SPED	9.00	505,935	505,935	-	(505,935)	(505,935)	
Substitute Teachers	-	56,580	56,580	-	(56,580)	(56,580)	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	15.00	784,832	784,832	-	(784,832)	(784,832)	
Aides	8.19	179,925	179,925	-	(179,925)	(179,925)	
Therapists & Counselors	1.00	65,061	65,061	-	(65,061)	(65,061)	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	60.19	3,064,595	3,064,595	-	(3,064,595)	(3,064,595)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	0.30	16,505	16,505	-	(16,505)	(16,505)	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	0.63	15,203	15,203	-	(15,203)	(15,203)	
TOTAL NON-INSTRUCTIONAL	0.93	31,708	31,708	-	(31,708)	(31,708)	
SUBTOTAL PERSONNEL SERVICE COSTS	70.12	3,843,050	3,843,050	-	(3,843,050)	(3,843,050)	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		302,775	302,775	-	(302,775)	(302,775)	
Fringe / Employee Benefits		755,940	755,940	-	(755,940)	(755,940)	
Retirement / Pension		72,503	72,503	-	(72,503)	(72,503)	
TOTAL PAYROLL TAXES AND BENEFITS		1,131,218	1,131,218	-	(1,131,218)	(1,131,218)	
TOTAL PERSONNEL SERVICE COSTS	70.12	4,974,268	4,974,268	-	(4,974,268)	(4,974,268)	
CONTRACTED SERVICES							
Accounting / Audit		202,130	202,130	-	(202,130)	(202,130)	
Legal		14,250	14,250	-	(14,250)	(14,250)	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		-	-	-	-	-	
Special Ed Services		224,025	224,025	-	(224,025)	(224,025)	
Titlment Services (i.e. Title I)		51,568	51,568	-	(51,568)	(51,568)	
Other Purchased / Professional / Consulting		367,199	367,199	-	(367,199)	(367,199)	
TOTAL CONTRACTED SERVICES		859,172	859,172	-	(859,172)	(859,172)	

BUFFALO UNITED CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2021-22						
	10,287,694	10,287,694	-	10,287,694	10,287,694	
Total Revenue	10,287,694	10,287,694	-	10,287,694	10,287,694	
Total Expenses	10,287,694	10,287,694	-	(10,287,694)	(10,287,694)	
Net Income	0	0	-	0	0	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
SCHOOL OPERATIONS						
Board Expenses	50,000	50,000	-	(50,000)	(50,000)	
Classroom / Teaching Supplies & Materials	674,804	674,804	-	(674,804)	(674,804)	
Special Ed Supplies & Materials	2,800	2,800	-	(2,800)	(2,800)	
Textbooks / Workbooks	47,605	47,605	-	(47,605)	(47,605)	
Supplies & Materials other	6,800	6,800	-	(6,800)	(6,800)	
Equipment / Furniture	24,975	24,975	-	(24,975)	(24,975)	
Telephone	2,715	2,715	-	(2,715)	(2,715)	
Technology	345,577	345,577	-	(345,577)	(345,577)	
Student Testing & Assessment	83,701	83,701	-	(83,701)	(83,701)	
Field Trips	21,750	21,750	-	(21,750)	(21,750)	
Transportation (student)	30,400	30,400	-	(30,400)	(30,400)	
Student Services - other	200,180	200,180	-	(200,180)	(200,180)	
Office Expense	49,876	49,876	-	(49,876)	(49,876)	
Staff Development	143,091	143,091	-	(143,091)	(143,091)	
Staff Recruitment	85,270	85,270	-	(85,270)	(85,270)	
Student Recruitment / Marketing	244,393	244,393	-	(244,393)	(244,393)	
School Meals / Lunch	491,065	491,065	-	(491,065)	(491,065)	
Travel (Staff)	7,571	7,571	-	(7,571)	(7,571)	
Fundraising	-	-	-	-	-	
Other	363,477	363,477	-	(363,477)	(363,477)	
TOTAL SCHOOL OPERATIONS	2,876,050	2,876,050	-	(2,876,050)	(2,876,050)	
FACILITY OPERATION & MAINTENANCE						
Insurance	34,020	34,020	-	(34,020)	(34,020)	
Janitorial	183,000	183,000	-	(183,000)	(183,000)	
Building and Land Rent / Lease / Facility Finance Interest	849,906	849,906	-	(849,906)	(849,906)	
Repairs & Maintenance	178,025	178,025	-	(178,025)	(178,025)	
Equipment / Furniture	192,346	192,346	-	(192,346)	(192,346)	
Security	59,732	59,732	-	(59,732)	(59,732)	
Utilities	81,175	81,175	-	(81,175)	(81,175)	
TOTAL FACILITY OPERATION & MAINTENANCE	1,578,204	1,578,204	-	(1,578,204)	(1,578,204)	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
COVID-19 / CONTINGENCY	-	-	-	-	-	
DEFERRED RENT	-	-	-	-	-	
TOTAL EXPENSES	10,287,694	10,287,694	-	(10,287,694)	(10,287,694)	
NET INCOME	0	0	-	0	0	

BUFFALO UNITED CHARTER SCHOOL														
Budget / Operating Plan														
2021-22														
Total Revenue	-	2,405,135	-	-	2,711,360	-	-	2,636,047	-	-	2,535,151	-	-	10,287,694
Total Expenses	-	1,632,247	-	-	3,228,713	-	-	3,007,691	-	-	2,419,043	-	-	10,287,694
Net Income	-	772,888	-	-	(517,353)	-	-	(371,644)	-	-	116,108	-	-	0
Actual Student Enrollment	-	617	-	-	617	-	-	617	-	-	617	-	-	
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			Original Budget
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES {enter descriptions below }														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES {enter descriptions below }														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES {enter descriptions below }														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	772,888	-	-	(517,353)	-	-	(371,644)	-	-	116,108	-	-	0
Beginning Cash Balance	-	-	-	-	772,888	-	-	255,536	-	-	(116,108)	-	-	-
ENDING CASH BALANCE	-	772,888	-	-	255,536	-	-	(116,108)	-	-	0	-	-	0

BUFFALO UNITED CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2021-22						
Total Revenue	10,287,694	-	10,287,694	10,287,694		
Total Expenses	10,287,694	-	(10,287,694)	(10,287,694)		
Net Income	0	-	0	0		
Actual Student Enrollment						
	Total Year		VARIANCE			
	Revised		Original	Revised		
	Budget	Variance	Budget vs. PY	Budget vs. PY		
			Budget	Budget		
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES <i>{enter descriptions below}</i>						
Example - Add Back Depreciation	-	-	-	-		
Other	-	-	-	-		
Total Operating Activities	-	-	-	-		
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-		
Other	-	-	-	-		
Total Investment Activities	-	-	-	-		
FINANCING ACTIVITIES <i>{enter descriptions below}</i>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-		
Other	-	-	-	-		
Total Financing Activities	-	-	-	-		
Total Cash Flow Adjustments	-	-	-	-		
NET INCOME	0	-	0	0		
Beginning Cash Balance	-	-	-	-		
ENDING CASH BALANCE	0	-	0	0		

**BUFFALO UNITED CHARTER SCHOOL
BALANCE SHEET
2021-22**

	Prior Year	Q1	Q2	Q3	Q4
	2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

BUFFALO UNITED CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	- 2,405,135	-	- 2,711,360	-	- 2,636,047	-	- 2,535,151	-
Total Expenses	- 1,632,247	-	- 3,228,713	-	- 3,007,691	-	- 2,419,043	-
Net Income	- 772,888	-	- (517,353)	-	- (371,644)	-	- 116,108	-
Actual Student Enrollment	- 617	-	- 617	-	- 617	-	- 617	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

		1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	2021-22 Per Pupil Rate												
BUFFALO CITY SD	13,308		2,052,925	-		2,052,925	-		2,052,925	-		2,052,925	-
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
-													
ALL OTHER School Districts: (Count = 0)													
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	13,308		- 2,052,925	-		- 2,052,925	-		- 2,052,925	-		- 2,052,925	-
Special Education Revenue			61,452	-		122,904	-		122,904	-		102,423	-
Grants													
Stimulus													
DYCD (Department of Youth and Community Development)													
Other													
NYC DoE Rental Assistance													
Other													
TOTAL REVENUE FROM STATE SOURCES			- 2,114,377	-		- 2,175,829	-		- 2,175,829	-		- 2,155,348	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs			12,196	-		28,393	-		28,701	-		26,269	-
Title I			40,623	-		99,442	-		102,707	-		92,158	-
Title Funding - Other			11,970	-		23,940	-		23,940	-		19,946	-
School Food Service (Free Lunch)			64,576	-		139,263	-		151,480	-		90,392	-
Grants													
Charter School Program (CSP) Planning & Implementation													
Other													
Other						384,777	-		139,317	-		139,311	-
TOTAL REVENUE FROM FEDERAL SOURCES			- 129,365	-		- 675,815	-		- 446,145	-		- 368,076	-
LOCAL and OTHER REVENUE													
Contributions and Donations													
Fundraising													
Erate Reimbursement													
Earnings on Investments													
Interest Income													
Food Service (Income from meals)			1,786	-		3,573	-		3,573	-		2,977	-
Text Book													
OTHER			159,607	-		(143,857)	-		10,500	-		8,750	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			- 161,393	-		- (140,284)	-		- 14,073	-		- 11,727	-
TOTAL REVENUE			- 2,405,135	-		- 2,711,360	-		- 2,636,047	-		- 2,535,151	-

BUFFALO UNITED CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	2,405,135	-	-	2,711,360	-	-	2,636,047	-	-	2,535,151	-
Total Expenses	-	1,632,247	-	-	3,228,713	-	-	3,007,691	-	-	2,419,043	-
Net Income	-	772,888	-	-	(517,353)	-	-	(371,644)	-	-	116,108	-
Actual Student Enrollment	-	617	-	-	617	-	-	617	-	-	617	-

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

EXPENSES	Quarter 0 No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	39,798	-	-	39,797	-	-	38,901	-	-	39,357	-	-
Deans, Directors & Coordinators	-	119,254	-	-	113,596	-	-	109,137	-	-	115,408	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	31,449	-	-	38,579	-	-	30,497	-	-	30,974	-	-
TOTAL ADMINISTRATIVE STAFF	-	190,501	-	-	191,972	-	-	178,535	-	-	185,739	-	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	178,130	-	-	442,639	-	-	433,042	-	-	418,451	-	-
Teachers - SPED	-	61,375	-	-	152,610	-	-	149,292	-	-	142,658	-	-
Substitute Teachers	-	3,398	-	-	18,928	-	-	21,106	-	-	13,148	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	98,421	-	-	253,308	-	-	224,562	-	-	208,541	-	-
Aides	-	16,098	-	-	53,978	-	-	58,712	-	-	51,137	-	-
Therapists & Counselors	-	7,892	-	-	19,625	-	-	19,199	-	-	18,345	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	365,314	-	-	941,088	-	-	905,913	-	-	852,280	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	4,173	-	-	4,173	-	-	4,047	-	-	4,112	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	1,360	-	-	4,560	-	-	4,960	-	-	4,323	-	-
TOTAL NON-INSTRUCTIONAL	-	5,533	-	-	8,733	-	-	9,007	-	-	8,435	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	561,348	-	-	1,141,793	-	-	1,093,455	-	-	1,046,454	-	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	43,005	-	-	84,640	-	-	95,512	-	-	79,618	-	-
Fringe / Employee Benefits	-	131,081	-	-	212,969	-	-	231,188	-	-	180,702	-	-
Retirement / Pension	-	19,523	-	-	17,100	-	-	19,330	-	-	16,550	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	193,609	-	-	314,709	-	-	346,030	-	-	276,870	-	-
TOTAL PERSONNEL SERVICE COSTS	-	754,957	-	-	1,456,502	-	-	1,439,485	-	-	1,323,324	-	-
CONTRACTED SERVICES													
Accounting / Audit	-	25,792	-	-	70,229	-	-	69,948	-	-	36,161	-	-
Legal	-	3,564	-	-	3,564	-	-	3,564	-	-	3,558	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	29,304	-	-	67,057	-	-	69,569	-	-	58,095	-	-
Titlement Services (i.e. Title I)	-	5,095	-	-	18,679	-	-	20,042	-	-	7,752	-	-
Other Purchased / Professional / Consulting	-	36,717	-	-	133,357	-	-	144,151	-	-	52,974	-	-
TOTAL CONTRACTED SERVICES	-	100,472	-	-	292,886	-	-	307,274	-	-	158,540	-	-

BUFFALO UNITED CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	2,405,135	-	-	2,711,360	-	-	2,636,047	-	-	2,535,151	-
Total Expenses	-	1,632,247	-	-	3,228,713	-	-	3,007,691	-	-	2,419,043	-
Net Income	-	772,888	-	-	(517,353)	-	-	(371,644)	-	-	116,108	-
Actual Student Enrollment	-	617	-	-	617	-	-	617	-	-	617	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
	SCHOOL OPERATIONS											
Board Expenses		12,501	-		12,501	-		12,501	-		12,497	-
Classroom / Teaching Supplies & Materials		71,681	-		330,119	-		138,262	-		134,742	-
Special Ed Supplies & Materials		548	-		790	-		854	-		608	-
Textbooks / Workbooks		13,611	-		13,015	-		10,430	-		10,549	-
Supplies & Materials other		1,701	-		1,701	-		1,701	-		1,697	-
Equipment / Furniture		6,246	-		6,246	-		6,246	-		6,237	-
Telephone		678	-		678	-		678	-		681	-
Technology		39,728	-		124,023	-		131,030	-		50,796	-
Student Testing & Assessment		15,912	-		25,779	-		29,488	-		12,522	-
Field Trips		3,263	-		6,525	-		6,525	-		5,437	-
Transportation (student)		4,560	-		9,120	-		9,120	-		7,600	-
Student Services - other		30,027	-		60,054	-		60,054	-		50,045	-
Office Expense		8,057	-		15,159	-		15,395	-		11,265	-
Staff Development		34,534	-		45,238	-		37,149	-		26,170	-
Staff Recruitment		9,171	-		30,462	-		31,616	-		14,021	-
Student Recruitment / Marketing		51,674	-		64,551	-		71,366	-		56,802	-
School Meals / Lunch		71,797	-		152,142	-		163,728	-		103,398	-
Travel (Staff)		1,754	-		1,962	-		1,962	-		1,893	-
Fundraising		-	-		-	-		-	-		-	-
Other		37,038	-		131,856	-		140,077	-		54,506	-
TOTAL SCHOOL OPERATIONS	-	414,481	-	-	1,031,921	-	-	868,182	-	-	561,466	-
FACILITY OPERATION & MAINTENANCE												
Insurance		8,508	-		8,508	-		8,508	-		8,496	-
Janitorial		45,750	-		45,750	-		45,750	-		45,750	-
Building and Land Rent / Lease / Facility Finance Interest		212,478	-		212,478	-		212,478	-		212,472	-
Repairs & Maintenance		55,825	-		41,904	-		47,265	-		33,031	-
Equipment / Furniture		7,984	-		102,207	-		40,919	-		41,236	-
Security		11,198	-		16,958	-		15,830	-		15,746	-
Utilities		20,594	-		19,599	-		22,000	-		18,982	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	362,337	-	-	447,404	-	-	392,750	-	-	375,713	-
DEPRECIATION & AMORTIZATION		-	-		-	-		-	-		-	-
COVID-19 / CONTINGENCY		-	-		-	-		-	-		-	-
DEFERRED RENT		-	-		-	-		-	-		-	-
TOTAL EXPENSES	-	1,632,247	-	-	3,228,713	-	-	3,007,691	-	-	2,419,043	-
NET INCOME	-	772,888	-	-	(517,353)	-	-	(371,644)	-	-	116,108	-

BUFFALO UNITED CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	2,405,135	-	-	2,711,360	-	-	2,636,047	-	-	2,535,151	-
Total Expenses	-	1,632,247	-	-	3,228,713	-	-	3,007,691	-	-	2,419,043	-
Net Income	-	772,888	-	-	(517,353)	-	-	(371,644)	-	-	116,108	-
Actual Student Enrollment	-	617	-	-	617	-	-	617	-	-	617	-

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

ENROLLMENT - *School Districts Are Linked To Above Entries*												
BUFFALO CITY SD	-	617	-	-	617	-	-	617	-	-	617	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	617	-	-	617	-	-	617	-	-	617	-
REVENUE PER PUPIL	-	3,898	-	-	4,394	-	-	4,272	-	-	4,109	-
EXPENSES PER PUPIL	-	2,645	-	-	5,232	-	-	4,874	-	-	3,920	-

**BUFFALO UNITED CHARTER SCHOOL
Budget / Operating Plan**

		2021-22										
Total Revenue		-	-	-	10,287,694	(10,287,694)	-	-	10,287,694	(10,287,694)	-	-
Total Expenses		-	-	-	10,287,694	10,287,694	-	-	10,287,694	10,287,694	-	-
Net Income		-	-	-	0	(0)	-	-	0	(0)	-	-
Actual Student Enrollment		-	-	-			-	-			-	-
		TOTALS AND VARIANCE ANALYSIS										
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed			Current Budget	Actual vs.	Actual vs.	Original Budget	Actual vs.	Actual vs.	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs.		
		Actual	(Current Quarter)	Current Budget	Current Budget - TY	Current Budget TY	Original Budget	Original Budget - TY	Original Budget TY			
REVENUE												
REVENUES FROM STATE SOURCES												
Per Pupil Revenue	2021-22 Per Pupil Rate											
BUFFALO CITY SD	13,308	-	-	-	8,211,701	(8,211,701)	-	-	8,211,701	(8,211,701)	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)		-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	13,308	-	-	-	8,211,701	(8,211,701)	-	-	8,211,701	(8,211,701)	-	-
Special Education Revenue		-	-	-	409,683	(409,683)	-	-	409,683	(409,683)	-	-
Grants												
Stimulus		-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	8,621,384	(8,621,384)	-	-	8,621,384	(8,621,384)	-	-
REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs		-	-	-	95,559	(95,559)	-	-	95,559	(95,559)	-	-
Title I		-	-	-	334,930	(334,930)	-	-	334,930	(334,930)	-	-
Title Funding - Other		-	-	-	79,796	(79,796)	-	-	79,796	(79,796)	-	-
School Food Service (Free Lunch)		-	-	-	445,711	(445,711)	-	-	445,711	(445,711)	-	-
Grants												
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	663,405	(663,405)	-	-	663,405	(663,405)	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	1,619,401	(1,619,401)	-	-	1,619,401	(1,619,401)	-	-
LOCAL and OTHER REVENUE												
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	11,909	(11,909)	-	-	11,909	(11,909)	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	35,000	(35,000)	-	-	35,000	(35,000)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	46,909	(46,909)	-	-	46,909	(46,909)	-	-
TOTAL REVENUE		-	-	-	10,287,694	(10,287,694)	-	-	10,287,694	(10,287,694)	-	-

BUFFALO UNITED CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	-	-	10,287,694	(10,287,694)	-	-	10,287,694	(10,287,694)	-	-
Total Expenses	-	-	-	10,287,694	10,287,694	-	-	10,287,694	10,287,694	-	-
Net Income	-	-	-	0	(0)	-	-	0	(0)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Quarter 0 No. of Positions	TOTALS AND VARIANCE ANALYSIS									
		Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	157,853	157,853	-	-	157,853	157,853	-	-
Deans, Directors & Coordinators	-	-	-	457,395	457,395	-	-	457,395	457,395	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	131,499	131,499	-	-	131,499	131,499	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	746,747	746,747	-	-	746,747	746,747	-	-
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	1,472,262	1,472,262	-	-	1,472,262	1,472,262	-	-
Teachers - SPED	-	-	-	505,935	505,935	-	-	505,935	505,935	-	-
Substitute Teachers	-	-	-	56,580	56,580	-	-	56,580	56,580	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	784,832	784,832	-	-	784,832	784,832	-	-
Aides	-	-	-	179,925	179,925	-	-	179,925	179,925	-	-
Therapists & Counselors	-	-	-	65,061	65,061	-	-	65,061	65,061	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	3,064,595	3,064,595	-	-	3,064,595	3,064,595	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	16,505	16,505	-	-	16,505	16,505	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	15,203	15,203	-	-	15,203	15,203	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	31,708	31,708	-	-	31,708	31,708	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	3,843,050	3,843,050	-	-	3,843,050	3,843,050	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-	-	-	302,775	302,775	-	-	302,775	302,775	-	-
Fringe / Employee Benefits	-	-	-	755,940	755,940	-	-	755,940	755,940	-	-
Retirement / Pension	-	-	-	72,503	72,503	-	-	72,503	72,503	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	1,131,218	1,131,218	-	-	1,131,218	1,131,218	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	4,974,268	4,974,268	-	-	4,974,268	4,974,268	-	-
CONTRACTED SERVICES											
Accounting / Audit	-	-	-	202,130	202,130	-	-	202,130	202,130	-	-
Legal	-	-	-	14,250	14,250	-	-	14,250	14,250	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	224,025	224,025	-	-	224,025	224,025	-	-
Titlement Services (i.e. Title I)	-	-	-	51,568	51,568	-	-	51,568	51,568	-	-
Other Purchased / Professional / Consulting	-	-	-	367,199	367,199	-	-	367,199	367,199	-	-
TOTAL CONTRACTED SERVICES	-	-	-	859,172	859,172	-	-	859,172	859,172	-	-

BUFFALO UNITED CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	-	-	10,287,694	(10,287,694)	-	-	10,287,694	(10,287,694)	-	-
Total Expenses	-	-	-	10,287,694	10,287,694	-	-	10,287,694	10,287,694	-	-
Net Income	-	-	-	0	(0)	-	-	0	(0)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
SCHOOL OPERATIONS											
Board Expenses	-	-	-	50,000	50,000	-	-	50,000	50,000	-	-
Classroom / Teaching Supplies & Materials	-	-	-	674,804	674,804	-	-	674,804	674,804	-	-
Special Ed Supplies & Materials	-	-	-	2,800	2,800	-	-	2,800	2,800	-	-
Textbooks / Workbooks	-	-	-	47,605	47,605	-	-	47,605	47,605	-	-
Supplies & Materials other	-	-	-	6,800	6,800	-	-	6,800	6,800	-	-
Equipment / Furniture	-	-	-	24,975	24,975	-	-	24,975	24,975	-	-
Telephone	-	-	-	2,715	2,715	-	-	2,715	2,715	-	-
Technology	-	-	-	345,577	345,577	-	-	345,577	345,577	-	-
Student Testing & Assessment	-	-	-	83,701	83,701	-	-	83,701	83,701	-	-
Field Trips	-	-	-	21,750	21,750	-	-	21,750	21,750	-	-
Transportation (student)	-	-	-	30,400	30,400	-	-	30,400	30,400	-	-
Student Services - other	-	-	-	200,180	200,180	-	-	200,180	200,180	-	-
Office Expense	-	-	-	49,876	49,876	-	-	49,876	49,876	-	-
Staff Development	-	-	-	143,091	143,091	-	-	143,091	143,091	-	-
Staff Recruitment	-	-	-	85,270	85,270	-	-	85,270	85,270	-	-
Student Recruitment / Marketing	-	-	-	244,393	244,393	-	-	244,393	244,393	-	-
School Meals / Lunch	-	-	-	491,065	491,065	-	-	491,065	491,065	-	-
Travel (Staff)	-	-	-	7,571	7,571	-	-	7,571	7,571	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	363,477	363,477	-	-	363,477	363,477	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	2,876,050	2,876,050	-	-	2,876,050	2,876,050	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	34,020	34,020	-	-	34,020	34,020	-	-
Janitorial	-	-	-	183,000	183,000	-	-	183,000	183,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	849,906	849,906	-	-	849,906	849,906	-	-
Repairs & Maintenance	-	-	-	178,025	178,025	-	-	178,025	178,025	-	-
Equipment / Furniture	-	-	-	192,346	192,346	-	-	192,346	192,346	-	-
Security	-	-	-	59,732	59,732	-	-	59,732	59,732	-	-
Utilities	-	-	-	81,175	81,175	-	-	81,175	81,175	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	1,578,204	1,578,204	-	-	1,578,204	1,578,204	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-
COVID-19 / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	10,287,694	10,287,694	-	-	10,287,694	10,287,694	-	-
NET INCOME	-	-	-	0	(0)	-	-	0	(0)	-	-

BUFFALO UNITED CHARTER SCHOOL
Budget / Operating Plan

	2021-22										
Total Revenue	-	-	-	10,287,694	(10,287,694)	-	-	10,287,694	(10,287,694)	-	-
Total Expenses	-	-	-	10,287,694	10,287,694	-	-	10,287,694	10,287,694	-	-
Net Income	-	-	-	0	(0)	-	-	0	(0)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	TOTALS AND VARIANCE ANALYSIS										
	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY

ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed										
BUFFALO CITY SD	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
ALL OTHER School Districts: (Count = 0)	-	-	-			-	-			-	-
TOTAL ENROLLMENT	-	-	-			-	-			-	-
REVENUE PER PUPIL	-	-	-			-	-			-	-
EXPENSES PER PUPIL	-	-	-			-	-			-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
BUFFALO UNITED CHARTER SCHOOL
2021-22

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**



Department of Fire
195 Court Street
Buffalo, NY 14202

CITY OF BUFFALO
BUREAU OF FIRE PREVENTION

65 Niagara Square, Room 321 City Hall
Buffalo, New York 14202
(716) 851-5707 EXT 752 FAX (716) 851-4680



Mark A. Morganti, Chief
Bureau of Fire Prevention

January 11, 2021

RE: Certificate of Fire Inspection for:

**BUFFALO UNITED CHARTER/NATIONAL HERITAGE
ACADEMIES
325 MANHATTAN AVE**

To Whom It May Concern:

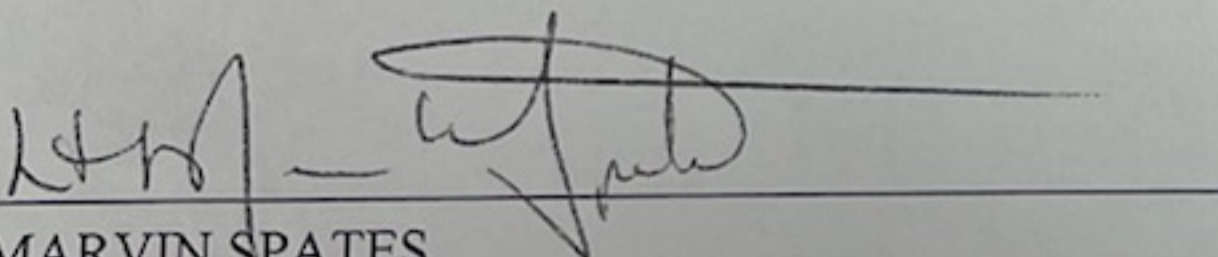
An inspection was conducted at 325 MANHATTAN 14214, by a member of the City of Buffalo Bureau of Fire Prevention.

BUFFALO UNITED CHARTER/NATIONAL HERITAGE ACADEMIES was found to be in compliance with the Fire Code of New York State and Fire Ordinance of the City of Buffalo.

All mechanical systems, wiring and equipment at the structure should be inspected by a qualified, certified/licensed individual to insure proper installation, venting and operation.

Sincerely,

BUFFALO FIRE DEPARTMENT


MARVIN SPATES
BUREAU OF FIRE PREVENTION



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

Charter School Name:	Buffalo United Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Jacqueline Holder
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor Davies
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	A management letter was not issued
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	Form 8868 was filed.
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	Included in audit.
8) Corrective Action Plan	No corrective action plan needed.

BUFFALO UNITED CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 89,678	\$ 69,016
Grants and contracts receivable	1,363,651	504,204
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	1,453,329	573,220
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	3,523	4,696
<u>OTHER ASSETS</u>	76,640	76,624
TOTAL ASSETS	<u>1,533,492</u>	<u>654,540</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ -	\$ -
Accrued payroll and benefits	-	-
Deferred Revenue	55	2,181
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	1,440,455	578,866
TOTAL CURRENT LIABILITIES	1,440,510	581,047
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	<u>1,440,510</u>	<u>581,047</u>
<u>NET ASSETS</u>		
Without Donor Restrictions	92,982	73,493
With Donor Restrictions	-	-
TOTAL NET ASSETS	92,982	73,493
TOTAL LIABILITIES AND NET ASSETS	<u>1,533,492</u>	<u>654,540</u>

CK - Should be zero

-

-

BUFFALO UNITED CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 8,317,643	\$ -	\$ 8,317,643	\$ 7,900,429
Students with disabilities	412,068	-	412,068	325,079
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	979,118	-	979,118	493,880
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	196,385	-	196,385	364,437
TOTAL REVENUE, GAINS AND OTHER SUPPORT	9,905,214	-	9,905,214	9,083,825
EXPENSES				
Program Services				
Regular Education	\$ 7,163,634	\$ -	\$ 7,163,634	\$ 6,783,398
Special Education	934,802	-	934,802	628,972
Other Programs	-	-	-	-
Total Program Services	8,098,436	-	8,098,436	7,412,370
Management and general	1,835,654	-	1,835,654	1,736,967
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	9,934,090	-	9,934,090	9,149,337
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(28,876)	-	(28,876)	(65,512)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	48,365	-	48,365	47,930
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	48,365	-	48,365	47,930
CHANGE IN NET ASSETS	19,489	-	19,489	(17,582)
NET ASSETS BEGINNING OF YEAR	73,493	-	73,493	91,075
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 92,982	\$ -	\$ 92,982	\$ 73,493

BUFFALO UNITED CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 19,489	\$ (17,582)
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	1,173	1,173
Grants Receivable	(859,447)	(164,862)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	(2,126)	(19,502)
Interest payments	-	-
Contracted Service Fee Payable	861,589	184,825
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 20,678	\$ (15,948)
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 20,678	\$ (15,948)
Cash at beginning of year	145,640	161,588
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 166,318	\$ 145,640

BUFFALO UNITED CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

		2020-21							2019-20		
		Program Services				Supporting Services					
No. of Positions		Regular	Special Education	Other Education	Total	Management and		Total	Total		
		Education				Fund-raising	General				
	Personnel Services Costs	\$	\$	\$	\$	\$	\$	\$	\$		
	Administrative Staff Personnel	9.00	758,960	-	-	758,960	-	-	-	758,960	628,440
	Instructional Personnel	57.00	2,513,896	455,710	-	2,969,606	-	-	-	2,969,606	2,743,694
	Non-Instructional Personnel	1.00	36,213	-	-	36,213	-	-	-	36,213	14,188
	Total Salaries and Staff	67.00	3,309,069	455,710	-	3,764,779	-	-	-	3,764,779	3,386,322
	Fringe Benefits & Payroll Taxes		885,105	130,009	-	1,015,114	-	-	-	1,015,114	860,557
	Retirement		55,980	8,446	-	64,426	-	-	-	64,426	58,236
	Management Company Fees		-	-	-	-	-	-	-	-	-
	Legal Service		135,848	-	-	135,848	-	-	-	135,848	161,360
	Accounting / Audit Services		35,754	-	-	35,754	-	168,223	168,223	203,977	199,580
	Other Purchased / Professional / Consulting Services		84,775	209,525	-	294,300	-	393,151	393,151	687,451	721,264
	Building and Land Rent / Lease / Facility Finance Interest		834,544	69,621	-	904,165	-	-	-	904,165	910,957
	Repairs & Maintenance		263,780	22,005	-	285,785	-	33,932	33,932	319,717	305,511
	Insurance		30,709	2,562	-	33,271	-	-	-	33,271	33,478
	Utilities		64,244	5,360	-	69,604	-	-	-	69,604	75,972
	Supplies / Materials		396,557	2,368	-	398,925	-	-	-	398,925	394,485
	Equipment / Furnishings		233,570	19,485	-	253,055	-	-	-	253,055	110,774
	Staff Development		46,193	915	-	47,108	-	52,130	52,130	99,238	138,864
	Marketing / Recruitment		82,950	-	-	82,950	-	301,169	301,169	384,119	550,943
	Technology		105,445	8,797	-	114,242	-	355,674	355,674	469,916	306,700
	Food Service		212,753	-	-	212,753	-	-	-	212,753	376,479
	Student Services		299,751	-	-	299,751	-	68,886	68,886	368,637	96,695
	Office Expense		50,433	-	-	50,433	-	6,399	6,399	56,832	58,910
	Depreciation		1,173	-	-	1,173	-	-	-	1,173	1,173
	OTHER		35,000	-	-	35,000	-	456,090	456,090	491,090	401,077
	Total Expenses		\$ 7,163,634	\$ 934,802	\$ -	\$ 8,098,436	\$ -	\$ 1,835,654	\$ 1,835,654	\$ 9,934,090	\$ 9,149,337

	Select from drop-down list →
Date Submitted	April 26, 2022

	UPDATE CELL C6 TO AUDIT YEAR (e.g. 2015-16 = 2016)
AuditYr	2021
PriorYr	2020
x_AuditYr	2
x_PriorYr	2

	Audit Period	Prior Period
1	Select from drop-down list →	Select from drop-down list →
2	Planning Year + 2020-21	Planning Period + 2019-20
3	2020-21	2019-20
4	2021-22	Planning Year + 2019-20
5	2022-23	2019-20
6	2023-24	
7	2024-25	
8	2025-26	

Updated List for 2020-21	
Number	SCHOOLS
0	Select from drop-down list →
190	Academic Leadership Charter School
196	Academy Charter School - Uniondale, The
1	Academy Charter School, The
75	Academy of the City Charter School
5	Achievement First Apollo Charter School
86	Achievement First Aspire Charter School
3	Achievement First Brownsville Charter School
4	Achievement First Bushwick Charter School
158	Achievement First Crown Heights Charter School
159	Achievement First East New York Charter School
160	Achievement First Endeavor Charter School
121	Achievement First Linden Charter School
115	Achievement First North Brooklyn Preparatory Charter School
138	Achievement First Voyager Charter School
6	Albany Community Charter School
7	Albany Leadership Charter High School for Girls
9	Amber Charter School East Harlem
129	Amber Charter School Kingsbridge
130	Atmosphere Academy Public Charter School
11	Bedford Stuyvesant Collegiate Charter School
87	Beginning with Children Charter School II
103	Boys Preparatory Charter School of New York

201	Brilla Caritas Charter School
177	Brilla College Preparatory Charter School
202	Brilla Pax Charter School
165	Brilla Veritas Charter School
14	Bronx Charter School for Better Learning
131	Bronx Charter School for Better Learning II
15	Bronx Charter School for Excellence
157	Bronx Charter School for Excellence 2
169	Bronx Charter School for Excellence 3
170	Bronx Charter School for Excellence 4
171	Bronx Charter School for Excellence 5
16	Bronx Preparatory Charter School
161	Brooklyn Ascend Charter School
17	Brooklyn Dreams Charter School
25	Brooklyn East Collegiate Charter School
172	Brooklyn Emerging Leaders Academy Charter School
18	Brooklyn Excelsior Charter School
132	Brooklyn Prospect Charter School - CSD 13
19	Brooklyn Prospect Charter School - CSD 15
203	Brooklyn Prospect Charter School - CSD 15.2
77	Broome Street Academy Charter High School
162	Brownsville Ascend Charter School
20	Brownsville Collegiate Charter School
182	Buffalo Collegiate Charter School
229	Buffalo Creek Academy Charter School
21	Buffalo United Charter School
163	Bushwick Ascend Charter School
91	Canarsie Ascend Charter School
204	Capital Preparatory Bronx Charter School
228	Capital Preparatory Harlem Charter School
184	Cardinal McCloskey Community Charter School
117	Central Brooklyn Ascend Charter School
92	Central Queens Academy Charter School
93	Children's Aid College Prep Charter School
23	Community Partnership Charter School
191	Coney Island Preparatory Public Charter School
185	Cypress Hills Ascend Charter School
227	Democracy Prep Endurance Charter School
179	Democracy Prep Harlem Charter School
178	Democracy Preparatory Charter School
188	DREAM Charter School
208	DREAM Charter School Mott Haven
186	East Brooklyn Ascend Charter School
206	East Flatbush Ascend Charter School
78	East Harlem Scholars Academy Charter School
114	East Harlem Scholars Academy Charter School II
187	Elm Community Charter School
180	Elmwood Village Charter School Days Park
166	Elmwood Village Charter School Hertel
26	Eugenio Maria de Hostos Charter School
27	Excellence Boys Charter School of Bedford Stuyvesant
28	Excellence Girls Charter School
153	Explore Charter School

154	Explore Empower Charter School
94	Explore Exceed Charter School
79	Explore Excel Charter School
29	Family Life Academy Charter School
95	Family Life Academy Charter School II
120	Family Life Academy Charter School III
133	Finn Academy: An Elmira Charter School
173	Forte Preparatory Academy Charter School
30	Girls Preparatory Charter School of New York
31	Girls Preparatory Charter School of the Bronx
219	Girls Preparatory Charter School of the Bronx II
32	Grand Concourse Academy Charter School
34	Green Tech Charter School
35	Harbor Science and Arts Charter School
37	Harlem Link Charter School
36	Harlem Prep Charter School
45	Harlem Village Academy East Charter School
197	Harlem Village Academy West 2 Charter School
44	Harlem Village Academy West Charter School
46	Henry Johnson Charter School
189	Hyde Leadership Charter School
47	Icahn Charter School 1
48	Icahn Charter School 2
49	Icahn Charter School 3
50	Icahn Charter School 4
51	Icahn Charter School 5
97	Icahn Charter School 6
98	Icahn Charter School 7
134	International Charter School of New York, The
192	International Leadership Charter High School
52	King Center Charter School
53	Kings Collegiate Charter School
223	KIPP Always Mentally Prepared Charter School
199	KIPP Bronx Charter School II
200	KIPP Bronx Charter School III
226	KIPP Freedom Charter School
224	KIPP Infinity Charter School
225	KIPP NYC Washington Heights Academy Charter School
54	KIPP S.T.A.R. College Prep Charter School
55	KIPP Tech Valley Charter School
213	Lamad Academy Charter School
56	Leadership Preparatory Bedford Stuyvesant Charter School
57	Leadership Preparatory Brownsville Charter School
59	Leadership Preparatory Canarsie Charter School
58	Leadership Preparatory Ocean Hill Charter School
205	Lefferts Gardens Ascend Charter School
174	Legacy College Preparatory Charter School
164	Manhattan Charter School
99	Manhattan Charter School II
60	Merrick Academy - Queens Public Charter School
118	Middle Village Preparatory Charter School
63	New Roots Charter School
100	New Visions AIM Charter High School I

101	New Visions AIM Charter High School II
82	New Visions Charter High School for Advanced Math and Science
83	New Visions Charter High School for the Humanities
64	New World Preparatory Charter School
156	New York City Charter School of the Arts
167	NYC Autism Charter School Bronx
181	NYC Autism Charter School East Harlem
24	Ocean Hill Collegiate Charter School
66	Our World Neighborhood Charter School
175	Our World Neighborhood Charter School 2
193	PAVE Academy Charter School
183	Persistence Preparatory Academy Charter School
116	Rochester Preparatory Charter School 3
67	Roosevelt Children's Academy Charter School
68	Sisulu-Walker Charter School of Harlem
69	South Buffalo Charter School
135	Storefront Academy Charter School
214	Storefront Academy Harlem Charter School
76	Success Academy Charter School - Bed Stuy 1
88	Success Academy Charter School - Bed Stuy 2
147	Success Academy Charter School - Bed Stuy 3
124	Success Academy Charter School - Bensonhurst
125	Success Academy Charter School - Bergen Beach
43	Success Academy Charter School - Bronx 1
42	Success Academy Charter School - Bronx 2
109	Success Academy Charter School - Bronx 3
123	Success Academy Charter School - Bronx 4
148	Success Academy Charter School - Bushwick
89	Success Academy Charter School - Cobble Hill
106	Success Academy Charter School - Crown Heights
142	Success Academy Charter School - Far Rockaway
146	Success Academy Charter School - Flatbush
104	Success Academy Charter School - Fort Greene
128	Success Academy Charter School - Harlem 1
38	Success Academy Charter School - Harlem 2
39	Success Academy Charter School - Harlem 3
40	Success Academy Charter School - Harlem 4
41	Success Academy Charter School - Harlem 5
140	Success Academy Charter School - Harlem 6
107	Success Academy Charter School - Hell's Kitchen
139	Success Academy Charter School - Hudson Yards
105	Success Academy Charter School - Prospect Heights
126	Success Academy Charter School - Rosedale
151	Success Academy Charter School - South Jamaica
127	Success Academy Charter School - Springfield Gardens
108	Success Academy Charter School - Union Square
85	Success Academy Charter School - Upper West
122	Success Academy Charter School - Washington Heights
90	Success Academy Charter School - Williamsburg
70	Tapestry Charter School
71	True North Rochester Preparatory Charter School
84	True North Rochester Preparatory Charter School - West Campus
72	True North Troy Preparatory Charter School

215	Truxton Academy Charter School
33	University Prep Charter High School
210	University Prep Charter Middle School
73	University Preparatory Charter School for Young Men
168	Urban Assembly Charter School for Computer Science
198	Valence College Preparatory Charter School
211	Wildflower New York Charter school
155	Williamsburg Collegiate Charter School
195	Zeta Charter School - Bronx 1
194	Zeta Charter School - Inwood 1
221	Zeta Charter School - Mount Eden
222	Zeta Charter School - Tremont Park
MergID	EdCorp SurvivingSchool
500	Success Academy Charter Schools - NYC (Combined)
501	Citizens of the World Charter School New York 1 (Combined)
502	True North Rochester Preparatory Charter School (Combined)
503	Family Life Academy Charter Schools (Combined)
504	Community Partnership Charter School Education Corporation (Comb
505	Excellence Charter Schools (Combined)
506	Public Prep Charter School Academies (Combined)
507	Explore Charter Schools of Brooklyn (Combined)
508	East Harlem Scholars Academy Charter School (Combined)
509	Uncommon New York City Charter Schools (Combined)
510	Bronx Charter School for Excellence (Combined)
511	Achievement First Brooklyn Charter Schools (Combined)
512	Ascend Charter Schools (Combined)
513	Manhattan Charter Schools (Combined)
514	Brilla College Preparatory Charter Schools (Combined)
515	Elmwood Village Charter Schools (Combined)
516	NYC Autism Charter Schools (Combined)
517	Bronx Charter School for Better Learning (Combined)
518	Achievement First Brownsville Charter School (Combined)
519	Achievement First Bushwick Charter School (Combined)
520	Democracy Prep New York Charter Schools (Combined)
521	Academy Charter School, The (Combined)
522	Amber Charter School (Combined)
523	Brooklyn Prospect Charter School (Combined)
524	Our World Neighborhood Charter School (Combined)
525	Zeta Charter Schools - New York City (Combined)
526	KIPP NYC Public Charter Schools (Combined)
527	DREAM Charter School (Combined)
528	University Prep Public Charter Schools (Combined)
529	Storefont Academy Charter School (Combined)
530	Harlem Village Academy Charter School (Combined)
531	Capital Prep Charter Schools NY (Combined)

Incomplete Entry Messages - VLOOKUP	
1	Enter Audit Period on "Transmittal Form & School Info" tab
2	Enter Prior Period on "Transmittal Form & School Info" tab
3	Enter Audit Period and Prior Period on "Transmittal Form & School Info" tab
4	

School Name Selected	
21	Buffalo United Charter School
0	MergeID? (>0 is a merged school, =0 is not merged)
#N/A	Is Surviving School?

SurvivingSchoolName	
EdCorp	#N/A
Survivor	#N/A

Input Messages (Balance Sheet and Cash Flow)	
BS_1	#N/A
BS_2	#N/A
CF_1	#N/A
CF_2	#N/A

BS & CF INPUT NOTES	
BSNOTE	
CFNOTE	

BS&CF	MergeID	MergeName
Yes		
No	521	
Yes	521	Academy Charter School, The (Combined)
Yes		
No	511	
No	511	
No	511	
Yes	511	Achievement First Brooklyn Charter Schools (Combined)
No	511	
No	511	
No	511	
No	511	
No	511	
Yes		
Yes		
Yes	522	Amber Charter School (Combined)
No	522	
Yes		
No	509	
No	504	
No	506	

No	514	
No	514	Brilla College Preparatory Charter Schools (Combined)
No	514	
Yes	514	
Yes	517	Bronx Charter School for Better Learning (Combined)
No	517	
Yes	510	Bronx Charter School for Excellence (Combined)
No	510	
No	510	
No	510	
No	510	
Yes	520	Democracy Prep New York Charter Schools (Combined)
No	512	
Yes		
No	509	
Yes		
Yes		
No	523	
Yes	523	Brooklyn Prospect Charter School (Combined)
No	523	
Yes		
No	512	
No	509	
Yes		
Yes		
Yes		
No	512	
Yes	512	Ascend Charter Schools (Combined)
Yes	531	Capital Prep Charter Schools NY (Combined)
No	531	
Yes		
No	512	
Yes		
Yes		
Yes	504	Community Partnership Charter School Education Corporation (Combined)
Yes		
No	512	
No	520	
No	520	
No	520	
Yes	527	DREAM Charter School (Combined)
No	527	
No	512	
No	512	
Yes	508	East Harlem Scholars Academy Charter School (Combined)
No	508	
Yes		
No	515	
Yes	515	Elmwood Village Charter Schools (Combined)
Yes		
No	509	
No	509	
No	507	

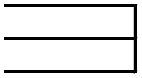
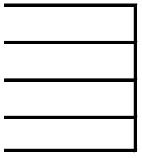
No	507	
No	507	
Yes	507	Explore Charter Schools of Brooklyn (Combined)
Yes	503	Family Life Academy Charter Schools (Combined)
No	503	
No	503	
Yes		
Yes		
Yes	506	Public Preparatory Charter School Academies (Combined)
No	506	
No	506	
Yes		
Yes		
Yes		
Yes		
No	520	
Yes		
No	530	
Yes	530	Harlem Village Academy Charter School (Combined)
Yes		
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Yes		
No	509	
No	526	
No	526	
Yes	526	KIPP NYC Public Charter Schools II (Combined)
No	526	
No	526	
No	526	
No	526	
Yes		
Yes		
Yes	509	Uncommon New York City Charter Schools (Combined)
No	509	
No	509	
No	509	
No	512	
Yes		
No	513	
Yes	513	Manhattan Charter Schools (Combined)
Yes		
Yes		
Yes		
Yes		

Yes		
Yes		
Yes		
Yes		
Yes		
Yes	516	NYC Autism Charter Schools (Combined)
No	516	
No	509	
Yes	524	Our World Neighborhood Charter School (Combined)
No	524	
Yes		
Yes		
No	502	
Yes		
Yes		
Yes	529	Storefont Academy Charter School (Combined)
No	529	
No	500	
No	500	
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No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
Yes	500	Success Academy Charter Schools - NYC (Combined)
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
Yes		
Yes	502	True North Rochester Preparatory Charter School (Combined)
No	502	
Yes		

Yes		
Yes	528	University Prep Public Charter Schools (Combined)
No	528	
Yes		
Yes		
Yes		
Yes		
No	509	
No	525	
Yes	525	Zeta Charter Schools - New York City (Combined)
No	525	
No	525	

ined)

Need BS/CF
Yes





Buffalo United Charter School

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 15, 2021

By: Buffalo United Charter School

Board of Trustees

325 Manhattan Avenue

Buffalo, NY 14214

716-835-9862

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies (NHA) prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Andrew Freedman	President	Compliant Committee Planning Task Force Committee Education Committee
Kim DeJesus	Vice President	Compliance Committee Personnel Committee Planning Task Force Committee Scholarship Committee Education Committee
Robert Lowery	Treasurer	Education Committee Wrap-Around Services Committee Finance Committee
Kathy Wood	Secretary	Personnel Committee Education Committee
Ashia Martin	Trustee	Education Committee Wrap-Around Services Committee

Teresa Gerchman has served as the principal since May 2019.

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 639 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 each individual student, but our goal is to prepare every child for college. Buffalo United has implemented many different initiatives to drive academic improvement. As a result of these initiatives, we have seen an increase in Buffalo United's academic performance. We will continue on our path for improvement in the 2021-22 school year.
- *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 Buffalo United's mission, vision, policies, and activities. We actively engage parents in their children's learning and have an "open door" policy where parents are welcome in the school at any time.
- *Accountability.* Buffalo United 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, Buffalo United 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 culture we desire.

The COVID-19 pandemic required immediate transition to an entirely new model of teaching and learning. BUCS' commitment to broad school improvement remained apparent throughout our response. Key facets of our pandemic response included:

- We initially focused on standards and skills crucial to success and suitable for remote learning in structured, guided, and accessible learning opportunities for all students.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- In the spring of 2020, we surveyed families for information on home technology access. We gave families 293 Chromebooks and provided several families internet "hotspots." Families also can receive tech support from a designated BUCS educator as well as NHA's tech support team. For the 2020-21 school year, BUCS went to 1:1 technology.
- We identified four overriding priorities: *access* for all students; *consistency* in instruction; *simplicity* (to support parents' new involvement); and *accountability*.
- Students received printed materials for the rest of the school year, which supplemented teachers' remote instruction. Teachers also received many digital tools to use as needed and appropriate. All teachers already had created Google Classrooms when school first closed, and they used that environment to generate lessons and lesson plans. Teachers also sent written learning plans weekly to students' homes.
- We monitored and checked for growth for all students using i-Ready assessments.
- We sent home a grade-level expectations test focused on priority standards for grades K-7.
- Special education students and at-risk students received the same learning opportunities as all other students received; they also received learning activities and services in accordance with IEPs. BUCS also continued to provide intervention support services.
- To track engagement, teachers logged student contacts weekly. Google Classroom login and participation data also helped track engagement. Attendance was tracked using completed tasks, family reports, and activity on Google Classroom and other websites.
- New training materials and PD helped teachers adapt to the new approach to instruction.
- Teachers began sharing weekly instructional plans with families. Communications with families were intensified and streamlined, with one teacher serving as a single point of family contact and responding to messages within 24 hours.
- Food service continued providing food to families that need it.

To sustain students' and families' social, mental, and emotional health, BUCS implemented daily 30-minute morning restorative circles for every class whether it was conducted virtually or in-person. Staff received training from Erie 1 BOCES to ensure restorative circles were effective. To build on this practice, Bestself 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.

From the remote learning experience, BUCS has taken many lessons:

- Educators confirmed the importance of building and sustaining a strong ongoing connection with parents and families. The challenges of remote learning make parental involvement and engagement more critical than ever. As parental engagement deepened, the families we serve grew closer than ever to the school and its educators. Some parents are more involved than others, but the entire spectrum has moved closer.
- We learned we should be regularly using Google Classroom with all grades, so all students and teachers know how to use it. Before school closures began, BUCS was using this tool in middle school, so those students adapted more easily to increased use of it. Students and teachers in lower grades had a steeper learning curve. We plan to use this tool at all grade levels regardless of how much we rely on remote learning. A key advantage we expect in any instructional model is the tool's ability to have children who are absent from school continue doing classwork.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- We learned we should be more clear, thorough, and proactive in explaining i-Ready to students and parents. When parents know how to use this tool and why it is valuable, it is used more effectively, and its benefits to teaching and learning increase.
- We affirmed the importance of flexibility in implementing remote learning, which is still new to students, parents, teachers, and school leaders. Teachers have made allowances for students who, for different valid reasons, have needed to modify their participation in remote learning activities.

These lessons have formed some of the improvement efforts BUCS plans to implement moving forward. For example, all teachers had Google Classrooms for use throughout the 2020-21 school year to give students assignments and receive work that students use their Chromebooks to complete. Experiences with Google Classroom in remote learning clearly show that this can be a powerful tool for teaching and learning in a traditional classroom as well as a remote learning environment. BUCS will continue efforts to implement remote learning strategies and adapt them to the traditional in-school learning environment for the 2021-22 school year.

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. Significant improvements were made at the school in 2019-20 and many of these improvements continued in the 2020-21 school year. Since some of our initial improvement efforts needed to be adjusted to conform to a remote learning environment, we plan to reinforce those efforts in the 2021-22 school year. 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: implementation of a new curriculum tailored for New York State standards; professional development to support the successful implementation of the new curricular tools; a continued focus on data analysis; supports 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 has transitioned to 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 its new curriculum, especially in ELA and math.

PD will be offered during summer and through ongoing initiatives throughout the school year through both in-person visits and video-based remote interactions. This support will be provided in a continuous cycle of four elements:

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Supports for struggling students: In the 2020-21 school year, BUCS changed 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 new approach to behavior management rooted in restorative discipline, a proactive and preventive approach to behavior management that had been adopted in 2019-20. 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.

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
2016-17	67	73	79	82	98	85	70	78	70	-	-	-	-	702
2017-18	59	68	76	81	96	76	64	75	65	-	-	-	-	660
2018-19	62	56	73	79	81	81	80	62	72	-	-	-	-	646
2019-20	65	64	58	80	78	76	83	76	54	-	-	-	-	634
2020-21	83	66	60	66	81	65	80	80	58	-	-	-	-	639

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English language.

BACKGROUND

In mid-March 2020, due to the COVID pandemic, BUCS began a transition to remote learning that started almost overnight and that forced NHA and BUCS to create a whole new setting for instruction. BUCS' goal for remote learning was reinforcing and introducing standards and skills that are critical to academic success and that can be delivered effectively via remote learning in structured, guided, and accessible learning opportunities for all students. Even as BUCS' doors were closed and innovations in teaching and learning took root, efforts to improve academic outcomes lost no momentum. We continued to focus on our improvement efforts and evaluated ways to effectively provide instruction to students remotely. At the beginning of the 2020-21 school year, BUCS operated remotely. In January 2021, the school began to offer in-person instruction (K-5 offered full in-person instruction and 6-8 offered a hybrid model to its students). BUCS still offered families a virtual option if they were not comfortable returning to the school. Sixth grade students moved to five day in-person in March 2021.

Our remote learning plan included opportunities to connect with students and families, provide physical and digital resources, and create and implement essential new professional development programs for staff. To connect with families, teachers conducted Google LIVE meetings, offered daily office hours, and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets, and a weekly learning plan was shared by teachers via Class Dojo or Google Classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to provide deeper understanding. Staff was provided access to a Home Learning site which

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houses resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

METHOD

Buffalo United administered the i-Ready reading diagnostic to students in third through eighth grade in the fall, winter, and spring of 2020-21 to measure student growth and achievement throughout the school year. After students complete their first diagnostic in the fall, i-Ready generates a Typical Growth measure for each student and places the student in one of five placement levels. I-Ready then measures each student's progress toward their Typical Growth goal and updates their placement level after the winter and spring diagnostic assessments.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: i-Ready

RESULTS AND EVALUATION

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

In 2020-21, from fall to spring, the median percent progress toward Annual Typical Growth of all students at Buffalo United was 125% in reading. Therefore, **this measure was met**, exceeding the target by 25 percentage points.

Students in grades 6-8 showed the most progress towards meeting their spring growth target, with very positive results in eighth grade.

End of Year Growth on 2020-21 i-Ready ELA Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	36%	63
4	90%	77
5	69%	59
6	163%	64
7	197%	64
8	306%	55
All	125%	382

Measure 2: Each year, the school's median percent progress toward Annual Typical Growth of all third through eighth 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.

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In 2020-21, 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 176% in reading. Therefore, **this measure was met**, exceeding the target by 76 percentage points.

Students in grades 6-8 showed the most progress towards meeting their spring Typical Growth target, with very positive results in eighth grade. Students in fourth grade also showed a lot of progress in meeting their spring Typical Growth goal.

End of Year Growth on 2020-21 i-Ready ELA Assessment By Students who were Two or More Grade Levels below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	85%	26
4	164%	21
5	62%	38
6	199%	50
7	224%	33
8	345%	32
All	176%	200

Measure 3: Each year, the median percent progress to Annual Typical Growth of third through eighth grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of third through eighth grade general education students at the school.

In 2020-21, from Fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 90% in reading. Therefore, **this measure was not met**, falling short of the target by 35 percentage points. At the grade level, this measure was met in third grade.

End of Year Growth on 2020-21 i-Ready ELA Assessment By Students with Disabilities

Grades	Median Percent of Annual Typical Growth	Number Tested
3	69%	10
4	81%	12
5	0%	6
6	95%	10
7	175%	8
8	220%	10
All	90%	56

Measure 4: Each year, 75% of third through eighth 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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

In the Spring of 2020-21, 17 percent of third through eighth 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 percent, therefore **the measure was not met**.

Students in seventh and eighth grade showed the most positive results.

End of Year Performance on 2020-21 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	13%	63	12%	43
4	16%	77	16%	58
5	7%	59	8%	50
6	11%	64	6%	47
7	26%	66	28%	53
8	35%	55	30%	43
All	17%	384	17%	294

ADDITIONAL CONTEXT AND EVIDENCE

BUCS initially had concerns with the validity of the fall i-Ready assessment results. Since students were taking the assessment remotely, teachers were unable to monitor students to explain that it is an adaptive assessment. This caused a lack of understanding with new parents. In addition, students were simply absent and did not take the assessment.

BUCS held parent meetings to share background information about the i-Ready assessment to give parents a better understanding of the assessment itself and what it measures. Data from the assessment was also shared with parents during parent-teacher conferences to allow for a better understanding as well. This, along with the utilization of Blocksi, allowed for truer results on assessments taken later in the school year. In addition, if a student was in the building for in-person learning, they also completed their assessments in-person.

Academic Conditions for Renewal

To be eligible for its next renewal, Buffalo United must meet additional academic measures during the accountability period. The ELA academic conditions are listed below. These measures are based on i-Ready assessments and are evaluated below. In 2020-21, Buffalo United met two of their four ELA measures. The school did not meet the SWD gap closing measure, falling short of the target by ten percentage points.

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Measure	Subgroup	Target	Tested	Results	Met?
<u>Measure 1 (Absolute)</u> : Each year, 75% of 3 rd through 8 th 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> ¹ scale score for the year-end ELA assessment or move up at least one placement level in ELA from the fall.	2+ Students	75%	286	54%	No
<u>Measure 3 (Growth)</u> : Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students in ELA will be equal to or greater than 100%.	All Students	100%	382	125%	Yes
<u>Measure 5 (Gap Closing)</u> : Each year, the school's median percent progress to Annual Typical Growth in ELA of all 3 rd through 8 th 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%	200	176%	Yes
<u>Measure 7 (Gap Closing)</u> : Each year, the median percent progress to Annual Typical Growth in ELA of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than 100%.	Students with Disabilities	100%	56	90%	No

¹ The i-Ready Diagnostic establishes five criterion-referenced relative placement levels. These levels are standards-based interpretations of the scale score each student achieves and are included in the student-level results from the assessment.

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ELA Goal: Additional 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 ELA assessment or move up at least one placement level in ELA from the fall.

RESULTS AND EVALUATION:

In the spring of 2020-21, 54% 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 in reading from the fall. The school fell short of the target by 21 percentage points; therefore, **the measure was not met**.

Students in sixth through eighth grade showed the most progress and students in eighth grade fell short of the target by only four percentage points.

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	53%	59	53%	43
4	43%	77	43%	58
5	43%	54	43%	47
6	54%	63	62%	47
7	52%	60	55%	49
8	77%	52	71%	42
All	53%	365	54%	286

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

In 2020-21, Buffalo United met two of the four measures of the ELA goal and met two of the four ELA academic conditions for renewal. In addition, the school fell short of meeting the SWD gap closing measure by ten percentage points, which is included in their academic conditions for renewal.

The data shows Buffalo United has made progress toward meeting their overall goal that students will be proficient readers and writers of the English Language.

2020-21 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 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	382	125%	Yes

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<p>Measure 2: Each year, the school’s median percent progress to Annual Typical Growth 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 110% by the spring assessment administration.</p>	Low initial achievers	110%	200	176%	Yes
<p>Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.</p>	Students with disabilities ²	125%	56	90%	No
<p>Measure 4: Each year, 75% of 3rd through 8th 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.</p>	2+ students	75%	321	15%	No

ACTION PLAN

As previously mentioned, BUCS has continued the implementation of a significant number of improvements in the 2020-21 school year. Earlier in this document, examples of new efforts are provided, so the same level of detail will not be provided here.

One of the biggest improvement efforts that began in 2020-21 is BUCS’ implementation of its new curricular plan and tools. The plan and tools were developed by professionals on NHA’s Curriculum & Instruction (C&I) team and reviewed in detail with school leaders before being finalized.

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. Professional development will be provided to staff to ensure the program’s successful implementation.

As part of its ongoing improvement effort, NHA and BUCS worked to redesign the school’s assessments and how the school uses the data from these assessments to drive school improvement. A few examples of these assessments are mentioned below.

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

- *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.D.D.* is a writing acronym that stands for *Restate, Answer, Detail, and Detail*. 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 Powerup 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, 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 in Core5, and help students progress on the college- and career-ready path in PowerUp.
- 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.
- 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.
- 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,

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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.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Students will be proficient in mathematics.

BACKGROUND

In mid-March 2020, due to the COVID pandemic, BUCS began a transition to remote learning that started almost overnight and that forced NHA and BUCS to create a whole new setting for instruction. BUCS' goal for remote learning was reinforcing and introducing standards and skills that are critical to academic success and that can be delivered effectively via remote learning in structured, guided, and accessible learning opportunities for all students. Even as BUCS' doors were closed and innovations in teaching and learning took root, efforts to improve academic outcomes lost no momentum. We continued to focus on our improvement efforts and evaluated ways to effectively provide instruction to students remotely. At the beginning of the 2020-21 school year, BUCS operated remotely. In January 2021, the school began to offer in-person instruction (K-5 offered full in-person instruction and 6-8 offered a hybrid model to its students). BUCS still offered families a virtual option if they were not comfortable returning to the school. Sixth grade students moved to five day in-person in March 2021.

Even as BUCS' doors were closed and innovations in teaching and learning took root, efforts to improve academic outcomes lost no momentum. We continued to focus on our improvement efforts and evaluated ways to effectively provide instruction to students remotely.

Our remote learning plan included opportunities to connect with students and families, provide physical and digital resources, and create and implement essential new professional development programs for staff. To connect with families, teachers conducted Google LIVE meetings, offered daily office hours, and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets, and a weekly learning plan was shared by teachers via Class Dojo or Google Classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to provide deeper understanding. Staff was provided access to a Home Learning site which houses resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

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METHOD

Buffalo United administered the i-Ready math diagnostic to students in third through eighth grade in the fall, winter, and spring of 2020-21 to measure student growth and achievement throughout the school year. After students complete their first diagnostic in the fall, i-Ready generates a Typical Growth measure for each student and places the student in one of five placement levels. I-Ready then measures each student's progress toward their Typical Growth goal and updates their placement level after the winter and spring diagnostic assessments.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: i-Ready

RESULTS AND EVALUATION

Measure 1: Each year, the school's median percent progress to Annual Typical Growth of third through eighth grade students will be equal to or greater than 100%.

In 2020-21, from Fall to Spring, the median percent progress toward Annual Typical Growth of all students was 104% in math. This is greater than 100%, therefore, **this measure was met.**

Students in grades 6-8 showed the most progress towards meeting their spring growth target, with very positive results in eighth grade.

End of Year Growth on 2020-21 i-Ready Mathematics Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	78%	64
4	67%	75
5	95%	59
6	138%	64
7	108%	62
8	258%	53
All	104%	377

Measure 2: Each year, the school's median percent progress towards Annual Typical Growth of all third through eighth 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 2020-21, 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 119 percent in math. This is greater than 100 percent, therefore **this measure was met.**

Additionally, all grade levels, except for fourth and seventh grade, met this goal.

End of Year Growth on 2020-21 i-Ready Math Assessment
By Students who were Two or More Grade Levels below in the Fall

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Grades	Median Percent of Annual Typical Growth	Number Tested
3	115%	33
4	69%	46
5	148%	36
6	153%	44
7	92%	35
8	213%	26
All	119%	220

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

In 2020-21, from Fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 73 percent in math. Therefore, **this measure was not met**, falling short of the target by 35 percentage points.

At the grade level, this goal was met in third grade.

End of Year Growth on 2020-21 i-Ready Math Assessment By Students with Disabilities

Grades	Median Percent of Annual Typical Growth	Number Tested
3	119%	11
4	53%	12
5	0%	8
6	136%	13
7	81%	8
8	142%	10
All	73%	62

Measure 4: Each year, 75% of third through eighth 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 2020-21, 14 percent 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. This was below the target of 75 percent; therefore **the measure was not met**.

Students in seventh and eighth grade showed the most positive results.

End of Year Performance on 2020-21 i-Ready Math Assessment By All Students and Students Enrolled in At Least Their Second Year

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	6%	64	9%	43
4	5%	76	7%	58
5	7%	59	8%	50
6	8%	65	4%	45
7	14%	63	16%	51
8	42%	53	42%	43
All	13%	380	14%	290

ADDITIONAL CONTEXT AND EVIDENCE

BUCS initially had concerns with the validity of the fall i-Ready assessment results. Since students were taking the assessment remotely, teachers were unable to monitor students to explain that it is an adaptive assessment. This caused a lack of understanding with new parents. In addition, students were simply absent and did not take the assessment.

BUCS held parent meetings to share background information about the i-Ready assessment to give parents a better understanding of the assessment itself and what it measures. Data from the assessment was also shared with parents during parent-teacher conferences to allow for a better understanding as well. This, along with the utilization of Blocks, allowed for truer results on assessments taken later in the school year. In addition, if a student was in the building for in-person learning, they also completed their assessments in-person.

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 2020-21, Buffalo United met two of their four math measures. The school did not meet its absolute measure, falling short of the target by 13 percentage points.

Measure	Subgroup	Target	Tested	Results	Met?
<u>Measure 2 (Absolute)</u> : Each year, 75% of 3 rd through 8 th 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%	284	62%	No
<u>Measure 4 (Growth)</u> : Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students in mathematics will be equal to or greater than 100%.	All Students	100%	377	104%	Yes

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Measure 6 (Gap Closing): Each year, the school's median percent progress to Annual Typical Growth in mathematics of all 3 rd through 8 th 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%	220	119%	Yes
Measure 8 (Gap Closing): Each year, the median percent progress to Annual Typical Growth in mathematics of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than 100%.	Students with Disabilities	100%	62	73%	No

Mathematics Goal: Additional 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.

RESULTS AND EVALUATION:

In the spring of 2020-21, 62% 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 13 percentage points; therefore, **the measure was not met**. Students in eighth grade showed the most progress, falling short of the target by only four percentage points.

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	60%	57	67%	42
4	53%	75	52%	58
5	59%	56	65%	48
6	63%	60	66%	44
7	50%	60	54%	50
8	72%	50	71%	42
All	59%	358	62%	284

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

In 2020-21, Buffalo United met two of the four measures of the math goal and met two of the four math academic conditions for renewal. The data shows Buffalo United had made progress toward meeting their overall goal of students will be proficient in mathematics.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2020-21 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 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	377	104%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th 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%	220	119%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ³	104%	62	73%	No
Measure 4: Each year, 75% of 3 rd through 8 th 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%	290	14%	No

ACTION PLAN

As previously mentioned, BUCS has continued the implementation of a significant number of improvements in the 2020-21 school year. Earlier in this document, examples of new efforts that 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.

³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

- 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.
- 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.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will be proficient in science.

BACKGROUND

In mid-March 2020, due to the COVID pandemic, BUCS began a transition to remote learning that started almost overnight and that forced NHA and BUCS to create a whole new setting for instruction. BUCS' goal for remote learning was reinforcing and introducing standards and skills that are critical to academic success and that can be delivered effectively via remote learning in structured, guided, and accessible learning opportunities for all students. Even as BUCS' doors were closed and innovations in teaching and learning took root, efforts to improve academic outcomes lost no momentum. We continued to focus on our improvement efforts and evaluated ways to effectively provide instruction to students remotely. At the beginning of the 2020-21 school year, BUCS operated remotely. In January 2021, the school began to offer in-person instruction (K-5 offered full in-person instruction and 6-8 offered a hybrid model to its students). BUCS still offered families a virtual option if they were not comfortable returning to the school. Sixth grade students moved to five day in-person in March 2021.

Even as BUCS' doors were closed and innovations in teaching and learning took root, efforts to improve academic outcomes lost no momentum. We continued to focus on our improvement efforts and evaluated ways to effectively provide instruction to students remotely.

Our remote learning plan included opportunities to connect with students and families, provide physical and digital resources, and create and implement essential new professional development programs for staff. To connect with families, teachers conducted Google LIVE meetings, offered daily office hours, and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets, and a weekly learning plan was shared by teachers via Class Dojo or Google Classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to provide deeper understanding. Staff was provided access to a Home Learning site which houses resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

METHOD

For the 2020-21 school year, the school administered a mock interim assessment for science to fourth and eighth grade students at Buffalo United. A student scoring a scale score of 3.0 is considered proficient.

RESULTS AND EVALUATION

In March 2021, three months before the actual state assessment, 19 percent of fourth and eighth grade students at Buffalo United scored at or above a scale score of 3.0 on the science mock interim assessment. This assessment was an old released state assessment whose data was utilized as a checkpoint to monitor student progress. When comparing the number of tested eighth graders to previous years, the number is much lower in the 2020-21 school year, 71%, due to the fact that only 13 students return to in-person learning.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Percent at or Above 3.0	Number Tested
4	18%	66
8	20%	41
All	19%	107

ADDITIONAL CONTEXT AND EVIDENCE

Since 2016-17, Buffalo United has seen a decrease in the percent of students enrolled in at least their second year achieving proficiency on the New York State science exam. However, fourth grade has met the absolute measure the last three years the state test was administered.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	80%	72	90%	61	75%	55
8	30%	50	38%	56	35%	55
All	60%	122	65%	117	55%	110

Buffalo United has met the comparative measure the past three years the state test was administered. Additionally, this goal was met at each grade level.

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	BUCS	District	BUCS	District	BUCS	District
4	80%	64%	90%	69%	75%	65%
8	30%	24%	38%	24%	35%	27%
All	60%	46%	65%	50%	55%	49%

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

In 2020-21, 19 percent of fourth and eighth grade students at Buffalo United scored at or above a scale score of 3.0 on the science mock interim taken in the spring. Based on these results, the school needs to make more progress to meet their science goal. Buffalo United has met the comparative goal the last three years the state test was administered (2016-17 to 2018-19).

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- BUCS is reviewing lesson plans to ensure that teachers are providing instruction on priority science standards in all grades.
- 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

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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.

METHOD

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.

RESULTS AND EVALUATION

In 2020-21, Buffalo United was in Good Standing and therefore met their ESSA goal.

ADDITIONAL EVIDENCE

Since 2017-18, Buffalo United has been in Good Standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



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Fax: 616-776-3680

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Fax: 269-345-1666
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200 Ottawa Avenue NW, Suite 300
Grand Rapids, MI 49503

211 East Water Street, Suite 300
Kalamazoo, MI 49007

Buffalo United Charter School
Instructions for Filing
Form 990
8868 Application for Extension of Time to File
for the year ended June 30, 2021

We have electronically filed your extension.

There is no tax due with the application.

Do NOT separately file Form 8868 with the Internal Revenue Service. Doing so will delay the processing of your extension.

Application for Automatic Extension of Time To File an Exempt Organization Return

▶ **File a separate application for each return.**
▶ **Go to www.irs.gov/Form8868 for the latest information.**

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print File by the due date for filing your return. See instructions.	Name of exempt organization or other filer, see instructions. BUFFALO UNITED CHARTER SCHOOL	Taxpayer identification number (TIN) [REDACTED]
	Number, street, and room or suite no. If a P.O. box, see instructions. 325 MANHATTAN AVENUE	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. BUFFALO, NY 14214-1809	

Enter the Return Code for the return that this application is for (file a separate application for each return)

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

COREY BALKON

- The books are in the [REDACTED]
- Telephone No. ▶ [REDACTED]
- If the organization does not have an office or place of business in the United States, check this box ▶
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____ . If this is for the whole group, check this box ▶ . If it is for part of the group, check this box ▶ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 05/16, 2022, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

- ▶ calendar year 20 ____ or
- ▶ tax year beginning 07/01, 2020, and ending 06/30, 2021.

2 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Final return Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

Buffalo United Charter School

2021-22 School Year

July/August						
Su	M	T	W	Th	F	Sa
25	26	27	28	29	30	31
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				

July 19-22 - NHA Leadership Summit
30th-31st Staff PD

September						
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		

1st& 3rd Staff PD, 2nd Regional PD
6th Labor Day; 7th First Day of School
22nd Staff PD

October						
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						

11th Columbus Day

November						
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				

2nd Regional PD
10th End of Q1; 11th Veteran's Day
24th PT Conferences; 25th-26th Thanksgiving Break

December						
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	

23rd Staff PD; 24th-31st Winter Break

January						
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					

3rd School Resumes
17th MLK Day
28th End of Q2

February						
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					

21st-25th Mid-Winter Recess
28th School Resumes

March						
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		

15th-16th Principals Mtg

April						
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						

1st End of Q3
6th PT Conferences
11th-15th Spring Break
18th School Resumes

May						
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			

5th Regional PD
30th Memorial Day

June						
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		

20th Juneteenth; 24th Last Day School; End of Q4
27th Last Day of School Teachers

July						
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					

4th of July

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

Board Approved: 8/3/2021

Last Update: 8/2/2021

183 School Days

7:00am-2:00pm School Hours

7:00am-11:00am (half)

1180 Instructional Hours